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CHAPTER III RESEARCH METHOD

A. Research Design

The type of this research is an experimental research. According to Gay and Airasian (2012, p. 250), experimental research is the only type of research that can test hypotheses to establish cause-effect relations. The method that is used is a quasi-experimental research. Muijis (2004, p. 26) stated that Quasi experimental designs are meant to approximate as closely as possible the advantages of true experimental designs where the problems mentioned above occur, such as having to implement a programme in a natural school setting. According to Campbell and Stanley (1996, p. 47), experimental designs in educational research involves an experimental group and control group both given a pretest and posttest, but in which involved two groups (experimental and control groups), both of them were given a pre-test and post-test in which both groups did not have pre-experimental sampling equivalent. Before doing the experiment, the teacher gave the students pre-test. The experimental group got the treatment and the control group did not get any treatment. It can be seen in the illustration (Muijis ,2004, p. 18) :

**Table III.1
Quasi-experimental Research**

Class	PRE-TEST	TREATMENT	POST-TEST
Experimental	O ₁	X	O ₃
Control	O ₂	-	O ₄

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Where :	O ₁	: Pre-Test of experimental group
	O ₂	: Pre-Test of control group
	O ₃	: Post-Test of experimental group
	O ₄	: Post-Test of control group
	X	: Treatment

B. Time and Location of the Research

The location of this research was at Junior High School 9 Tualang. It is located at JL. Raya Perawang – Minas KM 10. This research was conducted from August to September 2017.

C. Subject and Object of the Research

The subject of this research was the second year students of Junior High School 9 Tualang. While the object of this research was the effect of using Hand Signals Strategy on students' reading comprehension of recount text.

D. Population and Sample of the Research

Population of this research was the second year students of State Junior High School 9 Tualang in 2017-2018 academic years. The specification of the population is revealed in the following table :

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Table III.2
The Total Population of the Second Year Students of Junior High School 9 Tualang in 2016/2017

No	Class	Number of Students
1	VIII 1	23
2	VIII 2	24
3	VIII 3	23
4	VIII 4	23
5	VIII 5	23
Total Population		116

The total of population was 116 students .They consisted of 5 classes, one class consisted of 23 to 24 students. The population in this school is large enough to be taken all as a sample of the research. Because all samples have the same characteristic, the writer used random sampling technique especially cluster random sampling to choose the classes as sample. According to Gay and Airasian ,(2012, p.131), random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample. Cluster sampling randomly is intact groups, not individuals, are randomly selected. In this research, the researcher took two of five classes as the samples. Class VIII 4 was the experimental class and class VIII 5 was the control class. Both class VIII 4 and VIII 5 consisted of 23 students, so that the total number of sample in this research were 46 students. It can be drawn as follows :

Table III.3
The Total Number of sample of the Second Year Students of Junior High School 9 Tualang in 2017/2018

No	Class	Number of Students
1	VIII 4	23
2	VIII 5	23
Total Sample		46

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E. Technique of Collecting Data

In this research, the researcher used test to collect the data. The use of test was to find out the students' comprehension in reading recount text. The researcher used pre-test and post-test in collecting data. Pre-test was used to determine students' reading comprehension before getting treatment. Post-test was used to determine students' reading comprehension after getting treatment.

Furthermore, the type of test was multiple-choices. There were twenty five questions given to the students. According to Brown (2003, p. 194), the most popular method of assessing the reading comprehension is multiple-choice format, so that its purpose is to make it easier to administer and score quickly. The questions were based on the indicators of reading recount texts comprehension. There were five items of questions for each indicator. It can be seen from the blue print of the test below :

Table III.4
Blue print of Reading Comprehension

No	Question Indicators	Number of Items
1	The students are able to identify the specific information of the recount text	1, 6, 11, 16, 21
2	The students are able to identify the generic structures of the recount text	2, 7, 12, 17, 22
3	The students are able to identify the vocabulary of the recount text.	3, 8, 13, 18, 23
4	The students are able to identify the locating reference of the recount text.	4, 9, 14, 19, 24
5	The students are able to identify the references of the recount text	5, 10, 15, 20, 25
	Total	25

According to Arikunto (2009, p. 281), the classification of the students' score can be shown below :

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Table III.5
The Classification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

F. Validity and Reliability of the test

Validity and Reliability are the standardized criteria of instruments. A good instrument must be valid and reliable. More explanation about these are discussed as follows:

1. Validity of the Test

Validity is a crucial part of any test. Before carrying out a test, it is necessary to know the validity of instruments. According to Hughes (2003, p. 26), the test is said to be valid if it measures accurately what it is intended to measure. Muijis (2004, p. 66) also stated that validity is probably the single most important aspect of the design of any measurement instrument in educational research. It means that the validity of test is very important to prove that the test can be used and the instrument should cover up all the indicators which we want to measure.

Brown (2003, p. 22) mentioned that there are five types of validity, they are content-related evidence, criterion-related evidence, construct-related evidence, consequential validity and face validity. Among all kinds of validity, the content validity is the most appropriate to measure the instrument used in this research.

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In term of content validity, Brown (2003, p. 22-23) stated that it refers to the content of the test which provides samples about the subject matter being measured. It means that we have to design the tests based on the material that they had learned, thus, the writer concludes that this research belongs to the content validity in consideration of the tests reflected to what the students had learned.

Before the tests were given to the samples, the tests were tried out in order to obtain validity and reliability of the tests. It was determined by finding the difficulty level of each item. The item of difficulty was determined as the proportion of correct responses. The formula for item of difficulty can be seen as follows (Arikunto, 2009, p. 223):

$$P = \frac{B}{JS}$$

Where : P : index of difficulty or facility value
 B : the number of correct answers
 JS : the number of examine or students taking the test

The standard level of the difficulty used was **>0.30 and <0.70**, thus, the items were accepted if the level of difficulty between 0.30 – 0.70 and it was rejected if the level of difficulty lower than 0.30 (difficult) and over than 0.70 (easy). Then, the proportion correct was represented by “p”, whereas the incorrect was represented by “q”. The calculation of the items difficulty can be seen as in the following tables:

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Table III.6
The students are able to identify the specific information of the recount text

Variable	Identify the Information to Locate Meaning of the Recount texts.					N
Item No	1	6	11	16	21	23
Correct item	13	15	14	12	13	
P	0.57	0.65	0.61	0.52	0.57	
Q	0.43	0.35	0.39	0.48	0.43	

From the table III.6 above, the item numbers of question for identifying the specific information of the recount texts are 1, 6, 11, 16 and 21 showing the portion of correct answers. The item number 1 obtained the proportion of correct 0.57, the item number 6 obtained the proportion of correct 0.65, the item number 11 obtained the proportion of correct 0.61, the item number 16 obtained the proportion of correct 0.52 and the item number 21 obtained the proportion of correct 0.57. Based on the standard level of the difficulty “p” >0.30 and < 0.70 , it is clear that the items for identifying the specific information of the recount texts are accepted.

Table III.7
The students are able to identify the generic structures of the recount text

Variable	Identify the Generic structures of the Recount texts					N
Item No	2	7	12	17	22	23
Correct item	16	12	12	14	13	
P	0.69	0.52	0.52	0.60	0.57	
Q	0.31	0.48	0.48	0.40	0.43	

Referring to the table III.7 above, the item numbers of question for identifying the specific information of the recount texts are 2, 7, 12, 17, and 22 showing the portion of correct answers. The item number 2

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obtained the proportion of correct 0.69, the item number 7 obtained the proportion of correct 0.52, the item number 12 obtained the proportion of correct 0.52, the item number 17 obtained the proportion of correct 0.60 and the item number 22 obtained the proportion of correct 0.57. Based on the standard level of the difficulty “p” >0.30 and < 0.70 , it is clear that the items for identifying the specific information of the recount texts are accepted.

Table III.8
The students are able to identify the vocabulary of the recount text

Variable	Identify the Vocabulary of the Recount texts					N
	3	8	13	18	23	
Correct item	12	14	16	14	16	23
P	0.52	0.60	0.69	0.60	0.69	
Q	0.48	0.40	0.31	0.40	0.31	

Referring to the table III.8 above, the item numbers of question for identifying the specific information of the recount texts are 3, 8, 13, 18 and 23 showing the portion of correct answers. The item number 3 obtained the proportion of correct 0.52, the item number 8 obtained the proportion of correct 0.60, the item number 13 obtained the proportion of correct 0.69, the item number 18 obtained the proportion of correct 0,60 and the item number 23 obtained the proportion of correct 0.69. Based on the standard level of the difficulty “p” >0.30 and < 0.70 , it is clear that the items for identifying the specific information of the recount texts are accepted.

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Table III.9
The students are able to identify the Locating reference of the recount text

Variable	Identify the Locating reference of the Recount texts					N
Item No	4	9	14	19	24	23
Correct item	14	13	12	12	15	
P	0.60	0.57	0.52	0.52	0.65	
Q	0.40	0.43	0.48	0.48	0.35	

Referring to the table III.9 above, the item numbers of question for identifying the specific information of the recount texts are 4, 9, 14, 19 and 24 showing the portion of correct answers. The item number 4 obtained the proportion of correct 0.60, the item number 9 obtained the proportion of correct 0.57, the item number 14 obtained the proportion of correct 0.52, the item number 19 obtained the proportion of correct 0.52 and the item number 24 obtained the proportion of correct 0.65. Based on the standard level of the difficulty “p” >0.30 and < 0.70 , it is clear that the items for identifying the specific information of the recount texts are accepted.

Table III.10
The students are able to identify the References of the recount text

Variable	Identify the References of the Recount texts					N
Item No	5	10	15	20	25	23
Correct item	13	15	14	13	15	
P	0.57	0.65	0.60	0.57	0.65	
Q	0.43	0.35	0.40	0.43	0.35	

Referring to the table III.10 above, the item numbers of question for identifying the specific information of the recount texts are 5, 10, 15, 20 and 25 showing the portion of correct answers. The item number 5 obtained the proportion of correct 0.57, the item number 10 obtained the

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proportion of correct 0.65, the item number 15 obtained the proportion of correct 0.60, the item number 20 obtained the proportion of correct 0.57 and the item number 25 obtained the proportion of correct 0.65. Based on the standard level of the difficulty “p” >0.30 and < 0.70 , it is clear that the items for identifying the specific information of the recount texts are accepted.

2. Reliability of the test

According to Field (2009, p. 12), reliability is the ability in producing the same results under the same conditions. To be valid, the instrument must first be reliable. According to Brown (2003), the reliable test is the consistent and dependable test. The consistent thing refers to the score whereas the dependable thing refers to the condition of the students, temperature and condition. It means that when giving the same test to the same students on the different occasions, but, in fact, the results are same, so that the test is reliable. In addition, reliability is about the consistency of a score or a result which is not influenced by any condition.

In order to obtain the reliability of the test given, the writer used Cronbach's alpha. The Cronbach's alpha comprises a number of items making up a scale designed to measure a single construct and determines the degree to which all the items are measuring the same construct (Cronk, 2008, p. 102). Therefore, the cronbach's alpha refers to a measurement of internal consistency.

In this research, the reliability of the tests was processed by SPSS (Statistical Product Service Solution) 20 version, it can be seen in the following table:

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Table III.11
The Reliability of the Test

Case Processing Summary			
		N	%
Cases	Valid	23	100.0
	Excluded ^a	0	.0
	Total	23	100.0

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
1.000	1.000	2

Based on at the table III.11 illustrated above, it can be seen that the total number of the students consisted of 23 students. The score of Cronbach's Alpha was 1.000. As mentioned by Arikunto (2009), the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00.

G. Technique of Data Analysis

1. Normality of the Data

According to Pallant (2003, p. 54), assessing normality of data is used to describe a symmetrical, bell shaped curve, which has the greatest frequency of scores in the middle, with smaller frequency towards the extremes. Normality can be assessed by obtaining skewness and kurtosis values.

In term of the normality test of the data, it was analyzed by using Kolmogorov-Smirnove technique with SPSS 20 version. The SPSS result of Kolmogorov-Smirnove test can be interpreted as follows:

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Hypothesis:

H_0 : The data are normally distributed

H_a : The data are abnormally distributed

Testing Criteria:

If the probability (sig) > 0.05 H_0 is accepted

If the probability (sig) < 0.05 H_0 is rejected

2. Homogeneity of the Data

According to Siregar (2013, p. 167), the purpose of homogeneity test is to know whether the object of the research has the same variance or not. Furthermore, in order to know whether the objects researched have the same variance or not, the writer needed to describe the homogeneity analysis. In this research, the researcher assessed the homogeneity of data by using SPSS 20. The SPSS result of the homogeneity of the data can be interpreted as follows:

Testing Criteria:

If the probability (sig) > 0.05, the data are homogenous.

If the probability (sig) < 0.05, the data are not homogenous.

3. The Independent Sample T-test

After knowing that the data were homogenous variance and normally distributed, the researcher needed to use Independent Sample T-test analysis. According to Pallant (2010, p. 239), independent sample t-test is used when you want to compare the mean scores of two different groups of people or conditions. To analyze the data, the researcher used the scores of pre-test and post-test of the experimental and control classes

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in order to know whether or not there is significant effect of using and without using the Hand Signals Strategy on students' reading comprehension of recount texts. Furthermore, the SPSS result of Independent Sample T-test can be interpreted as follows:

Hypothesis:

H_0 : Variance population is identical

H_a : Variance population is not identical

Testing Criteria:

If the value in Sig. (2-tailed) ≤ 0.05 , then H_a is accepted.

If the value in Sig. (2-tailed) ≥ 0.05 , then H_0 is accepted.

Furthermore, in order to find out whether or not there is significant effect of using the Hand Signals Strategy on students' reading comprehension of recount text, the researcher uses the formula of effect size (Eta squared). According to Pallant (2010, p. 243), the formula of eta squared :

$$\eta^2 = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

Where η^2 = eta squared

$$T^2 = t_0$$

N = number of students

The gudeliness proposed by Cohen (1998, p. 284-287) quoted in Pallant for interpreting these value are :

.01 = Small effect

.06 = Moderate effect

.14 = Large effect