CHAPTER III

RESEARCH METHODOLOGY

A. Form of Research

This research conducted as correlation research because the researcher wanted to find out correlation between reading comprehension and reading habit to the Eighth Grade Students of MTs Fadhillah Kembayan in the academic year of 2016/2017. Lodico, *et al,* (2011: 272) state correlational research is to measure and examine two or more variables whether there are relationships among the variables.

Furthermore, Creswell (2012: 338) states correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In the case of only two variables, this meant that two variables shared common variance, or they co-vary together. To say that two variables co-vary has a somewhat complicated mathematical basis. Therefore, It can be concluded that it was used to measure two variables and examine whether there was relationship between two variables, namely they were the students' reading habit (variable X) and students' reading comprehension (variable Y).

B. Population and Sample

1. Population

There was a population in this research where the reader knew its total number. Creswell (2012: 381) states the population is a group of individuals possesses one characteristic that distinguishes them from other groups and Lodico, *et al,* (2011:25) define that the population is the group to which the researcher would ultimately like to generalize or apply the results of the study. This research took place at Madrasah Tsanawiyah Fadhilah Kembayan. The population in this research was the eighth grade students in the academic 2016/2017 which consisted of 23 students.

2. Sample

Sample was the parts of amount and characterictic that had by the population. "Sample refers to the group of elements, or single element, from which data are obtained" (Mc Millan, 1992:69). In this research, the researcher used census sampling and Lodico, *et al,* (2011:217) define census sampling is another nonrandom sampling technique used in quantitative research. In census sampling, the researcher surveyed the entire realistic population without drawing a random sample from the population. This technique may be used when the study had unlimited resources and/or the realistic population is not too large. In addition, the researcher used all of the Eighth Grade Students of MTs Fadhillah Kembayan in the academic year of 2016/2017.

C. **Technique and Tools of Data Collection**

In completing the data, the next step of this research was collecting the data; the function of data collecting was to determine the result of the research. In collecting data, there was technique and tools of data collection.

1. Technique of Data collection

In technique of data collection, the researcher used measurement and indirect question technique. Measurement is the process of assigning meaningful numbers to persons or object based on the degree to which they possess some characteristic (Blerkom, 2009: 6). In this research, the measurement technique aimed to measure students' reading comprehension by using test. Indirect question is elicit information without asking about the subject or topic directly (Davis, 2016). Those techniques were needed in order to determine the result of this study.

2. Tool of Collecting Data

There were two tools in collecting data, test and questionnaire. In test, the researcher gave a test to the Eighth Grade Students of MTs Fadhillah Kembayan, this test focused on students' reading comprehension. According to Tuckman in Hartono (2012: 40), test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people. In addition, *Cohen et al* (2007:414) notes, "In tests, the writers have at their disposal a powerful method of data collection, an

impressive array of tests for gatherin data of a numerical rather than verbal kind." The test consisted of 30 items and there are four alternative answers.

Furthermore, for collecting students' reading habit data, the researcher used questionnaire. A questionnaire consisted of a number of questions printed or typed in a definite order on a form or set of forms (Kothari, 100:1990). In collecting the data of reading habit, researcher used a close questionnaire. Close questionnaire was the questions that given by the researcher and then the responden just chose the answer that had ready in the questionnaire. Furthermore, for questioner there was 30 items for reading habit where the questioner has been adopted from Muawanah (2014: 66) to be used as tool of collecting data

The researcher used the tests, the researcher made sure whether or not the tests are valid or it can be called validity test. According to Yount (2006:1) the validity refers to the ability of research instrument to measure what will be measured. Based on explanation above the test can be measured the aspects that want to be measured. In order to convey that the tests, the researcher used content validity and according to Haynes, Richard, and Kubany in Rico, Dios, and Ruch (2012:450) content validity is degree to which the elements of an evaluation instrument are representative while Bums and Grove in Yaghmale (201225-26) state that content validity is obtained from three sources: literature, representatives of the relevant populations, and

experts. Content validity can also be established in two stages; development and judgment stage.

Development is the first step of instrument development is to identify and to examine the content validity in judgment stage, professional subjective judgment is required to determine the extent to which the scale is designed to measure a trait of interest 'what domain of construct' should be measured. Therefore, in this case the researcher asked a help to one of IKIP-PGRI Pontianak lecturers as validator.

D. Data Analysis

Quantitative analysis was how to analyze the data in numeric. The data got from the test. To analyze the data, the researcher used simple statistic below:

1. Individual Score

Analysis of the students' individual score was analyzed by using the following formula :

$$X = \frac{S}{N} X\ 100$$

Cohen (2007:423)

Note :

X = The student individual score

S = the right answer

N = the total number of items

In addition, the researcher analyzed the students' questionnaire by using this formula:

$$NA \ = \ \frac{Skor\ Perolehan}{Skor\ Maksimal} \ X\ 100$$

2. Mean Score

The data was collected from the students' test. After the researcher got the data, it was calculated to find the mean score by using this formula:

$$M \ = \frac{\Sigma X}{n}$$

Singh, (2006:286)

Where:

$\bar{x}$ = mean

x = individual score

n = number of students

3. Pearson Product Moment Correlation

The correlation technique was an analysis technique to evaluate hypothesis concerning the correlation between two variables that wereexamined statistically. In the correlation technique, the variables were compared to know whether the correlation was very significant or it only happened by chance. The formula of product moment correlation taken by Lodico, *et al,* (2010) was:

$$r = \frac{\sum XY - \frac{\sum X \sum Y}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N}\right]\left[\left[\sum Y^2 - \frac{(\sum Y)^2}{N}\right]\right]}}$$

r = The correlation coefficient

$\sum xy$ = The sum of standard deviation from Variable X.

$\sum x^2 \sum y^2$ = The sum of standard deviation from Variable Y

4. Strength of Relationship

In order to answer the second question the researcher used this figure

given *Lodico, et al*.

Table 3.1

Strength of Relationship

0 to 0.19	No relationship or weak relationship.
0.20 to 0.34	Slight relationship detectable in sample of 100 or more
0.35 to 0.65	Moderately strong relationship
0.60 to 0.85	Strong relationship.
0.86 or greater	Very strong relationship.