

II. RESEARCH METHOD

A. Research Design

This research is quantitative by design. The researcher used ex post facto research design because there was no treatment done, and the result was reached after the research was done. The writer had to collect data first to see the correlation of students' attitude towards reading ability. The purpose of this study was to get empirical data about the correlation between students' language attitude and reading ability at the second grade students of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu. There were two kinds of variables in this research; the first variable was the students' language attitude score which was taken by how students able to show the language attitude that they knew from the test given; it was considered as independent variable (variable X). The second variable was their reading ability score which was taken from their comprehension in reading the texts; it is considered as dependent variable (variable Y). The students' language attitude towards reading ability from the test of students' language attitude that was carried out by English book for Senior High School and work sheet (LKS-Lembar Kerja Siswa), while reading comprehension ability was carried out by the work sheet (LKS-Lembar Kerja Siswa).

B. Population and Sample

The population of this research was the students of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu, at first semester in the Academic year 2010/2011. The sample was two classes of tenth grade in getting data, based on the English teachers' suggestion. One class was as the subject class, which consisted of 35 students, and the other class was try-out class, which consisted of 15 students. The test was focused on the language attitude and reading ability.

C. Variables

In this research, the researcher dealt with two variables, that was independent (X) and dependent (Y). The independent variable of this research was the attitude towards language learning (English), while the dependent variable was students' reading ability in English lesson which was taken from students' report score.

D. Data collecting Technique

To collect the data, the writer used some techniques as follow:

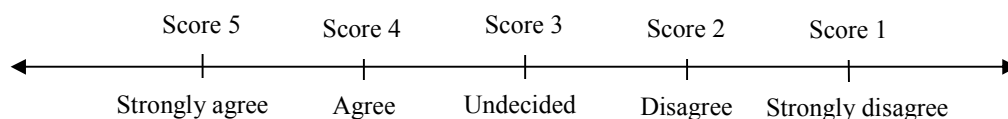
1. A questionnaire, it was a set of questions and statements to be answered by the students to measure the students' attitude in learning English (Variable X). especially in reading.
2. Interview, it was also done in order to strengthen the data gained from the questionnaire.
3. Reading test, it was a set of teacher documentation about students English reading ability which was taken from a number of scoring from the test that given by the researcher also supported by examination score and final semester score (Variable Y).

E. Instrument of the Research

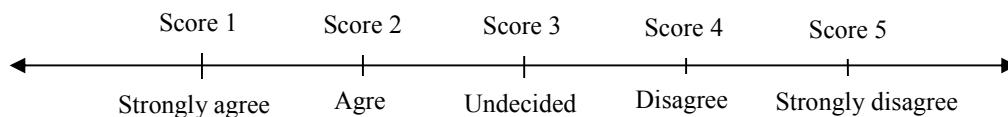
1. Questionnaire

The questionnaire was used to get information about students' attitude towards English. The questionnaire instrument consisted of 30 items in which 15 items referred to positive statement, while the rest refer to negative statement. Each item had five options; they are strongly agree, agree, undecided, disagree, and strongly disagree, in which there was no wrong or right answer within it. Therefore, students had to give their answer as factual and real information about themselves or the information that was close to the fact as provided in the five alternative answers.

The positive statements were scored as follows:



While the negative statements were scored as follows:



Designing questionnaire:

The researcher designed the questionnaire based on the components of attitude in learning English, namely:

- a. Attitude to English as a foreign language
- b. Attitude to English teaching learning
- c. Attitude to native speaker of English

The questionnaire was constructed like below:

Component	Item Number	
	Positive	Negative
a. English as a foreign language	1, 2, 4, 8, 10, 12, 13,	3, 5, 6, 7, 9, 11, 16,
b. English teaching learning	14, 15, 19, 21, 22, 27,	17, 18, 20, 23, 24, 25,
c. Native speaker of English	28, 29	26, 30

2. Interview

The researcher needs to say that in this research the questionnaire was the main instrument, but in order to make the data gained from questionnaire more valid, therefore an interview needs to be done. By interviewing the students, the researcher wanted to know whether the students had or did other positive action out of school related to their attitudes, such as attending an English course, practicing English in their daily life or reading some English books.

3. Students' Reading Test

In collecting the data, the researcher did not administer a test; she took the available score of English that students had got from their first report in second year. After getting the data, the researcher analyzed the score with the questionnaire score in order to measure whether their attitude correlated to the reading ability especially English reading.

F. Reliability of the Instrument

The researcher gained the data by using quantitative description. First of all the result of questionnaire was scored based on likert scale, the score ranges 1 to 5. To measure the

consistency of items of the questionnaire the researcher used Cronbach Alpha Coefficient since it was the most common used to measure the consistency among the indicators of the questionnaire. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire was (Setiyadi, 2006: 167). Therefore, before the questionnaires were given to the sample class, the writer determined the reliability of the questionnaires to the students in try-out class. Hatch and Farhady (1982: 248) explains the way to examine the reliability level or questionnaire reliability by using an Alpha formula, as follow

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{1 - \sum \sigma_i^2}{\sigma_i^2} \right)$$

r_{11} = reliability

n = The number of items

$\sum \sigma_i^2$ = Total variance of all items

σ_i^2 = the total of variance

To find the variance, we use formula as follow:

$$\sigma_i^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Explanation:

σ_i^2 = Variance

$\sum X^2$ = The number of data quadrate

$(\sum X)^2$ = The number of data being quadrate

N = The number of data

And for knowing the classification of reliability was as follow:

- a. Between 0,800 to 1,00 = Very high reliability
- b. Between 0,600 to 1,800 = High reliability
- c. Between 0,400 to 1,600 = Moderate reliability
- d. Between 0,200 to 1,400 = Low reliability
- e. Between 0,00 to 1,200 = Very low reliability

The researcher administered the questionnaire for the purpose of estimating the students' attitude towards English. The questionnaire used in this research consisted of 30 item; those questionnaire items measured about students' attitude to English, attitude to learning English, and to native speaker of English. The researcher used alpha formula after she had found the variance of all items. The result shows that the reliability of the questionnaire was very high, 0,888 (see appendix 1).

G. Validity of the Instrument

Validity is a matter of relevance; it means that the test measured what was claimed to measure. To measure whether the test had a good validity, it had to be analyzed from content validity and construct of the test was sufficiently representative and comprehensive for the test to be valid measured. The result of the test was used to measure the ability. Since the purpose of the test is to measure as well as to know the students' attitudes in learning English, so the researcher

applied a test that deal with attitude taken from Hatch and Farhady (1982: 252), because the test which arranged by Hatch and Farhady was based on the uses to measure the ability that was students' attitude. Therefore the researcher reported that the test was valid.

There were many factors which could influence the test validity results. Factor which influenced the validity of test result include:

1. Unclear directions on the test (the Students may, in fact, know the material but not understand how to do the task, so the results were not valid).
2. Vocabulary or syntax (assuming this was not the focus of the test) may be too difficult.
3. Inappropriate level of difficulty of the test items (the test may not test the concepts at the right level).
4. Poorly constructed test items.
5. Ambiguity.
6. Test items are inappropriate for the purpose of the test.
7. Test did not have enough items for objectives being tested.
8. Improper arrangement of item (initial sequence of difficult items may cause Students to give up when they could do later items).
9. Identifiable pattern of answer (Students can get items right without knowing answer).

A test is valid if it measures what it purposes to measure. Validity is a matter of relevance; it means that the test measures what was claimed to measure. In collecting the data of the students' reading ability, the researcher did not administer a test. She took the score of students' English reading ability from English teacher documentation (English report). The report score was gained from few tests given by the teacher and for the final test, Musyawarah Kerja Kepala

Sekolah (MKKS) SMA Pemerintahan Kota Bandar Lampung was used. The researcher assumed that the test was valid because it was being given by English teacher including listening, speaking, reading, and writing test; and for the final semester test, it also had a good validity in term of content because it was revised many times. After getting the data, the researcher correlated the students' English report score with questionnaire score to measure whether there was correlation between students' attitude and their reading ability.

H.Statistical Hypothesis

The statistical hypothesis of the variable was as follows:

$$H_0 = r_{xy} = 0$$

$$H_i = r_{xy} \neq 0$$

Where:

H_0 = null hypothesis

H_i = research hypothesis

r_{xy} = the correlation between students attitude and students reading ability

