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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This research is an experimental research. Gay and Airasian (2000, p.367), the purpose of experimental research is to identify cause-effect relationship both two variable. Gay (1987) also said that an experimental research typically involves two groups, an experimental class and control class. Experiment group and control group were two groups that were taught by using different technique. The method used was a quasi-experimental research. According to Mujis Daniel (2004), “quasi-experimental design is meant to approximate as closely as possible the advantages of experimental design where the problem mentioned above occurs”. The research design used in this research was Non Equivalent Experimental, which involved two groups (experiment and control group), both of them were given a pre-test and post-test

In order to know the effect of using RAP strategy in teaching reading process, the researcher used post-test experiment group and control group design because researcher wanted to know the ability of the students after conducting the research. The researcher compared students’ improvement after getting treatment. Gay (2012) stated that post test scores are compared to determine the effectiveness of the treatment.

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The design of this research can be schematized as follows:

Table III. 1
The Research Desain

<i>Class</i>	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
<i>Experiment</i>	O_1	X	O_2
<i>Control</i>	O_3	-	O_4

In this case :

- O_1 = Pre-test Experiment
 O_2 = Post-test Experiment
 O_3 = Pre-test Control
 O_4 = Post-test Control
 X = Treatment (RAP strategy)

There are two variables in this research. Independent variable (X) is RAP strategy and dependent variable (Y) is students' reading comprehension. This research used experiment class and control class in which experiment class was given treatment by using RAP strategy and control class was treated without using RAP strategy. Both of classes were provided with the same of pre-test and post-test.

B. The Procedure of Implementation Research

In conducting this research, the researcher followed some steps. Firstly, pre implementation step where the researcher wrote research proposal and joined the examination. Next, the researcher gave try out to the students in order to find out the validity and reliability of the test, the researcher gave pre test to experimental and control class

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Secondly, implementing step where the researcher gave treatment 6 times in experimental class, the treatment was given in august 26th until September 25th 2017. In giving treatment, the researcher applied RAP Strategy. While in control class the writer did not do treatment.

Thirdly, post implementation step where the researcher gave post test to experimental class and control class, next scored the result of the students' post test to find out the normality and homogeneity of the test. Then, the researcher analyzed students' post test score in experimental and control class in order to know the differences in score of students' reading comprehension taught by RAP strategy and taught without RAP strategy. After that, the researcher analyzed students' pre test and post test score by using independent sample t-test to know the effect of using RAP strategy on students' reading comprehension.

C. The Location and the Time of the Research

This research was conducted at the eight grade of state junior high school 23 Pekanbaru located at Garuda Sakti, Ketitiran Street Pekanbaru. This research was conducted from August to September 2017.

D. The Subject and Object the Research

The subject and object of this research were at the eight grade of state junior high school 23 Pekanbaru academic year 2016-2017. The object of this research was using RAP strategy toward students' reading comprehension of short functional text.

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E. The Population and Sample of the Research

1. The Population of the Research

The population of this research was the eight grade of state junior high school 23 Pekanbaru 2016-2017 academic years. The school consisted of 9 classes and the total population of the eight grade of state junior high school was 240 students. The detail of the population of this research as follows:

Table III. 2
The Population of the Research

No	Class	Population
1	VIIIA	25
2	VIIIB	27
3	VIIIC	25
4	VIIID	28
5	VIIIE	26
6	VIIIF	28
7	VIII G	28
8	VIII H	28
9	VIII I	25
	Total	240

2. Sample of the Research

The technique of taking sample that the researcher used in this research was cluster random sampling. The researcher used cluster random sample because the population was very large and each class had similar characteristic. Cluster sampling is sampling in which groups, not individual, and randomly selected. Gay and Airasian (2012) mentioned that cluster sampling is most useful when the population is very large or spread out over a wide geographic area. Based on the design of this research, the researcher only took two classes as the sample; they are VIII H as control class and VIII G as experiment class. Therefore, the samples are 56students.

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Table III. 3
The Sample of the Research

No	Class	Population	Sample
1	VIIIA	25	
2	VIIIB	27	
3	VIIIC	25	
4	VIIID	28	
5	VIIIE	26	
6	VIIIF	28	
7	VIII G	28	Experimental Class
8	VIII H	28	Control Class
9	VIII I	25	
	Total	240	56 students

F. The Technique of Collecting Data

In getting the data which were needed to support this research, the researcher used pre-test and post-test to measure the students' reading comprehension. The researcher used assessment based on the indicators of reading comprehension explained in the operational concept. The same test was administered to the experimental and control class. Test was used to collect the data about the effect of using Read the passage, Ask yourselves questions, and Put the information into your own words (RAP) strategy for students' reading comprehension. It is aimed to see if there is difference between the two classes. The test firstly was tried out to find out which items of questions are too easy and too difficult. The try out test consisted of 35 questions. The blue print of try out of reading comprehension can be seen in the table below.

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Table III. 4
Blue Print of Reading Comprehension (Pre and Post Test)

No	Indicators	Items Pre test	Items Post test	Number of Items
1	Categorizing information	1, 6, 11, 16, 21	1,6,11,16,21	5
2	Identifying Main Idea	2, 7, 12, 17, 22	3,8,14,18,25	5
3	Making inferences (visual clues)	3, 8, 13, 18, 23	2,7,12,17,22	5
4	Identifying reading purpose	4, 9, 14, 19, 24	4,9,15,20,24	5
5	Make reference (word clues)	5, 10, 15, 20, 25	5,10,13,19,23	5
Total Items				25

In this case, there are two tests; pre-test which was given before the treatment and post-test was given after the treatment.

After the students did the test. The researcher then took the total score from the result of the reading comprehension test. According to Arikunto (2011), the classification of the students' score can be seen below:

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

(Arikunto, p. 281)

Technique and instruments in data collection are:

1. Try out

The try out test was administered to determine the quality of the data collecting instrument of the research. Students were given 35 items of multiple choices test.

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2. Pre-test

Pre-test is the test which was given in the first meeting before the teaching and learning process due to measure in which level the knowledge of the students is.

3. Post-test

Post-test is the test that was given after finishing the learning of the materials in the classroom. This test was held in order to know if there is progress before and after teaching and learning activity by using RAP strategy or without using RAP strategy.

G. The Validity and Reliability of the Test

1. Validity of the Test

Validity is one of the important things in preparing or choosing an instrument to use. Fraenkel (2008, p. 148) defines validation as the process of collecting and analyzing the evidence to support such inferences. Construct validity is concerned with whether the test is actually in line with the theory of what reading comprehension means (Hatch and Farhady 1982, p. 252).

Before the tests were given to the sample of the research, the tests were tried out to 25 students of the eight grade students. The purpose of the try out was to obtain validity and reliability of the tests. It was determined by finding the difficulty level of each item. The formula for item difficulty is as follows (Heaton, 1998):

$$FV = \frac{R}{N}$$

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Where: FV : Index of difficulty
 R : The number of correct answer
 N : The number of students

By doing validity the researcher knows to what degree the evidence supports any inference that has been made based on the collected data from the instrument. The formula above was used to find out whether each item of the test is easy. The items that do not reach the standard level of difficulty are revised and they are edited or changed with the new items that are appropriate. The standard level of difficulty used is <0.30 and >0.70 . It means that the items are accepted if the level of difficulty is between $0.30-0.70$ and it is rejected if the level of difficulty is below 0.30 (difficult) and over than 0.70 (easy). The index difficulty level of instruments is represented in the following table.

Table III. 6
Index Difficulty Level of Instrument

Proportion Correct (p)	Items Category
0.00 – 0.30	Difficult
0.30-0.70	Average
0.70-1.00	Easy

(Heaton, p. 178)

Then, the proposition of correct answer is represented by “p”, whereas the proposition of incorrect answer is represented by “q”. The calculation of item difficulty can be seen from the following tables:

Table III. 7
The Students’ ability to categorize information of text

Variable	The students’ are able to categorize information of short functional text					N
Item No.	1	6	11	26	31	25
Correct	17	9	16	12	17	
P	0.68	0.36	0.64	0.48	0.68	
Q	0.32	0.64	0.36	0.52	0.32	

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The table above shows the proportion of correct answer. Item number 1 obtained 0.68, item number 6 obtained 0.36, item number 11 obtained 0.64, item number 26 obtained 0.48, and item number 31 obtained 0.68. Based on the standard level of difficulty, it was pointed out that the items for categorize information in short functional text were accepted.

Table III. 8
Students' ability to find out main idea

Variable	The students are able to find out main idea of short functional text					N
Item No.	7	12	17	22	27	25
Correct	12	14	8	16	11	
P	0.48	0.56	0.32	0.64	0.44	
Q	0.52	0.44	0.68	0.36	0.56	

The table above shows the proportion of correct answer. Item number 7 obtained 0.48, item number 12 obtained 0.56, item number 17 obtained 0.32, item number 22 obtained 0.64 and item number 27 obtained 0.44. Then, based on the standard level of difficulty, it was pointed out that the items for finding out the main idea in short functional text were accepted.

Table III. 9
Students' ability to make inference

Variable	The students are able to make reference of short functional text					N
Item No.	3	8	18	28	33	25
Correct	16	14	8	13	16	
P	0.64	0.56	0.32	0.52	0.64	
Q	0.36	0.44	0.68	0.48	0.36	

The table above shows the proportion of correct answer. Item number 3 obtained 0.64, item number 8 obtained 0.56, item number 18 0.32, item number 28 obtained 0.52, item number 33 obtained 0.64. Then based on the standard level of difficulty, it was pointed out that the items for making

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inference (visual clues) in short functional text were accepted.

Table III. 10
Students' ability to identify reading purpose

Variable	The students are able to identify reading purpose of short functional text					N
Item No.	4	14	19	29	34	25
Correct	15	8	14	12	17	
P	0.60	0.32	0.56	0.48	0.68	
Q	0.40	0.68	0.44	0.52	0.32	

The table above shows the proportion of correct answer. Item number 4 obtained 0.60, item number 14 obtained 0.32, item number 19 obtained 0.56, item number 29 obtained 0.48, and item number 34 obtained 0.68. Then based on the standard level of difficulty, it was pointed out that the items for identify reading purpose in short functional text were accepted.

Table III.11
Students' ability to make inference (word clues)

Variable	The students are able to make inference (word clues) of short functional text					N
Item No.	10	15	25	30	35	25
Correct	15	16	10	12	15	
P	0.60	0.64	0.40	0.48	0.60	
Q	0.40	0.36	0.60	0.52	0.40	

The table above shows the proportion of correct answer. Item number 10 obtained 0.60, item number 15 obtained 0.64, item number 25 obtained 0.40, item number 30 obtained 0.48, and item number 35 obtained 0.60. Then based on the standard level of difficulty, it was pointed out that the items for making inference (word clues) in short functional text were accepted.

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Table III. 12
Invalid Items

Variable	Categorizing information		Identifying main idea		Making the reference		Making inference (word clues)		Finding out reading purpose		N
	Item No	Correct	P	Q	Item No	Correct	P	Q	Item No	Correct	
Item No	16	21	2	32	13	23	5	20	9	24	25
Correct	7	21	23	19	20	7	20	4	21	7	
P	0.28	0.84	0.92	0.76	0.80	0.28	0.80	0.16	0.84	0.28	
Q	0.72	0.16	0.08	0.24	0.20	0.72	0.20	0.84	0.16	0.72	

The table above shows the proportion of incorrect answer. For item number 16 obtained 0.28, item number 21 obtained 0.84, item number 2 obtained 0.92, item number 32 obtained 0.76, item number 13 obtained 0.80, item number 23 obtained 0.28, item number 5 obtained 0.80, item number 20 obtained 0.16, item number 9 obtained 0.84, and item number 24 obtained 0.28. Based on the standard level of difficulty, it was pointed out that the items for number 16, 21, 2, 32, 13, 23, 5, 20, 9 and 24 were not accepted.

2. Reliability of the Test

The good quality of instrument was determined by the instrument reliability. Gay and Airisian (2000) said reliability is the degree to which a test consistently measures whatever it measures. In accordance with Brown (2003) statement, a reliable test is consistent and dependable. Thus, the testing of students' comprehension in reading short functional text should have reliability in order to get the same score obtained when the tests done were more than once. The reliability of the tests was processed by using SPSS, it can be seen the following tables.

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Table III.13
Reliability Statistic

Cronbach'sAlpha ^a	N of Items
.074.	2

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Based on the table above, it can be seen that the score Cronbach Alpha was 0.74. According to Sekaran (1992, in Duwi Priyatno, 2012, p.123), reliability < 0.6 is rejected, reliability = 0.7 is accepted and reliability > 0.8 is good. Based on the output of SPSS above, the test was accepted ($0.74 = 0.7$)

H. Technique of Analyzing Data

In analyzing the students' reading comprehension, the researcher used the standard of English lesson at state junior high school 23 Pekanbaru. It was 78 for students' standard score of English. It means that for those who get score > 78 , they pass the minimum passing grade (KKM), while those get score < 78 they do not pass the minimum passing grade (KKM).

1. Normality of the Test

Before analyzing the data by using t-test formula, the researcher had to find out the normality of the data. In order to know whether the data has normal distribution or not, the researcher used Kolmogorof-Smirnov technique with SPSS 16 version as the formula to analyze the data.

Analysis :

Ho : Population with normal distribution

Ho : Population with not normal distribution

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If *p-value* (sig.) the probability > 0.05 Ho is accepted

If *p-value* (sig.) the probability < 0.05 Ho is rejected

The normality test of the data was analyzed by using Kolmogorov-Smirnov technique with SPSS 16 version. It is presented in the following table:

Table III. 14
The Normality of Test

	Student s' code	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experiment and	1	.162	28	.057	.955	28	.264
Control	2	.130	28	.200*	.950	28	.200

a. Lilliefors Significance
Correction

According to Priyatno (2012, p. 36), if the “Sig” column of either test is higher than 0.05. From the table above, the test of normality of post-test experimental class shows: sig. was $0.057 > 0.05$, meaning that Ho is accepted. The test of normality of post-test control shows sig. was $0.200 > 0.05$, meaning that Ho is accepted. In conclusion, the both of data were normally distributed.

2. Homogeneity of the Test

The researcher also had to find out the homogeneity of the test, to analyze the homogeneity was by comparing sig. in based on trimmed mean with 0.05.

Analysis :

Sig. > 0.05 the data are homogenous

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Sig. < 0.05 the data are not homogenous

The homogeneity of the test can be seen in the table below:

Table III. 15
The Homogeneity of the Test

Levene Statistic	df1	df2	Sig.
2.273	1	54	.138

Based on the table above, it can be seen that Sig.in is $0.138 > 0.05$. In line with to Siregar statement (2013, p 178) that data are homogenous or variant when the value Sig. is higher than 0.05. From the table, it was known that the value of significance (sig.) was 0.138 or $0.138 > 0.05$. Thus, the researcher concludes that the test was homogenous.

3. Analysis Data of Independent Sample T-test

In analyzing the data, the writer used the score of pre-test and post-test of the students from both experimental and control classes. In order to find out whether there is or not a significant effect of using RAP strategy on students' reading comprehension of short functional text, the data were analyzed by using Independent sample t-test. In taking the conclusion, the researcher concluded by comparing t-observed with t-table.

Analysis :

Ho : t-observed $<$ t-table

Ha : t-observed $>$ t-table

- Ho is accepted if $t_0 < t\text{-table}$ or there is no significant difference of using RAP strategy in students' reading comprehension of short functional text of the eight grade students at state junior high school 23 Pekanbaru.

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- H_a is accepted if $t_0 > t\text{-table}$ or there is a significant difference of using RAP strategy in students' reading comprehension of short functional text at state junior high school 23 Pekanbaru.

To identify the level of the effect size of using RAP strategy on students' reading comprehension at state junior high school 23 Pekanbaru, it is calculated by using eta squared formula:

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

Where: t : value of t-table

$N1$: number of students of first group

$N2$: number of students of second group

Pallant (2010, p 210) also informed that the guidelines for interpreting this value are 0.01 = small effect, 0.06 = medium effect and 0.14 = large effect.

Then, to find out the percentage of coefficient effect (K_p), it used the following formula :

$$K_p = r^2 \times 100\%$$