CHAPTER III

METHOD OF RESEARCH

A. Research Design

In this research, the researcher used descriptive method to analyze students' difficulties in reading narrative text. The researcher described the students' difficulties in reading narrative text by using percentage of students' difficulties. This research had one variable that was the difficulties made by the tenth grade students of SMA N 1 Tambang. Therefore, this study analyzed the students' difficulties in reading narrative text and the factors that cause difficulties in reading narrative text.

B. Location and Time of the Research

This research was conducted at Senior High School 1 Tambang. It is located on Tambang, Kampar, Riau. It is was conducted from August-September 2017.

C. Subject and Object of the Research

The subject of this research was the first grade students of SMA N 1 Tambang. Meanwhile, the object of the research was the students' difficulties in reading narrative text and the researcher wanted to know the factors that cause the students' difficulties in reading narrative text.

D. Population and Sample of the Research

1. Population

The population of this research was all of students at the first grade of Senior High School 1Tambang. They were 202 students. They consisted of six classes.

TABLE III. 1
POPULATION OF THE RESEARCH

No	Class	Students
1	MIA 1	35
2	MIA 2	35
3	MIA 3	35
4	IIS 1	34
5	IIS 2	35
6	IIS 3	28
	Total	**202**

Source from: SMA N 1 Tambang

2. Sample of the Research

Sample is subject of people and items from a larger population that we collect and analyze to make inferences. The population above is large to be all taken as sample of the research. So, the researcher used purposive sampling. According to Arikunto (1996, p. 127), purposive sampling is the process of selecting the subject based on the particular purpose within the defined population sharing similar characteristic. There were 2 classes at the tenth grade of Senior High School 1 Tambang. First, MIA classes and IIS classes. MIA 3 class had a good ability in teaching and learning process, but they still had difficulties in reading narrative text. So, the researcher took this class as a sample in research.

The sample of this research was class MIA 3, which the total number of sample was 35 students, but 2 students were absent when the researcher did this research. So, the sample was 33 students. According to Arikunto (2010, p.112), if the subjects are more than 100, we can take 10-15% or 20-25 % or more from the total population as sample.

E. Technique of Data Collection

In collecting the data, the researcher used test and questionnaire

1. Test

    In test, the researcher used multiple choice based on the indicators of students' difficulties in reading narrative text. The multiple choice questions is the commonest way of assessing reading (Alderson, 2000:204), the test was 20 questions.

TABLE III.2
BLUE PRINT OF READING TEST ON NARRATIVE TEXT

No	Indicator	Number of items
1.	Students' difficulty in identifying main idea	1,6,11,16
2.	Students' difficulty in identifying language features	2,7,12,17
3.	Students' difficulty in identifying generic structure	3,8,13,18
4.	Students' difficulty in identifying references	4,9,14,19
5.	Students' difficulty in identifying moral value	5,10,15,20

2. Questionnaire

Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hopes that they will respond the questionnaire. According to Sukardi (2005, p.77), there are two types of questionnaire, those are close form questionnaire and open form questionnaire. Open form questionnaire is a question that hopes the respondent to write his or her answer about something descriptively. On the other hand, close form questionnaire will help the respondent to answer quickly, because the researcher gave yes/no alternatives answer to them.

In this research, the researcher used close form questionnaire, the students were given some questions with two alternative answers (yes/no), which had to be chosen by the students. According to Sukardi (2005, p.79), yes/no answer can help the respondent to answer quickly, and give the answer with surely.

TABLE III.3
BLUE PRINT OF STUDENTS' DIFFICULTIES
FACTORS QUESTIONNAIRES

No	Reading Difficulties	Item Number
1	Learners' Background	
	a. Interest	2, 6, 10
	b. Motivation	7, 11, 15
	c. Background Knowledge	9, 13, 14
2	Teaching Technique	4, 8, 12
3	Learners' Environment	1, 3, 5

F. Validity and Reliability

1. Validity of test

To know whether the data are valid or not, the researcher used content validity.Creswell (2012, p. 159) said that validity is development of sound evidence to demonstrate that the test interpretation (of score about the concept or construct that the test is assumed to measure) matches its proposed use. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.Thus, the test was given based on the material studied by the students. The material of the test was taken from the syllabus of the first grade of Senior High School 1 Tambang.Based on the try out result of the instrument validity to the 20 items, it showed that all of the items were valid. It means that the instrument could be used in this research. The following table is the result of the instrument validity test and questionnaire.

TABLE III.4
DATA OF VALIDITY TEST

Number of item	r_{item}	r_{table}	Result
1	0.171324	0.4438	Valid
2	0.580081	0.4438	Valid
3	0.616963	0.4438	Valid
4	0.539158	0.4438	Valid
5	0.558111	0.4438	Valid
6	0.506004	0.4438	Valid
7	0.498235	0.4438	Valid
8	0.518696	0.4438	Valid
9	0.834434	0.4438	Valid
10	0.645454	0.4438	Valid
1	0.499259	0.4438	Valid
12	0.524021	0.4438	Valid
13	0.549831	0.4438	Valid
14	0.580081	0.4438	Valid
15	0.538812	0.4438	Valid
16	0.466161	0.4438	Valid
17	0.426319	0.4438	Valid
18	0.536771	0.4438	Valid
19	0.645296	0.4438	Valid
20	0.536771	0.4438	Valid

The data above were consulted with r_{table} at significance level of 5% ($\alpha = alpha = 0.05$). There were 20 students; meaning that N=20 with df $= N - 2 = 20 - 2 = 18$. The writer took df 18, so r_{table} acquired was 0.4438. From the table above, the test items were valid because $r_{observed} > r_{table}$.

TABLE III.5
DATA OF VALIDITY QUESTIONNAIRE

Number of item	r_{item}	r_{table}	Result
1	0.576132	0.4438	Valid
2	0.473455	0.4438	Valid
3	0.476411	0.4438	Valid
4	0.628213	0.4438	Valid
5	0.667772	0.4438	Valid
6	0.571102	0.4438	Valid
7	0.454085	0.4438	Valid
8	0.499758	0.4438	Valid
9	0.513992	0.4438	Valid
10	0.719708	0.4438	Valid
11	0.476411	0.4438	Valid
12	0.526061	0.4438	Valid
13	0.603567	0.4438	Valid
14	0.599657	0.4438	Valid
15	0.552364	0.4438	Valid

2. Reliability of the Instrument

A test must be reliable as a measuring instrument. Realibility is a necessary characteristic of any good test. Brown (2004, p. 20) said that a reliable test is consistent and dependable. It means that the test should have similar results when the tester gives the same test to the same respondent on two different occasions. According to Cohen et.al,(2007, p. 522), the guidelines for reliability is as follows:

Table III.6
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

In this research, the researcher used software SPSS 23 version to calculate the reliability of test.There were two tests of reliability; test and questionnaire. The result of test reliability is as follows:

Table.III.7
Reliability of Test

Reliability Statistics

Cronbach's Alpha	N of Items
.869	20

The reliability value of the test was 0.869. It was categorized into high reliable level.

Table III.8
Reliability of Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.838	15

The reliability value of the questionnaire was 0.838. It was categorized into high reliable level.

G. The Data Analysis

The data were analyzed by using descriptive method. This technique is called descriptive quantitative. The reseacher found out the frequency of students' difficulties in reading narrative text.

To know of percentage of students' difficulties in reading narrative text, the researcher used Anas' formula (2004, p. 43) as follows :

$$P = \frac{F}{N} \; x \; 100 \; \%$$

Where :

P   : percentage

F   : Number of frequency

N   : Number of respondents/sample