

CHAPTER III

METHODS OF RESEARCH

A. Research Design

The researcher uses quantitative method, as stated by Creswell (2009:4), quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedure. The researcher collects the data about students' difficulties and the factors that influence students' difficulties in reading comprehension using test and questionnaire instruments, which will be measured by using some certain formulas. Then, the observation and interview instruments are also used to supporting the data which is needed in this research.

B. Research Setting

The location of the research is in MTs. Nurul Islam Banjarmasin. In this school, there are one classes for each grade. The researcher is interested in choosing this school not only because the researcher have already known the school well when teaching practice II, and also as the English teacher had informed, almost all students still have some difficulties in reading comprehension.

C. Subject and Object of The Research

1. Subject of The Research

Subject of the research is all of the students at the eighth grade of MTs. Nurul Islam Banjarmasin year 2013/2014 which are the total number of the students is 37 students. Male is 21 and female is 16.

2. Object of the Research

Object of the research are the students' difficulties in reading comprehension and the factors that influence students' difficulties in reading comprehension at the eighth grade of MTs. Nurul Islam Banjarmasin year 2013/2014.

D. Data and Source of Data

1. Data

a. Primary data

1) The data about the students' difficulties in reading comprehension at the eighth grade of MTs. Nurul Islam Banjarmasin year 2013/2014, which cover:

- a) Analyzing the topic of a text
- b) Finding the main idea of a paragraph
- c) Comprehending the supporting idea of a paragraph
- d) Looking for the specific information of a text
- e) Finding the factual information from the text
- f) Comprehending the reference

- g) Finding the inference of a text
 - h) Finding the synonym of unfamiliar word in a text
- 2) The data about the factors that influence students' difficulties in reading comprehension at the eighth grade of MTs. Nurul Islam Banjarmasin year 2013/2014, which cover:
- a) The factors of the student, which consist of:
 - I. Students' interest in English subject
 - i. Students' attendance in English subject in class
 - ii. Students' attention on English lesson in class
 - iii. Students' likeness toward English lesson
 - iv. Students' opinion about English.
 - v. Students' motivation in learning English
 - II. Students' interest in reading English text
 - i. Students' likeness toward reading English text
 - ii. Students' interest about the topic/theme of the text
 - III. English and reading learning activity of students
 - i. Students' frequency of studying English at home
 - ii. Students' frequency of reading English text
 - iii. Students' participation in an English course
 - IV. Students' knowledge
 - i. The lack of students' grammar knowledge
 - Students' knowledge about Simple Past Tense
 - Simple Past Tense generally

- Verb 2 (past verb form)
- Irregular verb
- Students' knowledge about to be: was, were
- ii. The lack of students' vocabulary knowledge
 - Students' knowledge about the meaning of unfamiliar words
 - Students' knowledge about pronouns
- iii. The lack of students' background knowledge
- iv. The lack of students' knowledge about text structure
- V. Students comprehension of long/complex sentences in the text
- b) The factors of the teacher, which consist of:
 - I. Teacher's educational background
 - II. Teacher's experience in teaching English
 - III. Teacher's attendance in teaching English
 - IV. Teacher's frequency in using English when teaching in the class
 - V. Teacher's technique and strategy in teaching reading English text
 - VI. Teacher's ownership of other English text book
- c) The factor of the learning facilities, which consist of:
 - I. Students' opinion about the ownership of English text book
 - II. Students' ownership of other English text book

III. Students' ownership of English dictionary

IV. Students' opinion about the availability of English text book collection at the school library

V. Students' opinion about the availability of language laboratory at the school

VI. The condition of the students' classroom

d) The factor of environment

I. The situation in the students' classroom

b. Secondary data

To complete primary data, the researcher also collects the secondary data, which related to the research location. The secondary data is description about the english teacher and the school facilities at MTs. Nurul Islam Banjarmasin.

2. Source of Data

- a. Respondents : all of the students at the eighth grade of MTs. Nurul Islam Banjarmasin year 2013/2014.
- b. Informants : head of MTs. Nurul Islam Banjarmasin, the English teacher and the administrative staff.
- c. Documents : all written report and important documents that is needed in this research.

E. Techniques of Data Collecting

1. Test

Test is examination or find the it quality, value, composition, etc; trial or examination of something, his powers, knowledge, skills, etc (Hornby, 1955:1233). The researcher uses this technique to find the accurate data about students' difficulties in reading comprehension. The researcher will give written test to the students. The test consists of 50 multiple choice questions that includes eight features: topic, main idea, supporting idea, detailed information, factual information, reference, inference and synonym.

In making the written test, the researcher must see the English syllabus for the eighth grade of MTs Nurul Islam Banjarmasin year 2013/2014 and consult with the English teacher to know the aspects of reading comprehension which should be mastered by the students.

2. Questionnaire

Questionnaire is written or printed list of questions to be answered by a group of people, especially to get facts or information, or for a survey (Hornby, 1955:1952).

Questionnaire will be used to know the factors that influence students' difficulties in comprehending the English reading text. The students' questionnaire consist of 35 questions, and the questionnaire is written in Bahasa Indonesia.

3. Observation

Observation is conducted to catch what are said and done by the teacher and students in natural situation and it is used to investigate direct reaction among the respondents that might not be gained during interview session.

This technique is also used to get the data about the background, object and teaching facilities. In this technique, the researcher directly comes to the subject of the research.

4. Interview

This technique is used to interview some people especially respondents and informant to obtain the primary and secondary data to support the research.

5. Documentary

This technique is aimed at looking for the all written reports or document such as description about the english teacher and the school facilities at MTs. Nurul Islam Banjarmasin.

To know more closely about the data, source of data and techniques of data collecting, the following matrix will be helpful:

	<ul style="list-style-type: none"> b) Teacher's experience in teaching English c) Teacher's attendance in teaching English d) Teacher's frequency in using English when teaching in the class e) Teacher's technique and strategy in teaching reading English text f) Teacher's ownership of other English text book 	<ul style="list-style-type: none"> Teacher Teacher and students Teacher and students Teacher and students Teacher and students 	<ul style="list-style-type: none"> Interview Interview and questionnaire Interview and questionnaire Observation, interview and questionnaire Interview and questionnaire
	<ul style="list-style-type: none"> 3) The factor of the learning facilities, which consist of: <ul style="list-style-type: none"> a) Students' opinion about the ownership of English text book b) The students' ownership of other English text book c) The students' ownership of English dictionary d) Students' opinion about the availability of English text book collection at the school library e) Students' opinion about the availability of English laboratory at the school f) The condition of the students' classroom 4) The factor of environment <ul style="list-style-type: none"> a) The situation in the students' classroom 	<ul style="list-style-type: none"> Students Students 	<ul style="list-style-type: none"> Questionnaire Questionnaire Observation and questionnaire
2.	<p>Secondary Data</p> <ul style="list-style-type: none"> a. Description about the English teacher and the students' condition b. Description about facilities at MTs. Nurul Islam Banjarmasin 	<ul style="list-style-type: none"> Teacher Administration staff and documents 	<ul style="list-style-type: none"> Interview and observation Interview and observation

F. Design of Measurement

This design is used to identify students' difficulties and the factors that influence students' difficulties in reading comprehension.

1. To measure the data about the students' difficulties in reading comprehension, the researcher carries out written test which consist of 50 multiple choice questions and each question is scored 2 points, as follows:
 - a. Answering 6 questions for the topic. The questions are no. 1, 11, 19, 28, 36, and 44.
 - b. Answering 6 questions for the main idea. The questions are no. 2, 10, 20, 29, 37, and 45.
 - c. Answering 6 questions for the supporting idea. The questions are no. 8, 17, 23, 30, 38, and 46.
 - d. Answering 8 questions for the specific information. The questions are no. 4, 5, 12, 13, 21, 22, 31, and 39.
 - e. Answering 6 questions for the factual information. The questions are no. 6, 15, 25, 33, 41, and 49.
 - f. Answering 6 questions for the reference. The questions are no. 3, 14, 24, 32, 40, and 47.
 - g. Answering 6 questions for the inference. The questions are no. 9, 18, 27, 35, 43, and 50.
 - h. Answering 6 questions for the synonym. The questions are no. 7, 16, 26, 34, 42, and 48.

After scoring, in order to know the average score of students' ability in reading comprehension, the researcher counts the Mean with the formula:

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

Where:

M = Mean

$\sum x$ = Total score

N = Total number of respondents

The students' score will be categorized into five levels based on Haris (1969, p. 9) as follows:

Table 3.2. The Category of Students' Ability

Score	Category
80 - 100	Very high
$70 \leq 80$	High
$60 \leq 70$	Fair
$50 \leq 60$	Low
$0 \leq 50$	Very low

Then, to know about the students' score in each difficulty kind, the researcher uses the formula:

$$X = f \times x$$

Where:

X = score of each difficulty

f = frequency

x = score per wrong answer

Afterwards, to know the category of each difficulty kind, the researcher makes categories of the score that have been obtained by the students as follow:

Table 3.3. The Category of Students' Difficulties

Score	Category
80 - 100	Very high difficulty
$60 \leq 80$	High difficulty
$40 \leq 60$	Fair difficulty
$20 \leq 40$	Low difficulty
$0 \leq 20$	Very low difficulty

(Riduwan and Sunarto, 2003, p. 21)

The last, in order to consider which difficulties are potentially to be the students' difficulties in reading comprehension, the reasearcher takes the difficulties which are in fair, strong, and very strong difficulty categories.

2. To measure the data about the factors that influence students' difficulties in reading comprehension, the researcher carries out 35 questions in students' questionnaire and uses the following indicators:

- a. Students factors

- 1) Students' interest in English subject

- a) Students' attendance in English subject in class

Always : 0

Sometimes : 1

- | | |
|-------|-----|
| Never | : 2 |
|-------|-----|
- b) Students' attention on English lesson in class
- | | |
|-----------|-----|
| Always | : 0 |
| Sometimes | : 1 |
| Never | : 2 |
- c) Students' likeness toward English lesson
- | | |
|----------------|-----|
| Like very much | : 0 |
| Like enough | : 1 |
| Dislike | : 2 |
- d) Students' opinion about English.
- | | |
|------------------|-----|
| Very important | : 0 |
| Important enough | : 1 |
| Is not important | : 2 |
- e) Students' motivation in learning English
- | | |
|---------------------------------------|-----|
| To get knowledge | : 0 |
| Because English subject is compulsory | : 1 |
| Just follow friends | : 2 |
- 2) Students' interest in reading English text
- a) Students' likeness toward reading English text
- | | |
|-----------|-----|
| Like | : 0 |
| Less like | : 1 |
| Dislike | : 2 |

b) Students' interest about the topic/theme of the text

Interesting	: 0
Less interesting	: 1
Not interesting	: 2

3) English and reading English text learning activity of students

a) Students' frequency studying English at home

Often	: 0
Sometimes	: 1
Never	: 2

b) Students' frequency reading English text (2 questions)

Question 1

Often	: 0
Sometimes	: 1
Seldom	: 2

Question 2

Often	: 0
Seldom	: 1
Never	: 2

c) Students' participation in an English course

Join, and always be present	: 0
Join, but seldom be present	: 1
Have not join English course	: 2

4) Students' knowledge

a) The lack of students' grammar knowledge

I. Students' knowledge about Simple Past Tense (3 questions)

Question 1 (general)

Often and have understood : 0

Seldom and have less understood : 1

Never and haven't understood : 2

Question 2 (verb 2/past verb form)

Know and understand : 0

Less know and less understand : 1

Don't know and don't understand : 2

Question 3 (irregular verb)

Know and understand : 0

Less know and less understand : 1

Don't know and don't understand : 2

II. Students' knowledge about to be: was, were

Know and understand : 0

Less know and less understand : 1

Don't know and don't understand : 2

b) The lack of students' vocabulary knowledge

I. Students' knowledge about the meaning of unfamiliar words

Always : 2

Sometimes : 1

Never : 0

II. Students' knowledge about pronouns

Often and understood : 0

Seldom and less understood : 1

Never and have not understood : 2

c) The lack of students' background knowledge

Familiar : 0

Less familiar : 1

Do not familiar : 2

d) The lack of students' knowledge about text structure

Ever, and have understood : 0

Ever, but haven't understood : 1

Never, and haven't understood : 2

5) Students comprehension of long/complex sentences in the text

No : 0

Difficult enough : 1

Very difficult : 2

b. Teacher factors

1) Teacher's educational background

a) S1 (English Department) : Weak

b) D2, D3 (English Department) : Fair

c) S1 (Non English Department) : Strong

2) Teacher's experience in teaching English

More than 4 years	: Weak
$1 \leq 4$ years or 1-4 years	: Fair
$0 \leq 1$ year	: Strong

3) Teacher's attendance in teaching English

Always	: 0
Sometimes	: 1
Never	: 2

4) Teacher's frequency in using English when teaching in the class

Often	: 0
Seldom	: 1
Never	: 2

5) Teacher's technique and strategy in teaching reading English text (5 questions)

Question 1 (general)

Interesting and make me be motivated	: 0
Less interesting and be less motivated	: 1
Not interesting and not be motivated	: 2

Question 2 (topic)

Often and I have understood	: 0
Seldom and I have less understood	: 1
Never and I haven't understood	: 2

Question 3 (main idea)

Often and I have understood	: 0
Seldom and I have less understood	: 1
Never and I haven't understood	: 2

Question 4 (certain information)

Often and I have understood	: 0
Seldom and I have less understood	: 1
Never and I haven't understood	: 2

Question 5 (vocabulary)

Often and I have understood	: 0
Seldom and I have less understood	: 1
Never and I haven't understood	: 2

6) Teacher's ownership of other English text book

Often	: 0
Seldom	: 1
Never	: 2

c. Learning facilitates factors

1) Students' opinion about the ownership of English text book

Enough	: 0
Not quite enough	: 1
Not enough	: 2

2) Students' ownership of other English text book

Have, my own book	: 0
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- | | |
|----------------|-----|
| Have, I borrow | : 1 |
| Don't have | : 2 |
- 3) Students' ownership of English dictionary
- | | |
|----------------------|-----|
| Have, often be used | : 0 |
| Have, seldom be used | : 1 |
| Don't have | : 2 |
- 4) Students' opinion about the availability of English text book collection at the school library
- | | |
|------------------|-----|
| Enough | : 0 |
| Not quite enough | : 1 |
| Not enough | : 2 |
- 5) Students' opinion about the availability of language laboratory at the school
- | | |
|------------------|-----|
| No | : 0 |
| Hampering enough | : 1 |
| Very hampering | : 2 |
- 6) The condition of the students' classroom
- | | |
|-------------------|-----|
| No | : 0 |
| Disturbing enough | : 1 |
| Very disturbing | : 2 |
- d. Environment factor
- 1) The situation in the students' classroom
- | | |
|----|-----|
| No | : 0 |
|----|-----|

Disturbing enough	: 1
Very disturbing	: 2

After giving and having the total scores, the researcher counts the percentage of influence of each factor to know how much they influence the students' difficulties in reading comprehension, using this formula:

$$\text{Percentage of influence} = \frac{\text{students' score}}{\text{maximum score}} \times 100\%$$

Then, the result of this percentage is qualified based on this table:

Table 3.4. The Category of Factors' Influence Toward Students' Difficulties in Reading Comprehension

Factor Percentage	Factor Category
81% - 100%	Very strong
61% - 80%	Strong
41% - 60%	Fair
21% - 40%	Weak
0% - 20%	Very weak

(Riduwan and Sunarto, 2003, p. 23)

The last, in order to consider which factor is potentially to be an influential factor, the reasearcher takes the factors which are in fair, strong, and very strong categories.

G. Techniques of Data Processing and Analysis

1. Data Processing

Data processing is divided into five phase as follows:

a. Editing

This technique is used in the purpose of the re-examining all the collected data to make sure whether they have already completed or not.

b. Coding

The researcher classifies all the data that have been edited before by making certain in all collected data to classify them into certain categories.

c. Scoring

The researcher gives score to the students' answer.

d. Frequency Computation

After each data are coded and classify properly, then each answer given by respondents as computed and presented in the tables of frequency.

e. Tabulating

The researcher tabulates all the collected data based on the frequency.

Computing of each certain answer by answer with the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of Percent

F = Frequency

N = Number of cases

f. Data Interpretation

The data are described by the writer's interpretation without changing the meaning of the data.

2. Data Analysis

The researcher analyzes the data by using quantitative analysis. In this step, the researcher will connect all of the data in written form, so that will show students' difficulties in reading comprehension. Afterwards, the researcher takes conclusion by using inductive method. In this method, the researcher makes the conclusion from simply one to general.

H. Research Procedures

1. The researcher processes the research permission letter in the Faculty of *Tarbiyah* and Teachers Training and the Ministry of Religious Affairs of Banjarmasin.
2. The researcher comes to MTs. Nurul Islam Banjarmasin to obtain all the data from the sources using the data collecting techniques.
3. The researcher processes the data in procedural way and analyzes them properly.
4. The researcher organizes and writes the draft.
5. The researcher consults the draft continually with the researcher's advisor to get comments and contributions.
6. The researcher gets the approval of this research from the researcher's advisor.
7. The researcher is examined by the Team of Thesis Examiners of English Education Faculty.