

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about research methodology that used for this research. In this chapter, the discussion includes research design, research subject, research instrument, the technique of data verification and data analysis as steps of research methodology.

3.1 Research Design

The research design for this research was a mixed method. Mixed method research means combine quantitative and qualitative research to get detailed information which cannot be obtained through a single method in a single study to reach a better understanding, it means collecting story and number from research with multiple forms of data to explore diverse perspective.

There are many kinds of mixed-method design, the major types that used in mixed-method are convergent, embedded, explanatory and exploratory. According to research problems for this research the researcher decided to use Explanatory design were collecting and analyzing quantitative data about the different of reading comprehension problems based on gander followed by analyzing qualitative data result to further exploration that still connected.

For this research, the result explained using descriptive to describe the result of data collection and analyzing. In this study, the researcher will describe the difficulties of reading comprehension of female and male students in second grade of senior high school in Gresik. The data from this research collected by questionnaire and interview instruments.

3.2 Research subject

The research subject is an important part of a research which included population and sample. The population for this research took

from the second grade of MA. Mambaus Sholihin academic year 2019/2020 located in Jl. K.H. Syafi'i No.07 Suci, wherein this school the students are divided according to their gender in a different building. To support foreign language class there is one language lab for each building.

There are many populations of students in this school, for second-grade students there are three major that include IPA, IPS and IPK class. According to one of administration staff, there are 275 male students and 280 female students which in total from both male and female are 555 students.

The researcher took the sample using stratified random sampling or sometimes popular with the name quota sampling, which implies choosing the sample of population based on specific criteria or qualities. The researcher decided to take the data in IPK class based on the criteria of gender and the same amount of the students, there are 40 male students and 40 female students as participant. Another criteria is they are in the same majors where they were in the same level of understanding, meaning that the result got the same percentage.

3.3 Research Instrument

The research instrument is an important part of research to collect the data. In this study, the researcher used a questionnaire and interview that done to obtain the data needed in difficulties of reading comprehension.

1. Questionnaire

Spreading the questionnaire to the students was a way to get more concrete students' data about the difficulty in reading comprehension. The questionnaire was one of the ways to know the factor difficulties faced by students in reading comprehension. In this case, the form of questionnaire was closed with the alternative answer that would be chosen by the students. The form

of the questionnaire used in this study was closed questionnaire. This means that the questionnaire was in the form of a list of questions provided by the researcher to the students as a research subject. In term of the answer, this questionnaire was direct because the students can answer directly and filled by the students themselves on subject reading comprehension.

Questionnaire design of this research is the Likert Scale where the respondents will choose one of scale in every question to show specific agreement or disagreement for the statement. The questionnaire form of this research is using Google form to make it easier for respondents in the middle of a pandemic. This questionnaire there are 10 questions which in every question there are 4 scales from *selalu*, *sering*, *jarang* dan *tidak*. Every questionnaire items of this form included reading comprehension aspect.

The researcher took the item of the questionnaire about reading comprehension from previous research which tested first and conducted by Hidayati, 2018 with the title "*Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar*". The questionnaire item adapted by the researcher and the researcher also took some item from Medjahdi (2015) with the title "*Reading Comprehension Difficulties among EFL Learners: The Case of Third-Year Learners at Nehali Mohamed Secondary School*" which the researcher combine it together and change some item for the purpose of this research and adjust the condition that the researcher needed. The reason why the researcher combines and adopt from previous research, considering that the data would be more specific.

2. Interview

The researcher decided to do the interview where male and female students as the subject. The aim of this interview is to know more information about the perspective of students in reading comprehension between male and female, what is the most difficult aspect in reading comprehension that encountered by them.

This research used a semi-structured interview, where the researcher prepared some open-ended questions beforehand to hear detail opinion of students about reading comprehension and their problem in English reading. The method that used in this interview is a personal interview, where interviewer interviews the students one by one using media WhatsApp to communicate. For this interview, the researcher prepares the question before asking it to the students.

3.4 Technique of Data Verification

In order to get a valid result of data, the researcher needs to make sure the source of data are suitable for research. First thing first the researcher to validity the instruments that going to be tested

3.4.1. Validity

Validity means to measure what was intended to be measured. Before spreading the questionnaire it's really important to know the validity of instruments' item. From the result it can be known if the questionnaire is appropriate or not. There are many kinds of validity instrument to gather data for research and for this research, the researcher decided to use content validity and face validity.

Content validity is the degree to which items in an instrument reflect the content of the instrument that will be generalized. In deciding the validity of the items the researcher

cover all relevant aspect of reading comprehension in the instrument which in every questionnaire include five aspects of reading comprehension there are determining the main idea, locating reference, understanding vocabulary, making inference and detail information. The questionnaire contents as representative of theories that have been learned by students.

The next step is face validity or also known as logical validity literally it was just skim the surface in order to form an opinion. Face validity only shows that in terms of apparently a measuring instrument seems to measure what it wants to measure. For this validity, the researcher did the tryout test first in order to examine the test and judge whether it is an adequate sample of the content and objectives to be measured. The result of trying out test approved if the questionnaire items are appropriate with reading comprehension based on assessment are valid.

3.4.2. Try Out

Before the item test spread out to gather the data, every instrument need tested to find out the eligibility of them. In this research the researcher decided to spread it out to 15 students for male and 15 students female from chosen class (IPA) that suit with the research criteria and also has the same criteria with the sample of data, to know whether the questionnaire items are appropriate or not. The researcher used the SPSS program to check them.

3.4.3. Reliability

The next step of the validity of the instruments was to measure the reliability of the instruments used SPSS program Cronbach's alpha. The researcher conduct try out the test to find out the reliability of every item in reading comprehension

questionnaire that aimed to measure the test relatively constant whenever and whomever the test conducted.

Based on the result of the try out questionnaire that did by 15 male students and 15 female students through online, it found out that the questionnaire items are valid and reliable enough because in view of the fact that SPSS Cronbach's Alpha result is more than 0.6 which means accepted.

Table 3.1
Reliability Statistic Result

Reliability Statistics

Cronbach's Alpha	N of Items
.887	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x1	21.4000	22.662	.745	.867
x2	21.7000	22.286	.640	.876
x3	21.5333	23.913	.703	.872
x4	21.5667	24.806	.634	.877
x5	21.7333	23.030	.592	.879
x6	21.3000	24.493	.557	.880
x7	21.4667	23.913	.618	.876
x8	21.3667	23.344	.639	.875
x9	21.1333	23.016	.616	.877
x10	21.0000	24.069	.545	.881

As for the items description of reading comprehension questionnaire from male and female students, the items called valid if the R table > 0.5140

Table 3.2
Validity of Male Students

No	Items	R table 5% (N= 15)	Corrected Item	Criteria
1	Item 1	0.514	.790**	Valid
2	Item 2	0.514	.923**	Valid
3	Item 3	0.514	.732**	Valid
4	Item 4	0.514	.732**	Valid
5	Item 5	0.514	.785**	Valid
6	Item 6	0.514	.692**	Valid
7	Item 7	0.514	.692**	Valid
8	Item 8	0.514	.654**	Valid
9	Item 9	0.514	.794**	Valid
10	Item 10	0.514	.641**	Valid

Table 3.3
Validity of Female Students

No	Items	R table 5% (N= 15)	Corrected Item	Criteria
1	Item 1	0.514	.834**	Valid
2	Item 2	0.514	.594*	Valid
3	Item 3	0.514	.834**	Valid
4	Item 4	0.514	.715**	Valid
5	Item 5	0.514	.634*	Valid
6	Item 6	0.514	.575*	Valid
7	Item 7	0.514	.715**	Valid
8	Item 8	0.514	.765**	Valid
9	Item 9	0.514	.619*	Valid
10	Item 10	0.514	.630*	Valid

3.5 Data Analysis

The researcher used mixed method descriptive as a methodology to describe the data, as the purpose of this research is to describe the

difficulties of reading comprehension in senior high school between male and female. Data analysis was done by organizing data, explaining into some units, choosing the important data that would be used, and making a conclusion that could be explained.

To analyze the data of reading comprehension questionnaire the researcher used statistical analysis method as a technique to analyze the data because the purpose of this research is to find if there is difference between male and female students in reading comprehension. The result of the data served up in the numerical form.

For a questionnaire test, there are 10 questions that included five aspects of reading comprehension, those are vocabulary, main idea, detail information, reference, and inference. In every question there will be 4 scales of agreement or disagreement, that scale will determine their reading comprehension which the result of the questionnaire gathered and analyzed using SPSS 16.0 program to get the conclusion about the difficulties between male and female in reading comprehension.

The data from the sample will be described using diagram percentages, every reading comprehension aspect presented in percentage form. The explanations would be based on the gender of the students, so it can be seen from the diagrams about the difficulties between male and female in reading comprehension. The form of the data took from Google Form. Google Form in here also a media for the questionnaire that spread online to the students.

The next step the researcher gathered the data from interviewing male and female students about reading comprehension aspect. In this stage, the result from interview can be known what aspect in reading comprehension that students find it difficult. Then the researcher selects the data collected that was appropriate with the formulation of research problems and describe them narratively. So, it could be said that conclusion was credible if the conclusion was supported by accurate data.