

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

Research method is a scientific activity that is planned, structured, systematic and has specific objectives, both practical and theoretical.¹ The method used in this study is quantitative method. It uses to see the relationship between students' learning style and their reading comprehension of recount text. This research is designed as correlational research. The main objective of this research is to discover the relationship between the two intended variables : students' learning style and their reading comprehension of narrative text.

Then, the writer determined students' learning style as independent variable (variable X) and students' reading comprehension of recount text as dependent variable (variable Y).

B. Participant

In this research, the writer use population and sampling at once. It was used convenience sampling. The population and the sample of this research is in eight grade of students in SMP Insan

¹ Raco J.R, *Metode Penelitian Kualitatif* (Jakarta: PT Gramedia Widiasarna Indonesia GRASINDO, 2017),5.

Madani and it consist of 20 students. Because recount lessons were discussed in eighth grade.

C. Instrument

The writer used a non-test and test techniques. Non-test technique is questionnaire and a test of reading comprehension is the test technique. In answering the questionnaire, the students are asked to put cross (X) or checklist (√). To find the students' learning style, the writer counted the mean score of the styles.

The data of students' reading comprehension is collect by giving them a test. The test consisted of 25 questions. The alternative answer is A, B, C and D. They were asked to choose the best answer of the options.

a. Questionnaire

In this study, the Joy M Reid's Perceptual Learning Style Preference Survey in Understanding Learning Styles in Second Language Classes was adapted as a questionnaire. Questionnaires were distributed to students to get data on their learning style preferences. Questions are based on the characteristics of each learning style (visual, auditory and kinesthetic). Questionnaires written in Bahasa to avoid misunderstandings and to facilitate students in answering questions. There are five points According

to Joy Reid Questionnaire: Strongly Agree (SA), Agree (A), Undecided (U) Disagree (D), and Strongly Disagree (SD).

Table 3.1
Questionnaire Item Scoring

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

The statement of the questionnaire was set in these ways: statement number of 6, 10, 12, 24, and 29 are dealing with visual learning style type. Statements of 1,7,9,17,20 are dealing with auditory learning style types. Statement number of 2, 8, 15, 19, 26 are dealing with kinesthetic learning style. Statement number of 11, 14, 16, 22, and 25 are dealing with tactile learning style. Statement number of 3, 4, 5, 21, and 23 are dealing with group learning style. Statement number of 13, 18, 27, 28, 30 are dealing with Individual learning style.

Table 3.2**Learning Style Questionnaire Key Number**

No	Indicator	Total	Key Number
1	Visual learning style	5	6, 10, 12, 24, 29
2	Auditory learning style	5	1,7,9,17,20
3	kinesthetic learning style	5	2,8,15,19, 26
4	tactile learning style	5	14, 16, 22, 25
5	group learning style	5	3, 4, 5, 21, 23
6	Individual learning style.	5	13,18, 27, 28, 30
Total			30

b. Test

The test is reading comprehension test of recount text. The test consists of 25 questions. It is multiple choices test. There are four options (A, B, C, and D). The writer gives score 4 for the correct answer and 0 for the wrong answer. It means that students will get 100 score if they answer all questions correctly. To

calculate the total score, use the formula :

$$\frac{\text{correct number of questions}}{\text{total number of questions}} \times 100$$

D. Data Analysis

As stated by Brog and Gall in their book, there are 10 kinds of correlation calculation techniques. The writer will calculate the data manually. The writer used the correlation formula by Pearson Product Moment Correlation to test the significance relationship between both of variables.² The formula used as follows:

- a. Finding the number of correlation using formula:

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

r : product moment correlation coefficient of variable X and Y

N : the total number of samples

X : the students' score in students' learning style

Y : the students' score in their reading comprehension of recount text

$\sum X$: the sum of the students' learning styles cores

² Sudijono Anas, *Pendidikan Statistik* (Jakarta: Rajawali Pers, 2014),44.

ΣY : the sum of their reading comprehension of recount text scores

ΣX^2 : the sum of squares of students' learning style scores

ΣY^2 : the sum of squares of their reading comprehension of recount text scores

$(\Sigma X)^2$: the squares of the sum of students' learning style scores

$(\Sigma Y)^2$: the squares of the sum of their reading comprehension of recount text scores

ΣXY : the sum multiple of students' learning styles cores and their reading comprehension of recount text scores

To know the correlation between two variables, namely: Learning Style and Reading Comprehension, the writer used correlation level (r) ass seen in the table below :

Table 3.3

Interpretation of Product Moment Score

Coefficient of correlation "r"	Interpretation
0,00 - 0,20	The Correlation is Neglected
0,20 – 0,40	The Correlation is Week
0,40 – 0,70	The Correlation is Strong Enough
0.70 – 0,90	The Correlation is Strong
0,90 – 1,00	The Correlation is Very Strong

- b. To know the significance between two variables, the formula of the significance test is:

$$t_{\text{count}} : \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t_{count} : t_{value}

r : value of correlation coefficient

n : number of participants

The statistical hypothesis of this study can be seen as:

(H₀) : There is no relationship between students' learning style and their reading comprehension of recount text at

(H_a) : There is a relationship between students' learning style and their reading comprehension of narrative text at.

The criteria used as follows:

1. If $r_o > r_t = H_a$ is accepted, H_o is rejected. It means that there is a significant relationship between students' learning style and their reading comprehension of recount text at eight grade of students in SMP Insan Madani.

2. If $r_o < r_t = H_a$ is rejected, H_o is accepted. It means that there is no significant relationship between students' learning style and their reading comprehension of recount text at eight grade in SMP Insan Madani.