

CHAPTER III

RESEARCH METHOD

This chapter discusses research method in conducting the research. This chapter presents the method that use to collect the data of research. It consist of the research design, research variable, population and sample, instrument, data collection and data analysis.

A. Research Design

Ary (2006: 316) explains that research design is the overall strategy that integrates the different components of the study in a coherent and logical way to get the valid data there are suitable with the variable and the objective of the research. This research applied a quantitative approach with a correlational research design. According to Ary (2006: 22) quantitative research approach is the research approach that uses objective measurement to gather numeric data that are used to answer the questions or test predetermined hypotheses. Correlational research is non experimental research that studies the direction and strength of relationships among variables. It gathers data on two or more quantitative variables from the same group of subjects (or from two logically related groups) and then determine the correlation among the variables.

Ary (2006: 113-114) explains that correlational research also attempts to determine the extent and the direction of the relationship between two or more variables. Correlational research produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of these variables. Correlational research method is used to assess

relationship and patterns of relationship among variables in a single group of subjects. In some correlational studies, the researcher may be able to hypothesize about the expected relationship. Correlational procedures are widely used in educational and psychological research.

B. Population and Sample

Population and sample are two things that must be considered by the researchers when conducting a research. According to Creswell (2014: 142) population is a group of individuals who have same characteristic. Then, sample is a subgroup of population that the researcher will learn in her/his study for generalizing about the target of population. According to Ary (2006: 149) population is the large group to which the researcher wishes to generalize the results of the study and sample is the respondents who selected from population to be observed. Population and sample are important to collect the data. The population of this research is all the eleventh grade students of MAN 1 Kediri in the academic year 2019/2020 which conducted in the second semester consists of 280 students (7 classes). The sample of this research are 6 classes that each class consist of 35-42 students. One class that consist of 30 students is used to try out the reading comprehension test. The researcher use Simple Random Sampling to decide the sample. From 250 students, the researcher took 30% of it and get approximately 75 students. The researcher took 12-13 students for each class.

C. Instrument

Instrument is a tool that help the researcher to collect and analyze the data. According to Creswell (2014: 151) instrument is a tool for measuring, observing,

or documenting quantitative data. The instrument may be a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument. In this study, the researcher use a test and questionnaire as the instrument of the research.

The first instrument of this research is questionnaire. In this research, the researcher distributed the questionnaires to the students aimed to know the information about students' reading strategies. The questionnaire used is Survey of Reading Strategies (SORS) for adolescent and adult that was adopted from Mokhtari & Sheorey (2002) cited in Sari (2017). Before distributing the test to the students, the researcher bring the questionnaire to the expert validation to get validation of the questionnaire. There are 30 questionnaire items by Indonesian version. Each item of the questionnaire has 5 point Likert Scale. The responses *I never or I almost never use this strategy* got the lowest score (1) and those of *I always use this strategy* got the highest score (5). The questionnaire consists of 3 items for each group of reading strategies : 1). 13 items belongs to Global Reading Strategies, 2). 8 items belongs to Problem-Solving Reading Strategies, 3). 9 items Support Reading Strategies. The indicators of students' reading strategies questionnaire are described below:

Table 3.1 Blue Print of Survey of Reading Startegies (SORS) Questionnaire

Category	Description	Example	Number of item
Global Reading strategies (GLOB)	The intentional, carefully planned techniques by which learners monitor or manage their reading.	Having the purpose in mind and previewing the text.	1,3,4,6,8,12,15,17,20 21,23,24,27
Problem Solving	The localized, focused techniques used when	Adjusting reading	7,9,11,14,16,19,25,28

Strategies (PROB)	problems understanding information.	develop in textual	speed and re-reading the text.
Support Reading Strategies (SUPP)	The basic support mechanism intended to aid the reader in comprehending the text.	Using dictionaries or other resources and taking notes	2,5,1,13,18,22,26,29,30

The second instrument of this research is test. According to Ary (2006: 201) test is a series of stimulate that given to an individual to obtain responses on the basis of which numerical scores can be given. In this research, test is used to collect the data of students' reading comprehension achievement that consists of 25 multiple choice items about explanation text for eleventh grade students. The researcher took some of the questions that have significant correlation with the students' compulsory book, such as student's work sheet (LKS – Belajar Praktis Bahasa Inggris SMA/MA Kelas XI semester 2, published by Viva Pakarindo) and many other sources from the internet.

Before the test was given to the students, the researcher try to hold a tryout to make sure the test instrument is valid and reliable. In general, validity is the extent to which a test measures what it claims to measure. Reliability is the extent to which the test measures accurately and consistently. According Ary (2006: 120) the test can be said reliable if the consistency of scores achieved by the same person when they are retested with the same test at different times, or with a different set of equivalent points, or under different test conditions.

The score of validity test was analyze by using SPSS 25 version and from 50 questions, the writer took 25 valid items with the reliability value of Cronbach's

Alpha 0.867. The complete result can be seen in the appendix. The researcher also bring the test to get validation for English teacher in MAN 1 Kediri as the expert validation. The indicators of reading comprehension test that according to Nuttal (2006: 80-83) are described below:

Table 3.2 The Blueprint of Reading Comprehension Test

No	Aspects	Items	Total
1	Reading for Details	3, 7, 15	3 items
2	Reading for Main Ideas	4, 6, 11	3 items
3	Reading for Sequences	17, 23	2 items
4	Reading for Inference	5, 8, 13	3 items
5	Reading for Clasifying	9, 19, 18, 24	4 items
6	Reading for Evaluating	12, 25	2 items
7	Reading for Comparing	1, 10, 16	3 items
8	Reading for Reference	19, 22	2 items
9	Reading for vocabulary	2, 11, 14	3 items
Total			25 tems

D. Data Collection Technique

Data collection is used to collect the data in which is needed in this research. There are some techniques in collecting the data for this research they are questionnaire and test. The researcher used the google form to collect the data from students. Hence, the students are given the link to login on <https://forms.gle/3UEGS82s3cCKnRMM7> and answer the questionnaire and reading comprehension test. As a result, the researcher was a captured or screenshot. The result can be seen in the appendix 11. The first data collection of this research is questionnaire. In this research, the researcher distributed the questionnaire to the students to know their reading strategies score. The questionnaire used fived alternative based on the Likert's Scale types. Likert's

Scale was used to measure attitude, opinion, perception based on certain object or phenomeon. In this research, the items in the questionnaire were written in Indonesia version that was adopted from Mokhtari & Sheorey (2002) cited in Sari (2017). It was done in order to make easier the respondents to answer the questions. The questionnaire were given to the students consists of three indicators. The indicators are taken from Mokhtary and Sheorey (2002) cited in Sari (2017) about reading strategies, they are: Global reading strategies, Problem-Solving reading strategies, and Support Reading strategies. Before giving the questionnaire for the sample of this research, the researcher bring the questionnaire to the English teacher of MAN 1 Kediri to get validation. The questionnaire consists of 30 items.

In this research, the researcher asked the students to choose one option that the answer reflect with their personality or their life about their strategies of reading comprehension in English. The researcher used five options of the answer in order to the answer more effective reading refecting the respondents life. The table of specification of questionnaire are summarized below:

Table 3.3. Indicators and Scores of Reading Strategies Questionnaire

Indicators	Score
Never or almost never (selalu atau hampir selalu)	5
Only occasionally (hanya sekali)	4
Sometime (kadang-kadang)	3
Usually (biasanya)	2
Always or almost always (selalu atau hampir selalu)	1

The second data collection of this research is the test. The test instrument was used to find out the data about the students' reading achievement in reading

comprehension. This test was multiple choices in which the students asked to choose one correct answer from the options a, b, c, d, or e. The researcher tried out the reading test first, consists of 50 items. In this test there are 25 items taken from the result of try out test and those were taken from textbooks and internet. The test was conducted by using google form. The test items were about the aspects of reading such as main idea, finding detail, finding detail information, inference, reference, and vocabulary.

E. Data Analysis Technique

After the data from SORS questionnaire and reading test were obtained, the first the researcher calculated the score of questionnaire. The questionnaire scoring procedure by add up the number circled by students for each item as students' total score. Then, analyze the descriptive statistic use SPSS 25 version to get the number of samples, the minimum score, the maximum score, mean and standard deviation were obtained. Frequencies were calculated and averanged to determine the types of strategies employed by the students. The higher average or mean the higher frequency of using reading strategies. The mean scores were interpreted using the interpretation key provided by Mokhtari and Sheorey (2002) cited in Sari (2017).

The standard for interpretation mean scores is shown in table below:

Table 3.4 The Frequency of Reading Strategies Use

Mean Score	Frequency Scale	Evaluation
4.5 – 5.0	High	Always or almost always used.
3.5 - 4.4		Usually used.
2.5 – 3.4	Medium	Sometimes used.
1.5 – 2.4	Low	Generally not used.
1.0 – 1.4		Never or almost never used.

The second, the researcher calculated the reading comprehension test score. For the correct answer was given 1 score and the wrong answer was given 0 score. The researcher calculated the result of students' reading comprehension achievement test taken from the numbers of the right answer divided to the total number of the test then times 100. For the reading comprehension test, the researcher also analyze the descriptive statistic of reading comprehension score. Based on students' score qualification is used to see whether the students have very poor, poor, average, good, and very good.

Table 3.5 Distribution of Reading Comprehension Achievement

Interval	Category
86 – 100	Very Good
71 – 85	Good
56 – 70	Average
46 – 55	Poor
0 – 45	Very Poor

Before calculating the correlation between students' reading strategies and their comprehension using Pearson Product Formula, the researcher tries to conduct the testing requirement analysis such as the normality. After the data was normal, the researcher calculated the data of reading strategies along with their reading comprehension achievement scores using Pearson Product Moment Correlation Coefficient in SPSS 25 version. It is intended to determine whether there was correlation between two variables or not. The result of correlation coefficient is then being interpreted to find out it is strenght. The following is to interpret the result of correlation coefficient by Arikunto (2013: 313). The table can bee seen below:

Table 3.6 Correlation Coefficient Table

Product Moment (r)	Correlation
0.00 - 0.20	Very Low
0.20 – 0.40	Low
0.40 – 0.70	Moderate
0.70 – 0.90	High
0.90 – 1.00	Very High