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CHAPTER III

RESEARCH METHODOLOGY

A. The Method of the research

This research is a correlational research. According to L.R Gay and Peter Airasian (2000), correlational research involves collecting data in order to determine whether, and to what degree, a relational exists between two or more quantifiable variables. Zulhidah (2014) states that “the purpose of correlational research is to determine the relations among two or more variables”. This research is a correlation between oral reading fluency and reading comprehension.

This research consisted of two variables, oral reading fluency that is symbolized by “X” as independent variable and the reading comprehension as dependent variable that is symbolized by “Y the correlation or there is no significant correlation between two or more variables that can be analyzed by using product moment correlation (Hartono, 2010).

B. The time and location of the research

The research was conducted on July 2017 at MTsN Model Kuok Kampar.

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C. The subject and Object of the Research

The subject of this study was the second year students of MTsN Model Kuok Kampar. Meanwhile, the object of this study was the students' oral reading fluency and reading comprehension.

D. The Population and Sample of the Reasearch

The second year students at MTsN Model Kuok were the population of this research, consisting of 151 students classified into 7 classes from VIII 1 until VIII 7.

Table III.1
The Total Population of the Second Year Students at MTsN Model Kuok Kampar

No.	Classes	Number of students
1	VIII 1	22
2	VIII 2	22
3	VIII 3	21
4	VIII 4	21
5	VIII 5	22
6	VIII 6	22
7	VIII 7	21
Total population		151

The population above is large if all taken as sample of the research. The writer took the sample by using cluster sampling. Based on the limitation of the research, according to Gay in Educational Research Competencies for Analysis and Application Sixth Edition,

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Cluster sampling randomly selects group, not individuals. All the members of selected groups have similar characteristic. It means that the subject of this research had the same material, the same grade, and the same teacher in teaching these classes. So, the researcher took two classes as the sample. The sample of this research was VIII.1 and 2.

Table III. 2
Total Sample of the Eight Grade of MTsN Model Kuok Kampar

No	Class	Number of Students
1	VIII.1	22
2	VIII.2	22
Total Sample		44

E. The Technique of Collecting Data

The data of this research were collected by using test.

1. Test

This method was used to find out the students' score in oral reading fluency. Therefore, the researcher needed test as an instrument. According to Brown (2003, p.3), test is a method of measuring a person's ability, knowledge, or performance in a given domain. The students read the narrative text and then the researcher recorded the students oral reading performance. The scoring process was done by the two raters.

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2. Test

To find out the students' reading comprehension at MTsN Model Kuok Kampar, the researcher administered the test to assess students reading comprehension by using achievements test. In this research, the researcher used multiple choices.

According to Ridwan (2009, p.36-41), to measure the students' oral reading fluency and students' reading comprehension, it can be seen as follows:

Table III. 3

The Measurement Conversion Table of Oral Reading Fluency and Reading Comprehension

Level	Percentage	Categories
5	80- 100	Very Good
4	60- 80	Good
3	41-60	Fair
2	21-40	Poor
1	0-20	Very Poor

F. The Validity and Reliability of Instrument

1. Validity

Fraenkel and Wallen (2006, p.44) say that the term of validity as used in research refers to the appropriate, meaningful and usefulness of any inferences a research draws based on data obtained through the use of an instrument. To obtain the data from the respondents, the writer

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made try out for the questionnaire to determine the validity and reliability of the instruments.

a. Validity of Oral Reading Fluency Test

According to Cronbach and Meehl in Davidso (2007, p.4), there are three types of validity. These are criterion-oriented validity, content validity, and construct validity. In this research, researcher used content validity. According to Davidso (2007, p.6), content validity is defined as any attempt to show that the content of the test is presentative sample from the domain that is to be tested.

Based on the explanation above, the writer used the content validity to measure wheter the test was valid or not in this research. In other words, the tests given to the students were based on the material that they had learned.

b. Validity of Reading Comprehension Test

In this research, the researcher used content validity to measure the students' reading comprehension. According to Brown (2003: 22), content validity is partly a matter of determining if the content that the instruments contain is an adequate sample of the domain of content it is supposed to represent. Test has content validity if the test is appropriate with the lesson that is taught in the class. Thus, the test was given based on material studied by the students. The material of the test was taken from the syllabus of the eight year students at MTsN Model Kuok Kampar. Based on the try out result, it was determined that all of the items were valid. The result of try out is as follows:

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Table III.4
The Analysis of Reading Comprehension Test Validity

Item Number	r-item	r-table	Result
1	0.43	0.40	Valid
2	0.51	0.40	Valid
3	0.57	0.40	Valid
4	0.53	0.40	Valid
5	0.46	0.40	Valid
6	0.50	0.40	Valid
7	0.43	0.40	Valid
8	0.56	0.40	Valid
9	0.52	0.40	Valid
10	0.42	0.40	Valid
11	0.40	0.40	Valid
12	0.42	0.40	Valid
13	0.62	0.40	Valid
14	0.53	0.40	Valid
15	0.47	0.40	Valid
16	0.44	0.40	Valid
17	0.56	0.40	Valid
18	0.42	0.40	Valid
19	0.45	0.40	Valid
20	0.53	0.40	Valid
21	0.50	0.40	Valid
22	0.42	0.40	Valid
23	0.60	0.40	Valid
24	0.43	0.40	Valid
25	0.53	0.40	Valid

2. Reliability

Brown (2003, p.19) says that reliability had to do with accuracy of measurement. This kind of accuracy was reflected in obtaining of similar results when measurement was repeated on different occasion or with different instruments or by different person. The characteristic of reliability was sometimes termed consistency. The following table is the level of internal consistency of Cronbach Alpha.

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Table III. 5
The Alpha Coefficients

Cronbach Alpha	Internal Consistency
>0.90	Very High Reliable
0.80-0.90	Highly Reliable
0.70-0.79	Reliable
0.60-0.69	Marginally/Minimally Reliable
<0.60	Unacceptably Low Reliability

To obtain the reliability of the test given, the writer used SPSS 16.0 to find out whether the test was reliable or not.

a) Reliability of Students' Oral Reading Fluency and Students' Reading Comprehension

To measure reliability in this research, we need a measuring tool, and it used technique of Alpha *Cronbach*. To measure the students' oral reading fluency, researcher used SPSS (Statistical Product for Service Solution) 16.0 program to know whether the instrument is reliable or not.

Table III.6
Reliability Statistics of Students' Oral Reading Fluency and Students' Reading Comprehension

Reliability Statistics

Cronbach's Alpha	N of Items
.802	2

The table above shows the result of the reliability of both variables (students' oral reading fluency and students' reading comprehension). Based on the table above, it was found that the score of the item reliability was 0.802, it means that the test was very high reliable.

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G. The Normality Test of the Data

a. The Normality Test of students' oral reading fluency

In questionnaire for oral reading fluency, the writer used Shapiro Wilk Formula through SPSS 16.00 for testing normality.

Table III.9
The Normality Test of Students' Oral Reading Fluency and Students' Reading Comprehension

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Category	Statistic	df	Sig.	Statistic	Df	Sig.
Score	Oral Reading	,096	44	,200	,977	44	,510
	Reading						
	Comprehension	,122	44	,098*	,957	44	,098

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above shows that the significant correlation between the students' oral reading fluency and students' reading comprehension was 0.510 and 0.98. According to Shapiro Wilk formula, if the variable $p > 0.05$ it can be said that data of variables are distributed normally. From the table above, it could be said that the data of students' oral reading fluency and students' reading comprehension were normal.

H. The Technique of Data Analysis

In analyzing the data, the writer chose the product moment correlation as the formula. By using the product moment correlation, data of the score from test for variable X and Y were collected and calculated. Hartono (2008) stated that if the variables are connected in interval form

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and the spread of the data is normal distribution, so the suitable formula is product moment correlation. In analyzing the data of students' oral reading fluency and their reading comprehension, the researcher analyzed it statistically by using SPSS 16.0

Then, to determine the level of correlation between two variables, the following categories from Hartono (2008) are used:

Table III.10

The interpretation of correlation coefficient

No	Coefficient Interval	Level of Correlation
1	0.00-0.200	Very low
2	0.200-0.400	Low
3	0.400-0.700	Medium
4	0.700-0.900	Strong
5	0.900-1.00	Very strong

. Meanwhile, in order to get easy in analyzing the data, the writer used SPSS program for windows. The product moment correlation coefficient is obtained by considering the degree of freedom ($df = N - nr$; ($N =$ number of sample, $nr =$ number of variable)).

In addition, the procedure of processing the data by using SPSS 16.0 program are as follows:

1. Open SPSS 16.0 program
2. Click *variable view* on SPSS data editor.
 - a. On column *name*, for the first row is Respondent, for the second row is X, and for the third row is Y.

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- b. On column *type*, for the first row change from numeric to string.
 - c. On column *label*, for the second row is students' oral reading fluency and for the third row is reading comprehension.
3. Next, click *data view* in the left corner on SPSS data editor. Input the respondent in column *respondent*, scores of students' oral reading fluency in column X, and scores of students' reading comprehension in column Y.
4. Then, to find the correlation between the score; click *analyze* → *correlate bivariate* →
5. From *bivariate correlation* input X and Y to *variable*
6. Click *Pearson on correlation coefficient*
7. Choose *two tailed* on *test of significance*
8. Click OK.

Statistically the hypotheses are:

$$H_a : r_o > r_{table}$$

$$H_o : r_o \leq r_{table}$$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between students' oral reading fluency and reading comprehension.

H_o is accepted if $r_o \leq r_{table}$ or there is no a significant correlation between students' oral reading fluency and reading comprehension.