

CHAPTER III RESEARCH METHOD

In this chapter, the researcher would like to discuss several sub chapters, that is, setting of the research, research design, population and sample, research instrument, research procedures, and data analysis. All of those parts will be presented follows:

3.1. Setting of the Research

There were two settings in this research, that is, place and time. The researcher chose MTsN 1 Kotabumi as the research place. The researcher chose the students Class VIII A as the participants because they have good enough quality in study than the other class.

3.2. Research Design

This research was non-experimental research. In this research, she used qualitative case study. The researcher tried to find the problems of students in finding main idea and to find students perception toward a reading test. The data were collected by giving reading test, interview and giving questionnaire.

3.3. Research Participants

The participants of this research were the students Class VIII A in MTsN 1 Kotabumi. The researcher used purposive sampling in collected participants of this research. In purposive sampling the researcher chose subject based on identification of the problem and justification (Setiyadi: 006:44). The researcher chose the students class VIII A as the participants because they good enough quality in study than the other class in MTsN 1 Kotabumi. The researcher used class VII Athat consists of 36 students as the participants.

3.4. Research Instruments

The instrument of this research was reading test. The researcher wanted to find students' problems in finding main idea and students' perceptions toward a reading test. In collecting the data, the researcher conducted the following:

1. Reading Test

In order to collect the data on students' problems in finding main idea, a reading test has been provided. The reading test was used to see the score got by the students in finding main idea, if the students got low score it means that the students had trouble in reading test especially in finding main idea. The researcher gave a test to class VIII A students which related with finding main idea and contained 20 questions. The test lasted for 45 minutes. The reading test just gives in one meeting. The tests were used in order to see the influence of the text characteristic toward students' problems in finding main idea of reading text. The text was taken from reading test in National Examination.

2. Interview

Interview was used to get the data precisely from each of the students relating to their problems. The result of interview was analyzed in order to find the students' problems in finding main idea. The result of interview was also interpreted by describing clearly. In this process, the researcher interviewed the students who had low score in reading test.

3. Questionnaire

Romanov (2011) states that, "perception it includes senses, feeling, idea, thought, and theories." Based on the theory, the researcher tried to facilitate the students' perception toward the difficulties in reading comprehension, especially in finding main idea. The researcher designed the open questionnaire which was used in order to collect basic descriptive information about students' perceptions toward a reading test. The questionnaire covered some aspects that might cause students' perception toward a reading test.

3.5. Research Procedures

The researcher checked students' reading ability by giving reading test, questionnaire and interview. The reading test considered as device to see the score got by the students in finding main idea. The reading tests were used in order to see the influence of the text characteristic toward students' problems in finding main idea. Then, interview was used to get the data precisely from each of the students relating to their problems. The result of interview was analyzed in order to find the students' problems in finding main idea. And the last, the researcher

designed the open questionnaire which was used in order to collect basic descriptive information about students' perception toward a reading test.

There were several procedures to make the research well. The procedures of this research as follows:

1. Determining research problems.
2. Determining and selecting the participants.

The participants of this research were the students eight a class in MTsN 1 Kotabumi. The researcher takes 36 students as the participants.

3. Administering the reading test for the students.

After the class had been chosen, the researcher gave the students reading test to see the score got by the students in finding main idea

4. Interviewing the students.

After calculate the score of reading test, the students were being interviewed individually in order to locate students' problems in finding main idea.

5. Administering the questionnaire to the students.

After the completion the interview, the researcher gave questionnaire to the students in order to get information about students' perception toward a reading test.

6. Analyzing the result of the reading test, interview, and the questionnaire.

After the completion of the reading test, interview, and questionnaire, were then calculate, analyze and classified.

3.6. Scoring System

In scoring system of the students' reading test, the writer used Arikunto's formula (1997:212). The researcher calculate the students' reading test score by using this formula:

$$s = \frac{R}{N} \times 100\%$$

S : Score of the test

R : Right and answer

N : Number of the student

3.7. The Criteria of Good Test

This section concerns with the criteria which should be had by the good test such as, reliability and validity.

3.7.1. Reliability

Reliability is the consistency of the instruments to be the instruments that can measure the same data in the different times but still show the similar result relatively (Setiyadi, 2006:16). Therefore, the instruments can be used to measure the data in the research if the instruments have a good reliability. To ensure the reliability of the reading test, interview, and questionnaire, interater reliabilities applied in this research. The researcher used two raters. Interater reliability is used to measure the reliability of instruments or tests are good or not.

3.7.2. Validity

A test can be said to be valid if it measured and suitable for the the criteria (Hatch and Farhady, 1982:250). It means that the test or instrument which is used in the

research can be said valid if the instrument measures the object to be measured and suitable with the criteria which is used in the research.

Setiyadi (2006:22) state that the instruments or tests are not valid if the instruments do not measure the object to be measured. He says that in the research of the foreign language learning, there are four types of validity of instruments or tests: face validity, predictive validity, content validity, and construct validity.

The face validity focuses on the layout or appearance of the test. Predictive validity is interrelated with the prediction the phenomena that will happen. For this research, the researcher used content validity to measure the validity of instruments or tests are good or not. The types used in this research is content validity. This validity concerns with the content details of the instruments. This validity analysis would analyze all the content of the instruments or tests whether the content of the instruments represents the material that will be measured by the instruments.

According Davenport (2007: 61) as quoted by Dewi (2013), common types of question found in reading comprehension are included as follow:

1. Identifying main idea, main point, author purpose or an alternate title for the passage.
2. Recognizing the tone of the passage or identifying the style.
3. Comprehending information directly stated in the passage (finding supporting detail).
4. Answering relational questions about the author's opinion, even if not stated directly.

5. Recognizing the structural methodology employed to develop the passage, for example sequence, vocabulary, and represent pronoun (reference).
6. Extending limited information given by the author to a logical conclusion using inference (inference meaning).

From the types of question found in reading comprehension, identifying main idea is focused on the objective in this research. This research only focused in finding main idea. So, the questions of reading test, interview, and questionnaire all about main idea.

3.8. Data Analysis

After the researcher conducted reading tests, she looked the score of reading test. She then counted the score of reading test. It was used to find out the percentage of students' score in reading test. After giving the reading test, the researcher interviewed the students. The result of interview was analyzed in order to find the students' problems in finding main idea. The result of interview is also interpreted by describing clearly. And the last, the researcher gave the questionnaire to find students' perception toward reading test. Like the result of interview, the result of questionnaire, will be interpreted by describing clearly.

In analyzing the data from reading test, questionnaire, and interview the students, the researcher employed the qualitative research. According to Maleong (1991), there are three steps in analyzing and interpreting the data. Therefore, the researcher followed those steps in this research:

1. Making the abstraction of all data to be treated in one unit.

The researcher interpreted all the data available (from reading test, interview and questionnaire) by selecting them into an abstraction. In this step, she selected the data in order to keep them relevant to the research question.

2. Unifying the data

The researcher identified the data into unity. It means that the researcher paid attention to term the students used, to distinct the activities in the reading test.

3. Interpreting the data substantive theory

The researcher took conclusion. Then as the final steps, she interpreted the data into substantive theory about the researcher of teaching reading.