

CHAPTER III

METHOD OF THE RESEARCH

This chapter is some description about the method of the research that includes Research Design, Population and Sample, Data Collection, and Data Analysis.

3.1 Research Design

In conducting a research, the researcher needs guidance to solve all problems. Research design is the plan in conducting the research to be able to find out the answer of the statements of the problem in this research.

This research is a quantitative descriptive ex-post facto research. Ex post facto research according to Cohen, et al (2007:264) explains about ‘after the fact’ or ‘retrospectively’ and refers to those studies which investigate possible cause-and-effect relationships by observing and existing condition or state of affairs and searching back in time for plausible causal factors.” Meanwhile, Kerlinger (1970) cited in Cohen, et al (2007:264) defines that “ex post facto research as that in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables.”

Variables of this research are the English achievements the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 as the dependent variable and the reading activity as the independent variable. This research will be held in English Education Department of Muria Kudus University in the fourth semester in the academic year 2011/2012.

3.2 Population and Sample

In this quantitative research, the researcher needs population as the whole subject of the research. And the population of the research is the fourth semester students of English

Education Department of Muria Kudus University in academic year 2011/2012. Population of this research consists of 234 students divided into 6 classes, and the sample was taken by using proportional random sampling technique. Arikunto (2007:98) explains that proportional sampling is a technique that in determining members of sample, the researcher takes representatives from each group in the population. In taking the sample randomly the researcher used lottery. And the researcher at last got 60 students to be the sample of the research.

3.3 Technique of Collecting Data

In this research, the researcher needs the data of English achievement and reading activity of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012. To get both of the data the researcher used two instruments. The first research instrument is test to get the data about the English Achievements (*Listening, Speaking, Reading and Writing*) of fourth semester student of English Education Department of Muria Kudus University. However, in this research, the researcher didn't directly give the test to the students. The researcher only took the score of the oral and written tests given by the lecturers of *Listening, Speaking, Reading, and Writing*.

The second instrument of this research is questionnaire. This instrument is used to take the data about reading activity. The questionnaire is developed by John T. Guthrie, Karen McGough, and Allan Wigfield in *Measuring Reading Activity an Inventory* (1994). The Reading Activity Inventory (RAI) covers three areas: social activities, school reading and personal reading. Because it obtains information about students' activities, there is not likely to be a social desirability factor. The questions in the inventory are such that students tend to be honest in their responses. And his questionnaire consist of 5 questions about activities of the students, 6 questions about school reading, and 13 about reading for students own enjoyment. So, there are 24 questions of RAI questionnaire that must be answered by the

fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 in 20 minutes.

However, the highest score of the questionnaire will be given is 59 and 5 for the minimum score by counting all of the score that the item questionnaire which is consisting of 24 numbers of questions. The researcher will classify the students to be high and low reading activity classification based on the fact of score that is gotten from the students. From the highest and the lower, it will be divided to be two criterions. For example, if the researcher gets the score 5 until 35, the researcher determines that the students who have high reading activity are the students who have 16-35 score from the result of their questioners. So, the students who have 5-15 score are the students who have low reading activity.

For the next step in conducting this research is collecting data. For collecting data, the researcher takes some following steps:

1. Preparing the questionnaire to get the data about the students' Reading Activity.
2. Asking the students to answer the questionnaire.
3. Asking the lecturers about the score of the final tests of *Listening, Speaking, Reading, and Writing*.

3.4 Data Analysis

For analyzing the data, the researcher used statistical formula of T-test as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{\bar{X}_1 - \bar{X}_2}}$$

Note:

t : t-calculation

\bar{X}_1 : Mean of the first samples

\bar{X}_2 : Mean of the second samples

$s_{\bar{X}_1 - \bar{X}_2}$: The standard error of the difference between two means

The next step, the researcher tested the hypothesis through the statistical hypothesizes as follows:

1. H_0 : LHR = LLR
2. H_0 : SHR = SLR
3. H_0 : RHR = RLR
4. H_0 : WHR = WLR

Note:

1. H_0 : There is no significant difference between the listening achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities.
2. H_0 : There is no significant difference between the speaking achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities.
3. H_0 : There is no significant difference between the reading achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities.
3. H_0 : There is no significant difference between the writing achievements of the fourth semester students of English Education Department of Muria Kudus University in academic year 2011/2012 with high and low reading activities.