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CHAPTER III

RESEARCH METHODOLOGY

III.1 Research Design

This research used survey research design. In this research, the writer tried to explore about the influence among three variables. According to Cresswell (2010:388), a survey research design produced in quantitative research in which investigation administers a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, survey researchers collected quantitative, numbered data using questionnaire or interview and statistically analyzed the data to describe trends about responses to the questions and to test research questions or hypothesis.

Rozier in Cohen et,al (2007:209) suggests that the planning of a survey needs to include clarification of:

1. The research questions to which answers need to be provided.
2. The conceptual framework of the survey, specifying in precise terms the concepts that will be used and explored.
3. Operationalizing the research questions (e.g. into hypotheses).
4. The instruments to be used for data collection, e.g. to chart or measure background characteristics of the sample (often nominal data), academic achievements (e.g. examination results, degrees awarded), attitudes and

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opinions (often using ordinal data from rating scales) and behaviour (using observational techniques).

5. Sampling strategies and sub-groups within the sample (unless the whole population is being surveyed, e.g. through census returns or nationally aggregated test scores etc.).
6. Pre-piloting the survey.
7. Piloting the survey.
8. Data collection practicalities and conduct (e.g. permissions, funding, ethical considerations, response rates).
9. Data preparation (e.g. coding, data entry for computer analysis, checking and verification).

III.2 Population and Sample

1. population

The population in this research was the second grade students of Al Huda Vocational high school in year 2015-2016. There were three majors in that grade. They were Computer Networking, Accounting and Secretary. Computer major had 16 students. Accounting major consisted of 26 students and secretary major had 22 students. The total number of the second grade students in Al Huda vocational high school was 64 students.

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Table III.1
Population

Population	Total
Computer	16
Accounting	26
Secretary	22
total	64

2. Sampling

The total number of the students in the second grade was 64 students. It meant that writer would take all of the students as sample. The sample of this research used Total sampling. Cresswell (2008: 153) states that for survey design, the number of sample approximately 350 people. In this research, the total of students was under 100. It means that all the students became sample.

Table III.2
Sample

Sample	Genre		Total
	Male	Female	
Accounting	7	19	26
Computer	16	-	16
Secretary	-	22	22
Total	23	41	64

III.3 Instrumentation

A. Pilot Study

In this research, there were two instruments used to collect the data. The first was questionnaire. The questionnaire was to know students' characteristics and

influence about the variables. The questionnaire was a collection of questions or statement related to the indicators of variables. The instrument was given to all students in the second grade of Al Huda Vocational High School. Before the questionnaire was given to students, the questions or statements tried out to make sure the questions or statements were suitable. The second was test. In assessing students' writing ability, the instrument used to collect the data was test.

B. Reliability

Parmjit Singh, Fook and Sidu (2006: 149) stated Reliability referred to the consistency of measurement that was, how consistent test scores or other assessment result were from one measurement to another. To make sure the questionnaire could be given to the students and has good characteristics. The questions or statements in the questionnaire are tested. The formula of reliability is as follow:

$$R_{11} = \left(\frac{N}{N-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

- R_{11} = reliability
- N = total items
- S = standard deviation
- $\sum pq$ = multiplication p and q

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In this research, the reliability was computed by SPSS version 20. The reliability of the variables is as follow:

Table III.3
Reliability of Reading Habit Questionnaire

Item-Total Statistics			
Variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Cronbach's Alpha if Item Deleted
VAR00001	879,688	322,539	,913
VAR00002	883,594	325,440	,913
VAR00003	877,031	319,863	,911
VAR00004	879,844	322,238	,912
VAR00005	883,750	328,111	,914
VAR00006	877,344	321,278	,912
VAR00007	881,250	331,063	,914
VAR00008	884,063	327,070	,913
VAR00009	883,281	328,129	,914
VAR00010	877,031	322,022	,912
VAR00011	883,906	328,274	,914
VAR00012	877,500	321,048	,912
VAR00013	879,219	322,422	,913
VAR00014	874,688	325,047	,914
VAR00015	874,844	323,936	,914
VAR00016	880,781	329,819	,914
VAR00017	873,906	322,369	,913
VAR00018	877,969	323,847	,912
VAR00019	877,344	321,531	,912
VAR00020	880,469	332,045	,914

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Table III.3 clearly states that the reliability of reading habit in every statement is less than 1.00. Heaton (1988:168) stated that the reliability of the instrument could be seen as follow:

- a. 0.00 until 0.20 = low
- b. 0.21 until 0.40 = sufficient
- c. 0.41 until 0.70 = high
- d. 0.71 until 1.00 = very high

Based on the statement above, it can be inferred that every statement of reading habit questionnaire is reliable. The reliability of reading habit can also be seen in the table below:

Table III.4
Reliability Statistics of Reading
Habit Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,916	,916	20

Table III.4 shows the result of Cronbach Alpha for the whole data is 0,916. It is in the range 0.71 until 1.00. It means that the questionnaire is very *high reliable*.

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Table III.5
Reliability of Writing Motivation Questionnaire

Item-Total Statistics			
Variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Cronbach's Alpha if Item Deleted
VAR0001	1,182,344	94,627	,916
VAR0002	1,189,531	94,839	,918
VAR0003	1,190,313	95,555	,917
VAR0004	1,189,531	95,093	,918
VAR0005	1,186,250	94,333	,920
VAR0006	1,190,000	96,190	,918
VAR0007	1,182,969	97,418	,920
VAR0008	1,182,344	94,627	,916
VAR0009	1,183,125	97,107	,919
VAR0010	1,182,344	94,627	,916
VAR0011	1,183,438	94,451	,917
VAR0012	1,182,500	94,349	,916
VAR0013	1,182,969	97,418	,920
VAR0014	1,182,344	94,627	,916
VAR0015	1,183,125	97,107	,919
VAR0016	1,182,344	94,627	,916
VAR0017	1,189,688	94,793	,918
VAR0018	1,186,250	94,333	,920
VAR0019	1,190,313	95,555	,917
VAR0020	1,190,313	95,555	,917

To determine the reliability of writing motivation questionnaire's statement, it is in the row of Cronbach's Alpha if Item Deleted. Every statement is less than 1.00. The interpretation of reliability when the item is around 0.71 until 1.00, it is classified as *very high reliable*.

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Table III.6
Reliability Statistics of Writing Motivation
Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,920	,924	20

Table III.6 shows the reliability of writing motivation is in the whole data of writing motivation questionnaire. The data shows that the score of reliability was in 0.920. It was in *very high category*.

Besides, Gay (2000:175) stated that reliability was the degree to which the test consistently measures whatever it was measuring. Furthermore he said that to know the reliability of the test such as essay tests, short-answer tests, performance and product tests, and projective test, we were concerned with inter-judge or intra-judge reliability. The inter-judge reliability was also said as inter-scorer, inter-rater, or inter-observer reliability.

In this research, reliability used inter-judge (inter-rater) reliability. It meant that the score of the test was evaluated by more than one people. In this research, the students' speaking scores were evaluated by two raters. The score of students' writing ability was scored by the expert. In this research, the expert was Mr. Drs. Samsi hasan, M.Hum and Mr. Rizqi Gushendra, M.Pd. Based on their judgement that the scores of students' writing ability *were reliable*.

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C. Validity

Parmjit Singh, Fook and Sidu (2006: 147) stated validity was an evaluation of the adequacy and appropriateness of the interpretation and uses of assessment result. In generally it means that the instrument measures what it purposes to measure.

The validity in this research uses content validity. This test particularly measures the purpose of the test based on the purpose of particular instructional. It means that every item in test measures the particular instructional in thinking aspect. The formula of validity is using product moment. Thus, the formula of validity can be seen below:

$$r_{xy} = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where:

N = Total number of respondent

R_{xy} = Correlation coefficient

∑X = Total score of one item

∑Y = Total score for all item

∑XY = Multiplication of X and Y

(Suharsimi, 2009: 72)

After computing by SPSS version 20, the validity of the instruments could be seen as follows:

Table III.7
The validity of Reading Habit Questionnaire

Item-Total Statistics			
Variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
VAR00001	879,688	322,539	,513
VAR00002	883,594	325,440	,511
VAR00003	877,031	319,863	,610
VAR00004	879,844	322,238	,529
VAR00005	883,750	328,111	,448
VAR00006	877,344	321,278	,586
VAR00007	881,250	331,063	,407
VAR00008	884,063	327,070	,467
VAR00009	883,281	328,129	,436
VAR00010	877,031	322,022	,571
VAR00011	883,906	328,274	,443
VAR00012	877,500	321,048	,586
VAR00013	879,219	322,422	,507
VAR00014	874,688	325,047	,429
VAR00015	874,844	323,936	,449
VAR00016	880,781	329,819	,443
VAR00017	873,906	322,369	,489
VAR00018	877,969	323,847	,546
VAR00019	877,344	321,531	,580
VAR00020	880,469	332,045	,393

The table above describes the validity of statements in reading habit questionnaire. The column of corrected item total correlation shows that every item is higher than 0.05. It means that the statements of reading habit are *valid*.

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Table III.8
The validity of Writing Motivation Questionnaire

Variable	Item-Total Statistics		
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
VAR0001	1,182,344	94,627	,597
VAR0002	1,189,531	94,839	,469
VAR0003	1,190,313	95,555	,603
VAR0004	1,189,531	95,093	,468
VAR0005	1,186,250	94,333	,415
VAR0006	1,190,000	96,190	,507
VAR0007	1,182,969	97,418	,337
VAR0008	1,182,344	94,627	,597
VAR0009	1,183,125	97,107	,368
VAR0010	1,182,344	94,627	,597
VAR0011	1,183,438	94,451	,564
VAR0012	1,182,500	94,349	,596
VAR0013	1,182,969	97,418	,337
VAR0014	1,182,344	94,627	,597
VAR0015	1,183,125	97,107	,368
VAR0016	1,182,344	94,627	,597
VAR0017	1,189,688	94,793	,488
VAR0018	1,186,250	94,333	,415
VAR0019	1,190,313	95,555	,603
VAR0020	1,190,313	95,555	,603

Table III.8 describes the validity of statements in reading habit questionnaire.

The column of corrected item total correlation shows that every item is higher than 0.05. It means that the statements of writing motivation are *valid*.

The validity of writing ability used content validity. Content Validity was used to compare content of the test to the domain being measured. Gay (2000:165) also stated that there was no formula used in this kind of validity and there was no

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way how to express it quantitatively. Content validity just focused on how well the items represent the intended area. In addition, Hadari Nawawi stated that this kind of validity was also said as a curricular validity. It meant that the content of the curriculum of a course that must be mastered by the students became the standard in determining the validity. To determine the validity using such validity was by referring to the material given to the students based on the curriculum.

Based on the explanation above, the writer used the content validity to measure whether 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 have learned. The students' writing ability was scored by two masters. They were Mr. Drs. Samsi Hasan, M.Hum and Rizky Gushendra, M.Pd. The result was valid because of their judgement.

III.4 Data Collection Technique

In this research, data were collected by using questionnaire and test. The first instrument was questionnaire. Nunan (1992:231) stated that questionnaire was an instrument for the collect the data. They were usually in written form, consisting of open and/or closed questions and other probes requiring a response from subjects. Meanwhile Griffiee (2012: 67) argued that questionnaire was a data collection instrument that asked respondents for demographic information, opinion, or questions of fact. The scoring of the questionnaire in this research was based on the likert scale type. For the first, it should be determined the item score of each statement in questionnaire.

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In this study, the questionnaire was used to obtain the data of students' reading habit. The questionnaire was a closed-ended rating –scale questionnaire. A closed-ended questionnaire was one that gives respondents only limited questions. The rating scale type was scale with number of points or spaces usually at least three but no more than seven. The respondents were requested to choose one of the opinion which correspond with their thoughts or opinion.

The questionnaire was given to all the students in accountancy class grade XI of Al Huda Vocational High School at 2015-2016 year. The questionnaire consisted of several questions and statements related to the indicators of variables. It meant that the questionnaire had questions and statements about reading habit. There were five answers: strong agree, agree, enough, disagree and strong disagree. Questionnaire was given when the students came to school. Writer gave the questionnaire directly and collected it.

The second was test. Ur (1996:33) stated that a test was activity whose main purpose was to convey (usually to tester) how well the students know or could do something. Furthermore, Brown (1994:252) stated that test was a method of measuring a person's ability and knowledge in a given area. A test was useful to help the teacher to measure the students' achievement, to know students' progress, to motivate and direct students to learn and also to evaluate the teaching process, whether it was good or not.

Based on the theories above, it could be concluded that test was a method to measure someone's knowledge, ability, skill and performance using certain devices.

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The test in this research was used to measure writing skill. This test was writing essay. Students would write the text and the expert would assess it. This test would be taken after giving the questionnaire.

In assessing the questionnaire, it could be inferred from some experts. In assessing the reading habit questionnaire, the category could be seen from the table below:

Table III.9
Reading Habit Criterion

No	Score	Level
1	0-50	Low
2	51-100	Moderate
3	101-150	High

Table III.9 clearly states that there are three criterion in reading habit. First is *low*. The score is around 0 to 50. Second is *moderate*. The score is around 51 to 100. The last is *high*. The score is around 101 to 150.

The writing motivation has some criterion. The assessment of writing motivation could be seen from the table below:

Table III.10
Writing Motivation Criterion

No	Score	Category
1	80 p 100	Very good
2	65 p 79.99	Good
3	55 p 64.99	Fair
4	40 p 54.99	Poor
5	0 p 34.99	Very Poor

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Table III.10 obviously describes that the criteria of writing ability consist of five categories. The first is *very good*. The score is 80 p 100. The second is *good*. The score is 65 p 79.99. Third is *fair*. The score is 55 p 64.99. Fourth is *poor*. The score is 40 p 54.99. The last is *very poor*. The score is 0 p 34.99

III.5 Data Analysis Technique

In analyzing the data, the writer used SPSS as a tool to count the result of the data. SPSS was statistical analysis software to analyze the data automatically. The data were analyzed by two formulas. The first was using Pearson product Moment formula. This formula was used to analyze the correlation variable between reading habit and writing ability then, writing motivation and writing ability. The second formula used multiple regressions. Hartono (2008:164) stated that multiple regressions were used to analyze the research about some variables. It was used to find the influence of two predictor variables or to find the functional correlation two-predictor variables or more toward dependent variable. The formula of multiple regressions could be seen as follows:

$$Y = a + b_1X_1 + b_2X_2$$

Adapted from Riduan (2010)