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CHAPTER III

METHOD OF THE RESEARCH

III.1. Research Design

This study utilized a correlational research design to determine the degree to which a relationship exists between students' mastery of the writer's text organizations and vocabulary toward their reading comprehension of spoof text. According to Gay and Airisian (2000:312), correlational research involved collecting data to determine whether and to what degree a relationship exist between two or more variables. The inference of the relationship between the variables was done without a direct intervention from the accompanying or concomitant variation of the independent variable and dependent variable. It was conducted through a quantitative approach. In this term of quantitative data, statistical analysis was used to calculate the numeral data that were gathered and analyze them by the use of correlation analysis. The quantitative approach was used to obtain the influence of students' mastery of writer's text organization and vocabulary toward their reading comprehension of spoof text at Islamic senior high school Al Islam Rumbio.

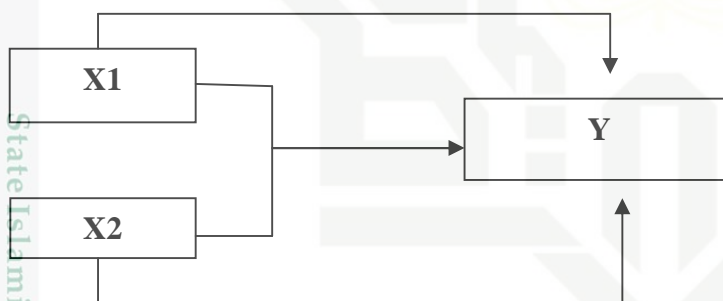
In this research, there were two kinds of variables: independent and dependent. Independent variables were those the investigators choose to study (and often manipulate) in order to assess their possible effect(s) on one or more variables. An independent variable was presumed to have an effect on, to influence somehow, another variable (Wallen and Fraenkel, 1991: 36). In

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this research, there were three variables used in this research, firstly independent variable students' mastery of writer's text organization that was symbolized by "X¹" and students' mastery of vocabulary which was symbolized by "X²", and the dependent variable was students' reading comprehension symbolized by "Y". The relationship between X¹ (writer's text organization) and X² could be symbolized by X³. It meant that if students' mastery of writer's text organization could influence students' mastery of vocabulary toward their reading comprehension. It was believed that this research design was able to look at three variables and determine if a relationship exists between those variables.

Diagram III.1 Research Design



Where: X1 = Students' Mastery of Writer's Text Organization (Independent variable)

X2 = Students' Mastery of Vocabulary (Independent variable)

Y = Their Reading Comprehension (Dependent variable)

(Hatch and Farhady, 1982:27)

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III.2 Population and Sample of the Research

Population is the group to which a researcher would like the result to be generalized and which includes all individuals with certain characteristics (Wallen & Fraenkel: 1991, p. 129). Furthermore, McMillan (1992) states that a population is a group of elements or cases, whether individuals, objects, or events that conform to specific criteria and to which we intend to generalize the results of the research. The target of population of this research was All students in Grade XI of MA Al Islam Rumbio. They consisted of three classes. The duration of this study was one week from 5 to 17 December 2016.

The sample is a representative part of all population to serve as respondents because the size of the population is relatively small. In this research, three classes were taken as a sample. Based on the number of population, sample in this research was 70 students. It was determined through table from Isaac and Michael with level of error 5%. Gay and Airisian (2000:312) state that for a correlational study, “30 participants are generally considered to be a minimally acceptable sample size”. In relation to that theory, the sampling technique that had been used in this research was total sampling.

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Table III. 1

The Population of the Second Grade of MA Al Islam Rumbio.

No	Class	Population			Sample
		Male	Female	Total	
1	XI.1	10	14	24	70
2	XI.2	8	15	23	
3	XI.3	9	14	23	
TOTAL		27	43	70	70

III.3 Techniques of Data Collection

The data for this research were collected through tests. To find out how is students' mastery of the writer's text organizations; the researcher collected the data through the test by writer's text organizations and vocabulary. Then, to examine the students' ability in comprehending the spoof text, it was measured by giving them some spoof texts with comprehension questions.

According to Gay (2000:161), he explained that validity was concerned with the appropriateness of the interpretation made from test scores. Furthermore, Gay (2000:169) stated that a good instrument must have two essential requirements: validity and reliability. Reliability is the degree to which a test consistently measures whatever it is measuring. Therefore, both tests should have validity and reliability. The followings were the procedures of validity and reliability testing of this research.

a. Testing Validity

Heaton (1995:159) states that the validity of a test is “the extent to which it measures what it is supposed to measure and nothing else”. In this research, the research questions in the instruments had been formulated based on the indicators of each variable and a review of the related literature. Then, questions to be asked in the instrument were examined by the thesis advisor beforehand to ascertain their validity and appropriateness.

Table III.2
Blue Print of the Test

Variable	Indicators	Number of test items
Mastery of writer's text organizations	1. Students are able to identify the text organization that is used by the writer	1 to 10
	2. Students are able to visualize the text organization that is used by the writer.	11 to 20
Mastery of Vocabulary	1. Students are able to identify the meaning of the words.	1 to 5
	2. Students are able to write the words in correct spelling.	6 to 10

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	3. Students are able to use the words in context.	11 to 15
Reading comprehension of spoof text	1. Students determine the orientation 2. Students determine the events 3. Students determine the twist	1, 4, 7, 10, 13, 16, 19, 22, 25, and 28 2, 5, 8, 11, 14, 17, 20, 23, 26, and 29 3, 6, 9, 12, 15, 18, 21, 24, 27, and 30

b. Testing Reliability

A test must first be reliable as a measuring instrument. Reliability is a necessary characteristics of any good test. Reliability refers to whether a test measures something well (Miles & Banyard, 2007:270). To test the instrument reliability, it was used Cronbach's formula.

III.4 Techniques of Data Analysis

In order to find out whether there were significant correlations between students' mastery of writer's text organization toward their reading comprehension, and students' mastery of vocabulary toward their reading comprehension, the data have been analyzed statistically. The data have been obtained from the test. Then, the result of the analysis showed by the r coefficient then squared to see the magnitude of influence of x contributed on Y . in statistics, this relationship between variables is denoted by the term of correlation coefficient, which is a number between 0 until 1. Generally, the

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higher the correlation coefficient, the stronger the relationship would be. Last, to interpret the coefficient determination of every analysis, the following table is used.

The formula is as follows:

Then, the students' mastery of writer's text organization and vocabulary are classified into the following criteria :

1. Very High	84% - 100%
2. High	68% - 83%
3. Fair	52% - 67%
4. Low	36% - 51%
5. Very Low	20% - 35%

(Yohanes in Sutrisno, 2007:27)

To find out the correlation coefficient between two variables, students' mastery of writer's text organization and their reading comprehension, and students' mastery of vocabulary and their reading comprehension, it would be applied the Simple Regression formula. It is suggested to use the following formula:

The regression equation is written as $Y = a + bX + e$

Y is the value of the Dependent variable (Y), what is being predicted or explained

a or Alpha, a constant; equals the value of Y when the value of X=0

b or Beta, the coefficient of X; the slope of the regression line; how much Y changes for each one-unit change in X.

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X is the value of the Independent variable (X), what is predicting or explaining the value of Y

e is the error term; the error in predicting the value of Y , given the value of X (it is not displayed in most regression equations).

Table III.3
The Interpretation of Correlation

Rxy	Interpretation
0.00-20	The correlation between X^1 variable and Y variable or X^2 variable and Y variable is very weak/very low or can be told there is no correlation between the variable
0.20-0.40	There is a weak / low correlation between X^1 variable and Y variable or X^2 variable and Y variable
0.40-0.70	There is enough/medium correlation between X^1 variable and Y variable or X^2 variable and Y variable
0.70-0.90	There is a strong correlation between X^1 variable and Y variable or X^2 variable and Y variable
0.90-1.00	There is Very Strong Correlation between X^1 variable and Y variable or X^2 variable and Y variable

Then, the following analysis method posed by Toth (2007), Multiple Regression was computed to assess the influence of students' mastery of writer's text organization toward their reading comprehension and also students' vocabulary mastery toward their reading comprehension of spoof

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text. So, it was used to find out the correlation coefficient between all the variables above. The Formula Multiple Regression had been used to test the third hypothesis using SPSS version 25 as follows:

$$R_{y.x_1x_2} = \frac{r_{yx_1}^2 + r_{yx_2}^2 - 2 \cdot r_{yx_1} \cdot r_{yx_2} \cdot r_{x_1x_2}}{1 - r_{x_1x_2}^2}$$

(Sudjana, 1992:385) Where:

R_y .: The coefficient correlation between students' mastery of writer's text organization, vocabulary and their reading comprehension.

r_{x1} The coefficient correlation between X1 and Y

r_{x2} The coefficient correlation between X2 and Y

r_y The coefficient correlation between X1 and Y1

(Sudjana, 1992:385)

Hartono (2010) states that coefficient correlation is always between -1 up to +1

Between 0.80 up to 1.00 = very high

Between 0.600 up to 0.79= high

Between 0.40 up to 0.59 = average

Between 0.20 up to 0.39 = low

Between -1.00 up to 0.19= very low (unreliable)

III.5 Validity and Reliability Test

III.5.1 The validity of instrument

Before collecting the data, each item of the test was tested in order to be ideal to try out. The purpose of the try out is to find out the quality of the test

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items. **Brown (2000; 22)** states that a test is a method of a measuring a person's ability, knowledge, or performance in a given domain. Validity is the extent to which inferences make from assessment results which are appropriate, meaningful, and useful in terms of the purpose of the assessment. To measure whether the test was valid in this research, the researcher used content validity which was an attempt to determine how an individual functioned in a set of actual situations. Rather than placing individuals in each actual situation, a test was used as a shortcut to determine their behaviors or performances in the set of situations.

The points of difficulty level and discrimination index will be analyzed by using a formula (Heaton, 1975 : 178) .

$$FV = \frac{R}{N} \times 100\%$$

Where :

FV : The index of difficulty

R: The number of correct answers

N : The number of respondents

Then, statistical inferences were used to determine if the instruments were valid or not. The coefficient correlation of the test result (rho) t was compared to the coefficient from the table (r table). Furthermore, an instrument is claimed to be valid when the rho is higher than r table. The result of test validity can be seen as follow:

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Table III.4

The Validity of Students' Mastery of Writer's Text Organization Test.

$r_{\text{observed}} > r_{\text{table}}$ (valid)

$r_{\text{observed}} < r_{\text{table}}$ (invalid)

No	Item No	r_{observed}	r_{table}	inf.
1	ITEM 1	0,721586	0,602	Valid
2	ITEM 2	0,642474	0,602	Valid
3	ITEM 3	0,643019	0,602	Valid
4	ITEM 4	0,808697	0,602	Valid
5	ITEM 5	0,866877	0,602	Valid
6	ITEM 6	0,686188	0,602	Valid
7	ITEM 7	0,650382	0,602	Valid
8	ITEM 8	0,812937	0,602	Valid
9	ITEM 9	0,825584	0,602	Valid
10	ITEM 10	0,661295	0,602	Valid
11	ITEM 11	0,609262	0,602	Valid
12	ITEM 12	0,618864	0,602	Valid
13	ITEM 13	0,769682	0,602	Valid
14	ITEM 14	0,777199	0,602	Valid
15	ITEM 15	0,876231	0,602	Valid
16	ITEM 16	0,774446	0,602	Valid
17	ITEM 17	0,712913	0,602	Valid
18	ITEM 18	0,759847	0,602	Valid
19	ITEM 19	0,717439	0,602	Valid
20	ITEM 20	0,640061	0,602	Valid

Table III.5

The Validity of Students' Vocabulary Mastery

$r_{\text{observed}} > r_{\text{table}}$ (valid)

$r_{\text{observed}} < r_{\text{table}}$ (invalid)

No	Item No	r_{observed}	r_{table}	inf.
1	ITEM 1	0,820353	0,602	Valid
2	ITEM 2	0,638314	0,602	Valid
3	ITEM 3	0,671406	0,602	Valid
4	ITEM 4	0,679925	0,602	Valid
5	ITEM 5	0,735758	0,602	Valid

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6	ITEM 6	0,624201	0,602	Valid
7	ITEM 7	0,603995	0,602	Valid
8	ITEM 8	0,692894	0,602	Valid
9	ITEM 9	0,832864	0,602	Valid
10	ITEM 10	0,690074	0,602	Valid
11	ITEM 11	0,670893	0,602	Valid
12	ITEM 12	0,689387	0,602	Valid
13	ITEM 13	0,820234	0,602	Valid
14	ITEM 14	0,737522	0,602	Valid
15	ITEM 15	0,726424	0,602	Valid
16	ITEM 16	0,749681	0,602	Valid
17	ITEM 17	0,833354	0,602	Valid
18	ITEM 18	0,722374	0,602	Valid
19	ITEM 19	0,762267	0,602	Valid
20	ITEM 20	0,635166	0,602	Valid
21	ITEM 21	0,709583	0,602	Valid
22	ITEM 22	0,691517	0,602	Valid
23	ITEM 23	0,709623	0,602	Valid
24	ITEM 24	0,673663	0,602	Valid
25	ITEM 25	0,628857	0,602	Valid
26	ITEM 26	0,820234	0,602	Valid
27	ITEM 27	0,737522	0,602	Valid
28	ITEM 28	0,726424	0,602	Valid
29	ITEM 29	0,746681	0,602	Valid
30	ITEM 30	0,833354	0,602	Valid

Table III.6

The Validity of Students' Reading Comprehension of Spoof Text

$r_{\text{observed}} > r_{\text{table}}$ (valid)

$r_{\text{observed}} < r_{\text{table}}$ (invalid)

No	Item No	r_{observed}	r_{table}	inf.
1	ITEM 1	0,721586	0,602	Valid
2	ITEM 2	0,642474	0,602	Valid
3	ITEM 3	0,643019	0,602	Valid
4	ITEM 4	0,808697	0,602	Valid
5	ITEM 5	0,866877	0,602	Valid
6	ITEM 6	0,686188	0,602	Valid
7	ITEM 7	0,650382	0,602	Valid
8	ITEM 8	0,812937	0,602	Valid

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9	ITEM 9	0,825584	0,602	Valid
10	ITEM 10	0,661295	0,602	Valid
11	ITEM 11	0,609262	0,602	Valid
12	ITEM 12	0,698164	0,602	Valid
13	ITEM 13	0,769682	0,602	Valid
14	ITEM 14	0,777199	0,602	Valid
15	ITEM 15	0,876231	0,602	Valid
16	ITEM 16	0,774446	0,602	Valid
17	ITEM 17	0,712913	0,602	Valid
18	ITEM 18	0,759847	0,602	Valid
19	ITEM 19	0,717439	0,602	Valid
20	ITEM 20	0,640061	0,602	Valid
21	ITEM 21	0,820234	0,602	Valid
22	ITEM 22	0,737522	0,602	Valid
23	ITEM 23	0,726424	0,602	Valid
24	ITEM 24	0,748681	0,602	Valid
25	ITEM 25	0,833354	0,602	Valid
26	ITEM 26	0,722374	0,602	Valid
27	ITEM 27	0,762267	0,602	Valid
28	ITEM 28	0,635166	0,602	Valid
29	ITEM 29	0,709583	0,602	Valid
30	ITEM 30	0,691517	0,602	Valid

Based on the table above, it can be said all of the tests: students' mastery of writer's text organization, vocabulary and their reading comprehension of spoof text test items are valid.

III.5.2 The Reliability of the Instrument

Reliability is an important characteristics of a good test. It is done to obtain the stability and consistent result of the instrument used. According to **Brown (2003: 19-27)**, a reliability has to do with the accuracy of the instrument. In order to calculate the reliability of the test, the mean of the students' scores the standard deviation will be sought. To find out the reliability of the test the following formula is used; the discrimination index of

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an item indicates the extent to which the item discriminates between the students, separating the more able students from the less able. The following formula was taken from **Heaton (1975: 164)** as follow:

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Where : r_{11} = reability

S_i = total variant of all items

S_t = total variant

K = number of items

The classification of reliability was as follows: :

- a. Between 0.800 to 1.00 = very high reliability
- b. Between 0.600 to 0.800 = high reliability
- c. Between 0.400 to 0.600 = moderate
- d. Between 0.200 to 0.400 = low reability
- e. Between 0.00 to 0.200 = very low reability

The result of test reliability can be seen as follow:

a) Students' Mastery of Writer's Text Organization Test

Table III.7

**Reliability Statistics of Students' Mastery of
Writer's Text Organization Test**

Reliability Statistics

Cronbach's Alpha	N of Items
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Reliability Statistics

Cronbach's Alpha	N of Items
.735	20

Based on the table above, it is known that the score of Cronbach's alpha is 0.735. The total item is 20. Then the reliability of the instrument is categorized High Reliability. Therefore, this test can be used to collect the data needed in this research.

Table III.8

Item-Total Statistics of Students' Mastery of Writer's Text Organization

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	13.93	12.067	.271	.727
X1.2	13.87	12.201	.252	.729
X1.3	13.84	11.902	.372	.719
X1.4	13.94	11.910	.317	.723
X1.5	13.86	12.298	.226	.731
X1.6	13.84	12.250	.250	.729
X1.7	13.89	12.335	.201	.733
X1.8	13.90	12.062	.284	.726
X1.9	13.86	12.153	.275	.727
X1.10	13.93	12.038	.281	.726
X1.11	13.91	12.311	.199	.733
X1.12	13.90	11.801	.371	.719
X1.13	13.86	12.066	.305	.724

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X1.14	13.93	12.212	.226	.731
X1.15	13.86	12.066	.305	.724
X1.16	13.86	12.153	.275	.727
X1.17	13.86	12.182	.265	.728
X1.18	13.87	11.708	.420	.715
X1.19	13.86	11.979	.335	.722
X1.20	13.91	11.297	.534	.704

b) Students' Mastery of Vocabulary

Table III.9

Reliability Statistics of Students' Mastery of Vocabulary

Reliability Statistics	
Cronbach's Alpha	N of Items
.783	30

Based on the table above, it is known that the score of Cronbach's alpha is 0.783. The total item is 30. Then the reliability of the instrument is categorized High Reliability. It means that this test is reliable or accepted to collect information about students' mastery of vocabulary in this study.

Table III.10

Item-Total Statistics of Students' Vocabulary Mastery

Item-Total Statistics

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	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	20.47	23.644	.357	.774
X2.2	20.54	24.513	.166	.783
X2.3	20.34	24.518	.201	.781
X2.4	20.34	24.605	.180	.782
X2.5	20.49	24.514	.170	.783
X2.6	20.37	23.947	.322	.775
X2.7	20.20	24.800	.214	.780
X2.8	20.36	23.016	.552	.765
X2.9	20.51	24.456	.179	.783
X2.10	20.41	24.652	.151	.784
X2.11	20.40	24.214	.251	.779
X2.12	20.37	24.614	.170	.782
X2.13	20.46	23.904	.304	.776
X2.14	20.33	24.514	.207	.781
X2.15	20.39	24.211	.256	.778
X2.16	20.36	24.494	.201	.781
X2.17	20.44	24.453	.189	.782
X2.18	20.34	23.678	.400	.772
X2.19	20.31	24.653	.180	.782
X2.20	20.37	24.411	.216	.780
X2.21	20.37	23.599	.403	.772
X2.22	20.40	24.562	.174	.782
X2.23	20.36	23.856	.350	.774
X2.24	20.36	23.595	.412	.771
X2.25	20.39	24.646	.159	.783
X2.26	20.37	24.295	.242	.779
X2.27	20.37	22.904	.569	.764
X2.28	20.37	23.512	.423	.771
X2.29	20.30	23.546	.466	.769
X2.30	20.39	22.327	.698	.757

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c) Students' Reading Comprehension of Spoof Text

Table III.11
Reliability statistics of Students' Reading Comprehension of
Spoof Text

Reliability Statistics	
Cronbach's Alpha	N of Items
.777	30

Based on the table above, it is known that the score of Cronbach's alpha is 0.777. The total item is 30. Then the reliability of the instrument is categorized High Reliability. It means that this test is reliable or accepted to collect information about students' reading comprehension in this study.

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Table III.12**Item-Total Statistics of Students' Reading Comprehension of Spoof Text**

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y.1	19.59	25.551	.162	.777
Y.2	19.56	25.033	.280	.772
Y.3	19.56	25.555	.167	.777
Y.4	19.56	24.482	.403	.766
Y.5	19.59	25.608	.150	.778
Y.6	19.51	25.442	.204	.775

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Y.7	19.56	25.381	.205	.775
Y.8	19.57	25.408	.195	.776
Y.9	19.54	25.585	.164	.777
Y.10	19.54	25.585	.164	.777
Y.11	19.56	24.801	.331	.769
Y.12	19.49	24.543	.428	.765
Y.13	19.49	24.717	.386	.767
Y.14	19.50	25.471	.202	.775
Y.15	19.46	25.643	.179	.776
Y.16	19.61	24.298	.423	.764
Y.17	19.56	25.439	.192	.776
Y.18	19.53	24.688	.369	.767
Y.19	19.63	25.425	.182	.776
Y.20	19.59	24.188	.456	.763
Y.21	19.63	24.121	.457	.762
Y.22	19.59	24.942	.292	.771
Y.23	19.56	24.395	.422	.765
Y.24	19.60	25.577	.154	.778
Y.25	19.66	25.243	.215	.775
Y.26	19.56	24.221	.461	.763
Y.27	19.66	25.156	.233	.774
Y.28	19.57	24.857	.314	.770
Y.29	19.60	25.084	.258	.773
Y.30	19.66	23.939	.490	.761

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III.6 Pilot study

A pilot study was administrated to try out the instrument before collecting the data. Gay and Airisian (2000:286) state before distributing the test to participant; try it out a pilot study. The cover letter can be pilot tested at the same time. Pre-testing provides the information about deficiencies and suggestions for improvement. Try out was carried out to know whether the instrument was applicable. It was tried out to 20 students.

Based on the try out and the items analysis of the instrument, all instruments were valid.