

CHAPTER III

RESEARCH METHOD

A. Research Design

Considering the object of this research is about achievement and learning strategies, the researcher chooses the type of this research is field research, so, the research attends to the place directly to collect the data that concerning the students' achievement in reading and the learning strategies.

The method that the researcher uses is quantitative which the data will analyze quantitatively. It is about the correlation between two variables. First variable is students' Reading achievement as independent variable, namely influencing variable. While second variable is learning strategies as dependent variable, namely influenced variable. Then, independent variable signed as X, while dependent variable signed as Y.

B. Research Setting

The research is conducted at STKIP PGRI Banjarmasin. This college is located on Jl. Pangeran Hidayatullah No. 18A, Sungai Jingah, Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan. This research conducted in English Department, one of department on STKIP PGRI Banjarmasin.

The researcher chooses this place as the research location because of consideration that the students of fourth semester of STKIP PGRI Banjarmasin have already studied about reading.

C. Subject and Object

1. Subject

The subjects of this study is students of fourth semester, STKIP Banjarmasin, 2015/2016. There are 48 students divided into two classes.

The following table displays the population data.

Num.	Classes	Sum
1.	Morning class	27
2.	Evening class	21
Total		48

In fact, when the research conducted the reasearch, no all of the students came. So, the researcher conducted this research with 35 students only. 19 students in morning class and 16 students in afternoon class.

2. Object

The objects of this research are reading achievement and learning strategies that used by fourth semester, STKIP Banjarmasin.

D. Research Instrument

The data in this research are the correlation study between students' reading achievement and learning strategies. In this research, in order to classify the impact of learning strategies toward reading students' achievement, the researcher uses questioner which adapted from Language Strategy Use Survey by D. Cohen, Rebecca L. Oxford, and Julie C. Chi.

To measure the reading skill, the students will answer 25 multiple choices questions that adapted from Deborah Philip's book. The true answer is marked 4 point and the false answer will be marked 0 point. If the students answer all of questions correctly, they will get 100 points that is the highest score. In classifying the score, the researcher used the measurement of students' right answer based on their campus' standard:

Table 3.1 Table of category of test score

Test Score	Category
80-100	Very Good
70-79,9	Good
60-69,9	Fair
50-59,9	Poor
0-49,9	Very Poor

(STKIP PGRI' standard test score)

Reading Test that adapted from Philip's book matched with syllabus of reading's lecturer:

Table 3. 2 Table of skills reading test

No.	Skills	Questions' number
1.	Finding main idea	1, 2, 7, 13, 14,21 and 22
2.	Finding stated details	5, 6, 8, 10, 15, 18, 20 and 24
3.	Finding unstated details	3,4 and 25
4.	Finding pronoun referents	9, 12, 16 and 17

Continuing table of skills reading test

5.	Finding implied details	11, 19 and 23
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Table 3.3 Table Strategies of Questionnaire

No.	Strategies	Techniques	Questionnaire's number
1.	Cognitive	<ul style="list-style-type: none"> - Getting the idea - Practicing - Summarizing - Using resources 	1, 5 6 8 11
2.	Compensation	<ul style="list-style-type: none"> - Guessing intelligently 	9 and 10
3.	Metacognitive	<ul style="list-style-type: none"> - Overviewing - Arranging and planning - Paying attention 	3 4 7
4	Affective	<ul style="list-style-type: none"> - Reading for pleasure 	2

E. Data Collecting Procedure

The techniques of data collection will be used in this study are test and questionnaire:

a. Test

The test is used in this research is reading test which consists of 25 multiple choices questions.

b. Questionnaire

This technique is used to get information about strategies that used by students in reading.

F. Data Analysis Procedure

1. Data Processing

a. Collecting

The researcher collect students' reading achievement in reading test and questionner of learnign strategies.

b. Editing

This technique is to observe all the collected data and make sure the completeness of the data.

c. Classification

The researcher classifies the collected data into certain categories to get easy in studying the data.

d. Tabulating

The researcher tabulates the collected data based on their frequency of completion.

e. Data Interpretation

The interpretation is necessitated to point out the significant meaning from the data verbally.

2. Data Analysis

The data collected and processed by analysed quantitatively. After that, the data collected by proceed. According Anas (2014, p. 253) The researcher analyses it and makes a conclusion used coefficient correlation formula:

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

Where: r_{xy} = coefficient correlation between variable X and Y

N = Number of Cases

$\sum XY$ = Total of multiplication variable X and Y

$\sum X$ = Total score of X

$\sum Y$ = Total score of Y

Adapted from Sudijono (2014, p. 206)

To see the correlation degree of students' reading achievement and learning strategies, the researcher uses Correlation Product Moment Formula and SPSS 22. To test the hyphothesis, there are some steps that researcher used:

- 1) Consulting the degree correlation result (r_{xy}) degree of coefficient correlation product moment table to determine whether is correlation between students' reading achievement and learning strategies or not. The researcher consults the degree of significance (p)
 - a) If $r_{xy} < r_{table}$ the hyphothesis null (Ho) is accepted and hyphothesis alternative (Ha) denied. It means there is no significant correlation between students' reading achievement and learning strategies.

- b) If $r_{xy} > r_{table}$ the hypothesis null (H_0) is denied and hypothesis alternative (H_a) accepted. It means there is no significant correlation between students' reading achievement and learning strategies.
- 2) Interpreting the result by referring to rough standard (if the second possibility accepted), so that the degree of correlation can be classified the standard that used in this research as follows as suggested (2003, p. 75).

The table of standard clarification of correlation degree (Sudijono, p. 193)

The value of "r" product moment (r_{xy})	Interpretation
0,00-0,20	There is correlation between variable X and variable Y, but the correlation is so weak that the correlation is disregarded or in other words, there is no correlation between variable X and variable Y.
0,20-0,40	There is a weak correlation between variable X and variable Y.
0,40-0,70	There is a fair or moderate correlation between variable X and variable Y.
0,70-0,90	There is a strong correlation between variable X and variable Y.
0,90-1,00	There is very strong correlation between variable X and variable Y.

After finding the result by correlation formula, the researcher recalculates the data by using *Statistical Package for the Social Science (SPSS) 22* in order to confirm the calculation result.