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## CHAPTER III

### RESEARCH METHODOLOGY

#### III.1. Research Design

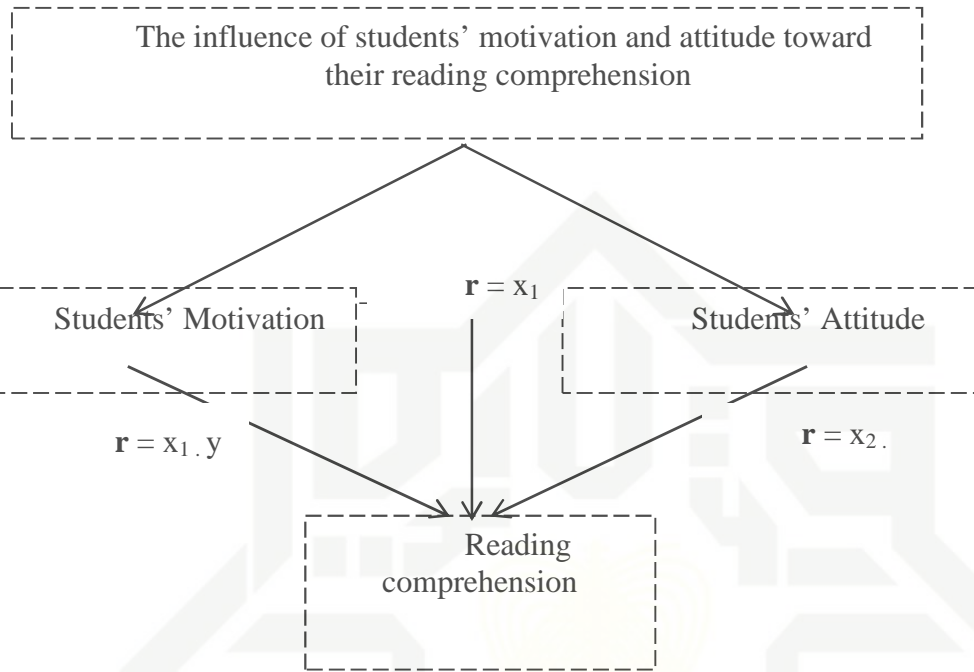
This research design used in this study was a correlational research. In this research, the researcher investigated the influence of students' motivation and attitude toward their reading comprehension. This research consisted of three variables. The first variable was students' motivation as an independent variable; the data were obtained by a set of questionnaires. The second variable was students' attitude; this was obtained by a set of questionnaires. The third variable was reading comprehension as a dependent variable; the data were obtained by reading comprehension test.

Creswell (2009:50) states that dependent variables are those that depend on the independent variables; they are the outcomes or result of the influenced of the independent variables. This study investigated the influence of the students' motivation and attitude toward their reading comprehension of English education study program at STAIN Bengkalis. The sample was done by census population. Data collection technique used questionnaire (Likert scale) and reading test (multiple choice items).

Independent variable was as a variable which influenced the dependent variable, and the dependent variable was as a variable which was influenced by the independent variable. A correlational statistics using bivariate correlation was employed. The research design can be drawn as follows:

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**Figure. III.1. The scheme of Research Design**



### III.2. Location and time of the research

The research was conducted to the seventh semester of STAIN Bengkalis, located on Jl. Lembaga - Senggoro and it was conducted for three months (October - January).

### III.3. Subject and Object of the research.

Based on the title of the research, the subject of the research was the seventh semester students of STAIN Bengkalis Regency, Riau Province. The object of this research was the influence of students' motivation and attitude toward their reading comprehension at STAIN Bengkalis.

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### III.4. Population and Sample

A population is defined as all members of any well defined class of people, event or object. A sample is a portion of a population, it usually consists of a small group of the population that is observed and about which the generation is made (Parmjit Sing, et all, 2006: 121).

In taking the sample, the researcher used population sample. In this study, 40 respondents had taken part in this study as a sample. There is seventh semester English Education Study Program at Stain Bengkalis. The researcher took the sample in seven semesters because they have passed reading me, reading II and extensive reading.

**Table III.1**  
**Population and sample**

No	Class	Female	Male	Total Number of Student
1	VI A	20	12	32
2	VI B	5	3	8
	Total			40

Source: Official of Sekolah Tinggi Agama Islam Negeri Bengkalis.

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### III.5. Instrumentation

There were two instruments to take the data. The First, questionnaire. The aim of the questionnaire was to obtain students' motivation and attitude. Linkert scale was used to analyze the data of questionnaire. A linkert scale format is usually used to measure the strength of an attitude or an opinion ( Parmjit et al, 2006: 139) There are two types of questionnaires, those are open-ended questions and close-ended questions.

The researcher chose closed ended questions to the questionnaire of students' motivation and attitude. Closed-ended questions that were carefully chosen response options allow for the same frame of reference for all participants when choosing an answer. Close-ended questions were pre-determine and as a result, they were both more specific than open-ended questions and more likely to promote consistency among respondents in terms of understanding both question and response.

Second, reading comprehension test. The students read some of the texts, then answered the questions based on the text. The questions in the form of multiple choice items which consisted of 30 questions.

### III.6. Validity and Reliability

#### III.6.1. The Validity

Creswell (2009) states that validity is one of the strengths of the research. Validity is the measurements by instruments which measure what have to be measured. Addition, Parmjit (2006:147) that validity is an evaluation of the

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adequacy and appropriateness of the interpretation and uses of assessment results. It means that the instruments which is used to measurement is suitable with the purpose of the research.

a. Nature of validity

- Appropriateness of the interpretation and use made of the results of an assessment procedure for a given group of individuals.

- A matter of degree.
- Specific to some particular use or interpretation.
- A unitary concept.

b. Source of evidence

- Instrument content.
- Response process.
- Internal structure.
- Relations to other variables.
- Consequences of testing.

To analyze the validity of data, the researcher analyzed by inter item validity used SPSS 20 program. The following table is the criteria of items validity.

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**Table III. 2**
**The criteria of items validity**

R	Interpretation
$0,80 < r < 1,00$	Very High
$0,60 < r < 0,79$	High
$0,40 < r < 0,59$	Average
$0,20 < r < 0,39$	Low
$0,00 < r < 0,19$	Very Low

**Table III. 3**
**The analysis of try out reading comprehension validity**

Item	R	Interpretation of Validity	Status
1	1.00	Very high	Valid
2	0.95	Very high	Valid
3	0.90	Very high	Valid
4	0.95	Very high	Valid
5	0.90	Very high	Valid
6	0.70	High	Valid
7	0.75	High	Valid
8	0.70	High	Valid
9	0.55	Average	Invalid
10	0.45	Average	Invalid
11	0.75	High	Invalid
12	0.85	Very high	Valid
13	0.10	Very low	Invalid
14	0.90	Very high	Valid
15	0.90	Very high	Valid

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16	0.70	High	Valid
17	0.90	Very high	Valid
18	0.70	High	Valid
19	0.05	Very low	Invalid
20	0.80	Very high	Valid
21	0.85	Very high	Valid
22	0.45	Average	Invalid
23	0.90	Very high	Valid
24	0.75	High	Valid
25	0.70	High	Valid
26	1.00	Very High	Valid
27	0.95	Very High	Valid
28	0.90	Very High	Valid
29	0.95	Very High	Valid
30	0.90	Very High	Valid

Based on the tryout results of the test instrument validity of the 30 items, it shows that 26 of the items are valid. It means that the instrument can be used in this research.

### III.6.2. The Reliability

Parmjit (2006) states that reliability means consistency of measurement, that is, how consistent test scores or other assesement result are from one measurement to another. Reliability ( consistenency ) of measurement is needed to obtain valid results, but there can be reliability without validity.

The nature of reliability:

1. Reliability refers to the result obtained with an instrument and not to the instrument itself.
2. An estimate of reliability always refers to a particular type of consistency ( time, task, students, rater ).

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3. Reliability is a necessary but not sufficient condition for validity.
4. Reliability is assessed primarily with statistical indices.

The following table is the level of internal consistency of Cronbach Alpha.

**Table III.4**  
A commonly accepted rule of thumb for describing internal consistency by using cronbach alpha

Cronbach Alpha	Internal Consistency
.9	Excellent
.9 > .8	Good
.8 > .7	Acceptable
.7 > .6	Questionable
.6 > .5	Poor
.5 >	Unacceptable

To obtain the reliability of the test given, the researcher used SPSS 20 program to find out whether or not the test was reliable.

**Table III. 5**  
Cronbach Alpha Table

Reliability Statistics	
Cronbach's Alpha	N of Items
.822	30



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From Table III.5, it can be seen that the value of cronbach's alpha is that 0.822. It means that the items are reliable, in which the value of internal consistency is  $.9 > .822$  .8, so the reliability of the test is **Good**.

### III.7 Data Collection Technique

In order to collect data, the researcher used two techniques to collect the data. Those are:

#### 1. Questionnaire

The questionnaires are aimed to identify students' motivation and attitude. What are the categories of motivation and attitude that most of students' motivate and attitude themselves in learning. It is categorized from extrinsic and intrinsic motivation. The questionnaires are the most commonly used method for collecting information from program participants when evaluating education and extension programs. It is important to keep some key points in mind to select our data in questionnaires.

There are two types of questionnaires, those are open-ended questions and close-ended questions. In order. Open-ended questions, those that do not place restrictions on the answers respondents can provide, the question allows participants to answer in their own words. However, the information yielded from open-ended questions takes much longer to read through and to code in order to identify common responses, which could slow down the reporting of results.

Whereas, close-ended questions in which respondents much choose among specific response options for each question. There are many possible ways to

structure responses to close-ended questions, including forced choices, agree/disagree and likert scales.

Advantages of closed-ended questions are that carefully chosen response options allow for the same frame of reference for all participants when choosing an answer. The answer to a close-ended questions are pre-determine and as a result, they are both more specific than open-ended questions and more likely to promote consistency among respondents in terms of understanding both question and response ( Laura Colosi, 2006).

In this research, the researcher used questionnaires, close-ended questions to collect data for students' motivation and attitude.

a. Questionnaire of Motivation

In this research, motivation' questionnaire used to measure students' motivation in reading subject,

For example:

**Choose based on your opinion and give a check mark ( ) each of the statements!**

No	Statements	Strongly Agree	Agree	undecided	Disagree	Strongly Disagree
	I really enjoy in reading subject					
	The more I learn about reading, the more I like it					
	My parents support me to read more					

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b. Questionnaire of Attitude

In this research, Attitude' questionnaire used to measure students' Attitude in reading subject,

For example:

**Choose based on your opinion and give a check mark ( ) each of the statements!**

Statement	S	un	D	S
	trongly Agree	gree	decided	isagree trongly Disagree
I am very happy when I am studying reading				
I think that reading subject is a very important subject				
I enter the class on time				

2. Test

The test is aimed to investigate the students' ability in reading comprehension. The test is reading test in multiple choice, it is items as a form of assessment in which respondents are asked to select the true option from the 4 options given based on the English Passages for reading test. The test had given to students to know their ability in reading comprehension.

The example:

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Advertising is being a business. You have only left through a magazine or count the radio or television commercials you hear during one evening to realize this. The number of mechanical toys and boxes of cereal that one told by television commercials alone is proof of advertising's persuasion power. Because advertising has so much influence on what we buy and because it is so much part of daily life. The advertising industry holds great fascination for jobs in advertising agencies.

The average person thinks of advertising as a glamorous exiting business, where brilliant young men and women think up catchy slogans at a moment's notice when they are not busy entertaining customers at expensive restaurants. Popular fiction has helped spread the idea. But for the men and women who earn their living in advertising, it is a business that involved a great deal of hand, painstaking work. It is the business of persuading people to buy a product and service or accept ideas.

1. What is the main topic of this passage?
  - a. Painstaking
  - b. Popular fiction has helped this idea
  - c. Advertising is as a glamorous exiting business
  - d. Advertising is a big business

*The best answer from the option given is D*

### III.8. Data Analysis Technique

In analyzing of data, to find the influence of students' motivation and attitude toward their reading comprehension. The researcher used formula product

moment correlation and linear regression by using SPSS 20 version. Jullie (2010) states that Pearson product moment is the analysis of one independent variable and one dependent variable. Then, linear regression is the analysis of two or more independent variables and one dependent variable.

**Table. III.6**

**Data Analysis Technique**

Nature of Question	Independent Variables	Dependent Variables	Types of Score Data	Statistical Test
Relate Variables	Motivation	Reading Comprehension	Nominal/Interval	Pearson Product Moment Correlation
Relate Variables	Attitude	Reading Comprehension	Nominal/Interval	Pearson Product Moment Correlation
Relate Variables	Motivation and Attitude	Reading Comprehension	Nominal/Interval	Pearson Product Moment Correlation

To classify students' score the researcher determines some categories. The classification is as follows:

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**Table III.7**  
**The classification of the level ability**

NO	Classification	Level of score
1.	Excellent	81 – 100
2.	Good	61 – 80
3.	Medicore	41 – 60
4.	Poor	21 – 40
5.	Very Poor	0 – 20

Mean is one of the group explanation technique to find out the average or mean of students from the group. To get the mean score of students in reading comprehension, the researcher identifies them using the formula as follows:

$$M = \frac{\sum f x}{N}$$

Where:

M = The mean of the students score

$\sum f x$  = Total Score

N = The number of students