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## CHAPTER III RESEARCH METHOD

### A. The Research Design

This research was a correlational research. Correlational research methods are used to assess relationships and patterns of relationship among variables in a single group of subjects<sup>1</sup>. Correlational research investigates a range of factors, including the nature of the relationship between two or more variables and the theoretical model that might be developed and tested to explain these resultant correlations. Correlational research can also play an important role in the development and testing of theoretical models. Once the nature of bivariate relations has been determined, this information can then be used to develop theoretical models.

The purpose of a correctional research is to determine relationships between variables or to use these relationships to make predictions.<sup>2</sup> Therefore, a correlational research requires collection of data in order to measure and determine whether any significant relationship exists between the two or more quantifiable variables or not. Data are gathered from multiple variables and correlational statistical techniques are then applied to the data.

Creswell stated that the correlational research design are procedures in quantitative research in which investigators measure the degree of association

<sup>1</sup> Donald Ary, Lucy Cheser Jacobs and Christine K. Sorensen. *Introduction to Research in Education Eighth Edition*. (Wadsworth: Cengage Learning, 2010), p. 351

<sup>2</sup> L.R. Gay and Peter Airasian. *Educational Research; Competencies for Analysis and Application sixth Edition*. (New Jersey: Prentice Hall, 2000), p. 321

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(or relationship) between two or more variables or sets of scores.<sup>3</sup> Thus, this research was consisting of two variables; dependent variable and independent variable. The first variable in this research was the students' transition word mastery as the independent variable (X) and the second was the students' reading comprehension on narrative text as the dependent variable (Y).

**B. The Location and the Time of the Research**

This research was conducted at Islamic Boarding Senior High School Bahrul 'Ulum. It is located in the Kampar Kiri district, Kampar regency. This research was conducted from 16 March to 13 April 2015.

**C. The Subject and the Object of the Research**

The subject of this research was the eleventh grade students of Islamic Senior High School Bahrul 'Ulum registered in academic year 2014/2015 with the object of this research was students' transitional word mastery and their reading comprehension on narrative text.

**D. The Population and Sample of the Research**

The population of this research was the Eleventh grade students of Islamic Senior High School Bahrul 'Ulum. It consisted of two classes; those were X Science and X Social. The total number of the Eleventh grade students of Islamic Senior High School Bahrul 'Ulum was 30 students. The following table describes the total population of the research:

<sup>3</sup> John W. Creswell. *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education International, 2008), p. 60

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**Table III.1**  
**The Total Population of the Eleventh Grade Students**  
**On Islamic Senior High School Bahrul 'Ulum 2014/2015**

No.	Class	Total
1	XI Science	16 students
2	XI Social	14 students
<b>Total</b>		<b>30 students</b>

According to Arikunto, if the amount of the population is less than 100 persons it is better to take all of the population, but if the amount of the population is more than 100 persons it is better to take 10-15%, 25%, or more.<sup>4</sup> Based on the table above, the amount of the population is less than 100 persons. It means that the researcher may took all of the population as participants. Besides, Gay stated that the sample of correlational study is selected by using an acceptable method and 30 participants are considered to be the minimal acceptable sample size.<sup>5</sup> It means that the sample of correlational study should be 30 participants or higher and cannot less. Therefore, in this researcher, the researcher used the total population as the sample of the research.

### **E. The Technique of Collecting Data**

In the technique of collecting data in this research, the researcher used test. All the tests given to students were made based on the indicators that had

<sup>4</sup> Arikunto Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta:Rineka Cipta, 2006), p.134

<sup>5</sup> L.R.Gay and Peter Airasian. *Op. Cit*, p. 322

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been described previously. Related to the test, Heaton stated that multiple choices test offers a useful way of testing reading comprehension.<sup>6</sup> Thus, based on Heaton's satement, the kinds of test used by the researcher were to measure students' transitional word mastery and reading comprehension on narrative text was multiple choices. Here is the descriptions of the test:

1. In the test of transitional word mastery, students had to choose one correct answer among five provided answers to complete and analyze the transitional word used in the sentences or texts. The blue print of the test is :

<sup>6</sup> J.B. Heaton. *Writing English Language Tests*. (UK: Longman Group, 1988), p. 117

**Table III. 2**  
**The Blue Print of Transitional Word Mastery Test**

No	Indicators	Number of Items
1	Recognizing transitional words in the form of signaling sequences or addition	7, 21
2	Recognizing transitional words in the form of signaling time	20, 23
3	Recognizing transitional words in the form of signaling comparison	28, 34
4	Recognizing transitional words in the form of signaling contrast	6, 22
5	Recognizing transitional words in the form of introducing examples	9, 18
6	Recognizing transitional words in the form of signaling narrow of focus	27, 35
7	Recognizing transitional words in the form of introducing conclusion or summaries	19, 24
8	Recognizing transitional words in the form of signaling concession	10, 26
9	Recognizing transitional words in the form of introducing causes or effects	8, 29
10	Using transitional words correctly based on its' functions in the form of signaling sequences or addition	2, 14
11	Using transitional words correctly based on its' functions in the form of signaling time	1, 5
12	Using transitional words correctly based on its' functions in the form of signaling comparison	4, 15
13	Using transitional words correctly based on its' functions in the form signaling contrast	11, 16,
14	Using transitional words correctly based on its' functions in the form of introducing examples	25, 30
15	Using transitional words correctly based on its' functions in the form of signaling narrowing of focus	3, 31
16	Using transitional words correctly based on its' functions in the form of signaling conclusion or summaries	13, 17
17	Using transitional words correctly based on its' functions in the form of signaling concession	32
18	Using transitional words correctly based on its' functions in the form of introducing causes or effects	12, 33
<b>Total</b>		<b>35</b>

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2. In the test of reading comprehension on narrative text, students have to choose one correct answer among five provided answers based on the question in the test. The blue print of the test is:

**Table III. 3**  
**The Blue Print of Reading Comprehension on Narrative Text Test**

No	Indicators	Number of Items
1	Recognizing generic structures of narrative text.	3, 10, 13, 18, 24
2	Identifying language features of narrative text	5, 8, 14, 19, 23
3	Determining the order of events on narrative text.	2, 7, 12, 17, 22
4	Recalling the details of setting on narrative text.	1, 6, 11, 16, 21
5	Making inference regarding events, outcome and moral lessons in narrative text.	4, 9, 15, 20, 25
<b>Total</b>		<b>25</b>

### F. The Technique of Data Analysis

In order to analyze students' transitional word mastery and reading comprehension on narrative text, the researcher used graduated standard of English lessons (SKL) that used by the teacher of English of the eleventh grade at Islamic Boarding Senior High School Bahrul 'Ulum. The score was 60 for students' ability in English subject. It means that for those who got score < 60, they didn't pass graduated standard. Meanwhile, for those who got score ≥ 60, they passed graduated standard for English lessons.

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In order to find out the correlation between students' transitional word mastery and their reading comprehension on narrative text, the researcher used a statistical method that was the correlation formula by using product-moment correlation and calculated by using an application that was SPSS 16.0. Product-moment correlation was used for data measured on an interval or ratio scale of measurement and it uses  $r$  as its symbol and SPSS (Statistical Package for the Social Sciences or Statistical Product and Service Solution) application is a software package used for statistical analysis. The Product Moment Correlation is obtained by considering the degree of freedom ( $df = N - nr$ ; ( $N =$  number of sample,  $nr =$  number of variable).

Statistically the Hypotheses are:

$$H_0: r_o < r_{table}$$

$$H_a: r_o \geq r_{table}$$

1.  $H_0$  is accepted if  $r_o < r_{table}$  or there is no significant correlation between students' transitional word mastery and their reading comprehension on narrative text of the Eleventh grade at Islamic Boarding Senior High School Bahrul 'Ulum.
2.  $H_a$  is accepted if  $r_o \geq r_{table}$  or there is a significant correlation between students' transitional word mastery and their reading comprehension on narrative text of the Eleventh grade at Islamic Boarding Senior High School Bahrul 'Ulum.

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Besides, to analyze the students' score from both of the test, it can also be classified into the following table:<sup>7</sup>

**Table III. 4**  
**The Classification of Students' Score**

A	THE SCORE LEVEL	CATEGORY
	80-100	Very Good
	66-79	Good
	56-65	Enough
	46-55	Less
	0-45	Fail

Thus, to classify the students' score, the researcher had to get score scale 0-100. In order to find out students' score scale 0-100, the researcher used the formula that explained by Harahap in Jonri Kasdi. The formula:<sup>8</sup>

$$S = \frac{R}{N} \times 100$$

Where:

S = Individual Score

R = Right Answer

N = Total of Items

100 = Standard Maximal Mark

<sup>7</sup> Anas Sudijono. *Pengantar Evaluasi Pendidikan*. (Jakarta: PT Raja Grafindo persada, 2007), p. 35

<sup>8</sup> Jonri Kasdi. "A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Smester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau". (Unpublished, 2006) , p. 21



## G. The Validity and the Reliability of the Instrument

Validity and Reliability are the two criteria used to judge the quality of all standardized quantitative measures. Reliability refers to the consistency of scores and validity focuses on ensuring that what the instrument want to measure is truly what it is measuring.<sup>9</sup> It means that both reliability and validity are critical to standardized tests. A valid test is usually reliable. Yet, a reliable test is not always valid.

### 1. The Validity of the Instrument

In the validity of instrument, Lodico, Spaulding and Voegtler stated that at least there are three basic kinds of validity. They are Content Validity, Criterion - Related Validity and Construct Validity.<sup>10</sup> Content validity examines the degree to which an instrument measures the intended content area covered by the measure (for example, curriculum, a personality trait, a set of behaviors). Criterion - related validity involves the examination of a test and its relationship with a second measure. It reflects the degree to which two scores on two different measures are correlated. Construct validity involves a search for evidence that an instrument is accurately measuring an abstract trait or ability. Construct validity is one of the most complex types of validity, in part because it is a composite of multiple

<sup>9</sup> Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtler. *Methods in Educational Research: From Theory to Practice.* ( San Francisco: Jossey-Bass, 2010), p.93

<sup>10</sup> *Ibid*, p. 98

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validity approaches that are occurring simultaneously. This might include aspects of content, concurrent, and predictive validity.

Based on explanation above, the researcher conclude that this research belongs to the content validity. It is because the test reflect to what the students have learned the contents of the curriculum. It means that the researcher used content validity to know the validity of the test. In this research, researcher wanted to measure the students' transitional word mastery and reading comprehension on narrative text. Thus, the writer used test instrument in which questions were based on categories studied in reading comprehension on narrative text of the eleventh at Islamic Boarding Senior High School Bahrul 'Ulum.

In order to get the data for this research, researcher used test for both variable. But, before the researcher gave the test, the researcher gave try out test for the students in order to measure item difficulties. To measure the validity of try out test both variable, the writer used this following formula:<sup>11</sup>

$$P = \frac{Np}{N}$$

P = Proportion (Difficult Index)

Np = Number of Correct Answer

N = Number of Students taking Test

<sup>11</sup> Anas Sudijono. *Op. Cit*, p. 372

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Besides, to measure the standard level of item difficulties (difficult index), Thorndrike and Elizabeth in Sudijono showed the standard level of difficulties as follows:

**Table III. 5**  
**Standard Level Difficult Index**

Standard Level of Difficult Index	Category
Less than 0.30	Very difficult
0.30 – 0.70	Average
More than 0.70	Very easy

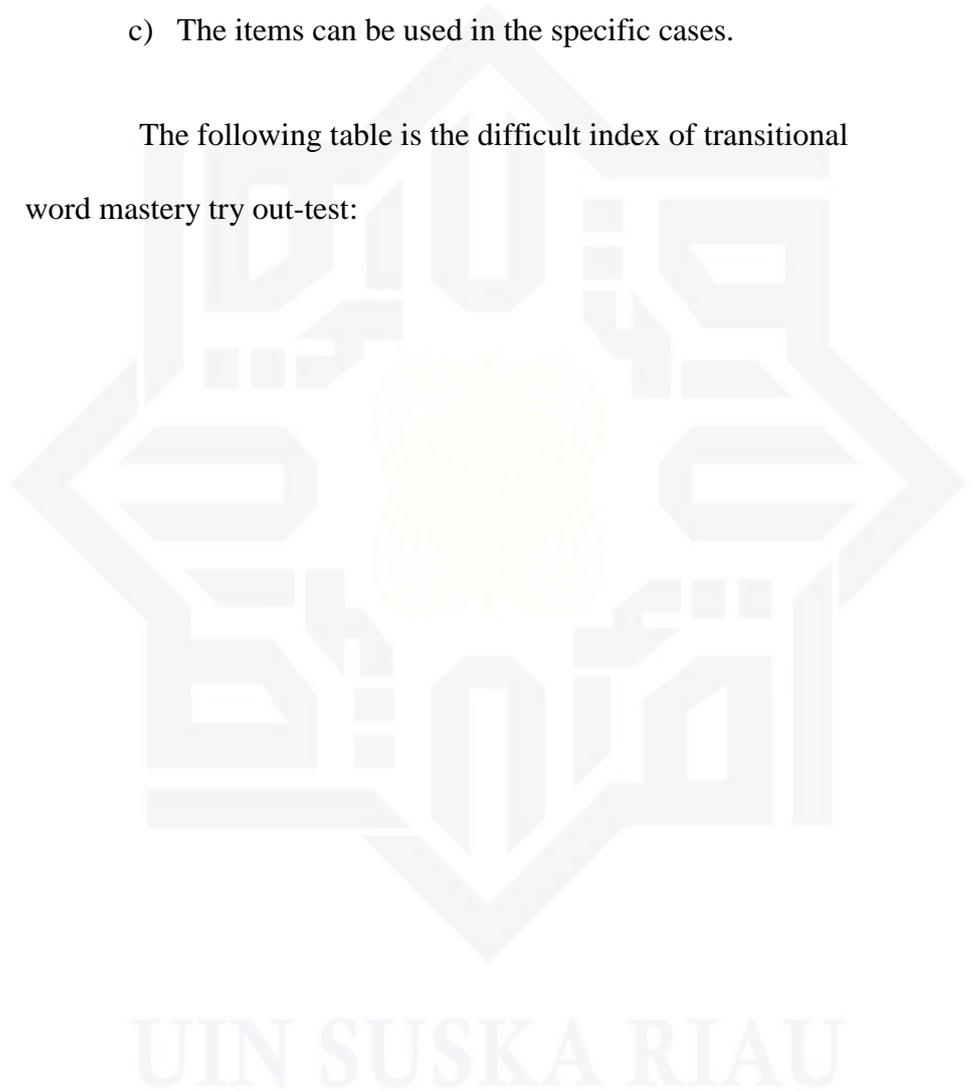
From the table above, it can be seen category of standard level of difficult index can be divided into three major points; very difficult, average and very easy. The acceptable items are in the range of 0.30 – 0.70. On the contrary, the items that are in the range of less than 0.30 and more than 0.70, they are unacceptable to be given to the students. It means that the items accepted and can be given to the students if they are in the range of 0.30 until 0.70. But, the item will be rejected and not valid to be given to the students if they are less than 0.30 and more than 0.70.

Sudijono also argued that there are three possibilities that can be done by the researcher towards the items that are not valid, they are;<sup>12</sup>

<sup>12</sup> Anas Sudijono. *Op. Cit*, p. 376

- a) The items are deleted and replaced with the new items.
- b) The items are revised in order to find the difficulty problem and it can be given to student in the next test.
- c) The items can be used in the specific cases.

The following table is the difficult index of transitional word mastery try out-test:



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**Table III. 6**  
**Difficult Index of Try out Test of Transitional Word Mastery**

Items' No	Number of Correct Answer (Np)	Number of student (N)	Difficult Index (P)	Category
1	21	30	0.70	Average
2	8	30	0.27	Very difficult
3	15	30	0.50	Average
4	14	30	0.47	Average
5	20	30	0.67	Average
6	19	30	0.63	Average
7	7	30	0.23	Very difficult
8	17	30	0.57	Average
9	18	30	0.60	Average
10	13	30	0.43	Average
11	14	30	0.47	Average
12	14	30	0.47	Average
13	13	30	0.43	Average
14	6	30	0.20	Very difficult
15	12	30	0.40	Average
16	14	30	0.47	Average
17	14	30	0.47	Average
18	18	30	0.60	Average
19	20	30	0.67	Average
20	20	30	0.67	Average
21	14	30	0.47	Average
22	6	30	0.20	Very difficult
23	19	30	0.63	Average
24	12	30	0.40	Average
25	16	30	0.53	Average
26	15	30	0.50	Average
27	17	30	0.57	Average
28	13	30	0.43	Average
29	16	30	0.53	Average
30	8	30	0.27	Very difficult
31	7	30	0.23	Very difficult
32	13	30	0.43	Average
33	18	30	0.60	Average
34	13	30	0.43	Average
35	14	30	0.47	Average

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The table above showed the difficult index of transitional word mastery try out-test. The test is consisting of 35 items with total participant were 30 students. The result of the test can be categorized into two basic categories; average and very difficult. It means that not all of the items are valid to be given to the students. In this research, the researcher only used the average items to measure their transitional word mastery.

Based on the table, there are at least 6 items categorized into very difficult, there are item number 2 with the difficult index level 0.27, item number 7 with the difficult index level 0.23, item number 14 with the difficult index level 0.20, item number 22 with the difficult index level 0.20, item number 30 with the difficult index level 0.27 and item number 31 with the difficult index level 0.23. Based on standard level of difficulties  $0.30 < P < 0.70$ , it indicated that those all items are very difficult and not valid used as test. Thus, the items are revised in order to find the difficulty problem. Then, those items were given to student in the next try out test to find the index difficulties.

The following table is the difficult index of reading comprehension on narrative text try out-test:

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**Table III. 7**  
**Difficult Index of Try out Test of Reading Comprehension on**  
**Narrative Text**

Items' No	Number of Correct Answer (Np)	Number of student (N)	Difficult Index (P)	Category
1	26	30	0.87	Very easy
2	18	30	0.60	Average
3	15	30	0.50	Average
4	13	30	0.43	Average
5	14	30	0.47	Average
6	17	30	0.57	Average
7	13	30	0.43	Average
8	16	30	0.53	Average
9	14	30	0.47	Average
10	27	30	0.90	Very easy
11	16	30	0.53	Average
12	14	30	0.47	Average
13	15	30	0.50	Average
14	14	30	0.47	Average
15	19	30	0.63	Average
16	22	30	0.73	Very easy
17	12	30	0.40	Average
18	13	30	0.43	Average
19	15	30	0.50	Average
20	16	30	0.53	Average
21	20	30	0.67	Average
22	15	30	0.50	Average
23	13	30	0.43	Average
24	16	30	0.53	Average
25	24	30	0.80	Very easy

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The table above showed the difficult index of reading comprehension on narrative text try out-test. The test was consisting of 25 items with total participant were 30 students. The result of the test can be categorized into two basic categories; average and very easy. It means that not all of the items are valid to be given to the students. In this research, the researcher only used the average items to measure their reading comprehension on narrative text.

Based on the table, there are at least 4 items categorized into very easy, there are item number 1 with the difficult index level 0.87, item number 10 with the difficult index level 0.90, item number 16 with the difficult index level 0.73 and item number 25 with the difficult index level 0.80. Based on standard level of difficulties  $0.30 < P < 0.70$ , it indicated that those all items are very easy and not valid used as test. Thus, the items are revised in order to find the difficulty problem. Then, those items were given to student in the next try out test to find the index difficulties

## 2. The Reliability of the Instrument

Reliability is a very important characteristic of a test. A test is not valid unless it is reliable. Brown satated that, reliability has to do with accuracy of measurements.<sup>13</sup> This kind of accuracy

<sup>13</sup> H. Douglas Brown. *Language Assesment: principle and Classrom Practices*. (New York: Pearson Education Inc, 2003), p. 19

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is reflected in the obtaining of similar result whe measurement is repeated on different occasions or with different instruments or by differents person. It means that a test is possible to be reliable without being valid for specified purpose, but it is impossible a test to be valid without first being reliable.

To know the reliability of the test, the writer used Kuder and Richardson ( $KR_{21}$ ) formula as follows:<sup>14</sup>

$$r_{11} = \frac{N}{N-1} \left( 1 - \frac{m^2}{N S_t^2} \right)$$

Where

$r_{11}$	=	<i>Reliability</i>
$N$	=	<i>Number Item of Test</i>
$m$	=	<i>Mean Score of Test</i>
$S_t^2$	=	<i>Total Varian</i>

With categories of reliability test are as follows:

<b>0.0 - 0.20</b>	= Reliability is low
<b>0.21 - 0.40</b>	= Reliability is sufficient
<b>0.41 - 0.70</b>	= Reliability is high
<b>0.71 - 1.0</b>	= Reliability is very high

The description of the reliability of tansitional word mastery test as variable X can be seen as follows:

<sup>14</sup> Anas Sudijono. *Op. Cit*, p.258

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$$r_{11} = \frac{30}{30 - 1} \left( 1 - \frac{16.47 \cdot 30 - 16.47}{30 \cdot 16.582} \right)$$

$$r_{11} = \frac{30}{29} \left( 1 - \frac{16.47 \cdot 13.53}{497.467} \right)$$

$$r_{11} = 1.034 \cdot 0.552$$

$$r_{11} = 0.571$$

From the data above, it can be seen that the reliability of transitional word mastery test was 0.571. Then, based on categories of reliability that have mentioned above, it can be concluded that the reliability of transitional word mastery test was high. In other word, the test was reliable and can be given to the student in order to measure their transitional word mastery.

As for the reliability of reading comprehension on narrative text as variable Y, it can be described as follows:

$$r_{11} = \frac{30}{30 - 1} \left( 1 - \frac{13.90 \cdot 30 - 13.90}{30 \cdot 15.49} \right)$$

$$r_{11} = 1.034 \left( 1 - \frac{13.90 \cdot 16.10}{464.7} \right)$$

$$r_{11} = 1.034 \cdot 0.518$$

$$r_{11} = 0.536$$

The data above showed that reability of reading comprehension on narrative text was 0.536. It means that the reliability of reading comprehension on narrative text test is high.

Thus, the test of reading comprehension on narrative text is reliable and can be given to the students in order to measure their reading comprehension on narrative text.

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