CHAPTER III

RESEARCH METHODS

This chapter includes the discussion of research design, population and sample, research instruments, data collection technique and data analysis technique.

A. Research Design

The research design of this study was evaluation. The researcher chose evaluation as the research design in this study because to identify the ability of fourth semester students in reading article comprehension as it is indicated by their summary writings, the researcher evaluated them to summarize an article.

B. Population and Sample

Population is the whole subject of the research. It means that population is all number of people that will become subject in the research. The population of this study was fourth semester students at English Teacher Education Department of UIN Sunan Ampel Surabaya. The number of fourth semester students is about one hundred and twenty.

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¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: PT. Rineka Cipta, 2004), 130.

Sample is part of numbers and characteristics of the population. Taking sample is needed when the population is so big and the researcher is impossible to analyze all population because of some reasons, such as the limited time, fund and energy.² The sample of this study was sixty students of fourth semester taken from critical reading classes. The researcher chose this sample because fourth semester students have learned to summarize during a semester when they were in third semester. The technique sample of this study was random sampling. Random sampling is technique to take the sample from population randomly without any certain reason or judgment.³ The critical reading class for fourth semester was divided into four classes. The first and second class taught by Lecturer 1, the third class taught by Lecturer 2 and the fourth class taught by Lecturer 3. But, Lecturer in fourth class did not allow the researcher to do the research in her class, so the researcher took twenty students in first, second and third class as the sample of this study.

² Sugiyono, Statistika Untuk Penelitian (Bandung: Alfabeta, 2010), 62.

³ Sugiyono, Statistika Untuk Penelitian... 64

C. Research Instruments

According to Arikunto, an instrument is a device to get the data.⁴ In this study, the researcher used three kinds of instrument to collect the data; they are test sheet, rubric and interview guideline.

1. Test sheet

This instrument was used to answer the first research question about the ability of fourth semester students in reading article comprehension as it is indicated by their summary writings. The test sheet was an article under the title "Our Ever Green World" taken from New York Times' website.

2. Rubric

According to Metler, rubric is rating scales. Furthermore, he formally defined it as scoring guide which is consist of specific pre-established performance criteria, and it is used in evaluating student work on performance assessment.⁵ In this study, the researcher used rubric to analyze the summary writings of fourth semester students.

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⁴ Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek... 149

⁵ Craig A. Mertler. "Designing scoring rubrics for your classroom" *Practical Assessment, Research & Evaluation*, 7(25). Retrieved October 19, 2014 from (http://PAREonline.net/getvn.asp?v=7&n=25 accessed on November 20, 2014)

3. Interview Guideline

The interview guideline was used to interview fourth semester students. This instrument was used to gather information related to students' answers based on their achievement, why they got high and low score in each criterion of good summary writings when they summarizing the article. In the interview guideline, the researcher provided some questions related to it.

D. Data Collection Technique

1. Evaluation (test)

To collect the data, the researcher gave evaluation to summarize an article under the title "Our Ever Green World" for fourth semester students in critical reading classes. The evaluation was done on 6th and 11th of June 2015. In this case, the researcher asked help from the lecturers in critical reading classes to give the article to the students. This data was collected to answer the research question about the ability of fourth semester students in comprehending article as it is indicated by their summary writings.

2. Interview

Interview is used to get the data for answering the second research question about the factors that influence students' achievement in each

criterion of good summary writings. After identifying the fourth semester students' ability in reading article comprehension as it is indicated by their summary writings, then the researcher interviewed thirty students to know the answers about their various scores in each criterion in the rubric when summarizing article. The interview was done on 12th of June 2015. The sample of the interview was thirty students from sixty students in the sample of the study.

E. Data Analysis Technique

After the data were collected, then the data is analyzed using rubric to get students' score in each criterion. The rubric that used to evaluate students' summary writings which indicate their comprehension to the article consists of four criteria. They are content, topic sentence, supporting details and paraphrase. Here the rubric that used by the researcher to score students' summary:

Rubric for evaluating summary⁶

Content	4	- The summary contains all of key ideas in the
	3	original. - The summary may omit one of key ideas in
		the original.
	2	- The summary may omit two of the key ideas
		in the original.
	1	- The summary may omit three and more of the key ideas in the original.
Topic sentence	4	- The summary has single topic and controlling
		idea that states the main idea of the original.
	3	- The summary has single topic but does not
		has controlling idea that states the main idea
		of the original.
	2	- The summary has single topic and controlling
		idea but does not state the main idea of the
		original.
	1	- The summary does not have single topic and

⁶ Karen Schwalm, "Rubric for evaluating summary" adapted from Glendale Community College English teachers for various classes and assignments.

(<u>http://web.gccaz.edu/English/Assessment/Spring07/SummaryRubric.htm</u> accessed on November 10, 2014)

		controlling idea and does not state the main
		idea of the original.
Supporting	4	- The supporting details flow smoothly and
details		connected with conjunctions.
	3	- Generally the supporting details flow
		smoothly even not connected with
		conjunctions.
	2	- The supporting details does not flow
4		smoothly but connected with conjunctions.
	1	- The supporting details do not flow smoothly
		and are not connected with conjunctions.
Paraphrase of	4	- All sentences paraphrase the original source
source		completely.
	3	- There may be one or two echoes of the
		original source.
	2	- There may be three or four echoes of the
		original source.
	1	- There may be five and more echoes of the
		original source.

Level categorization of the score:

Superior : 4

Good: 3

Below average: 2

Unacceptable: 1

After identifying students' scores in each criterion in the rubric, then their scores are made into percentage to know fourth semester students' ability in reading article comprehension as it is indicated by their summary writings.

In this data analysis, the researcher used the calculation:

$$P = \frac{F}{N} X 100$$

Notes:

P: Percentage

F: Obtain value of respondent

N: Total number of respondent

Besides, the researcher also categorized students' scores in each criterion into four levels with the categorization of score above, student who got score 4 means that they were in level superior, students who got score 3 means

that they were in level good, students who got score 2 means that they were in level below average and students who got score 1 means that they were in level unacceptable. It was to ease the researcher in identifying fourth semester students' ability in reading article comprehension as it is indicated by their summary writings. The result of this analysis was the finding of the first research question in this study.

The next step, after identifying fourth semester students' ability in each criterion in comprehending article as it is indicated by their summary writings, the researcher interviewed thirty students. The researcher analyzed the result of interview to know the students' answers related to their various scores in each criterion in the rubric when summarizing article, included why they got high and low score in each criterion when summarizing article. The result of this analysis was the finding of the second research question.