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CHAPTER III

METHOD OF THE RESEARCH

A. The Design of The Research

This research was experimental research, which type of the research could test hypotheses to establish cause and effects relationship. The design of this research was quasi-experimental research design which used non-equivalent control design. According to Creswell (2008, p.313) that quasi-experimental situations in which the researcher designs, but not randomly participants to groups because the experimenter cannot artificially create group for the experiment. Therefore, the researcher used two classes as sample based on the cluster sampling. The first class was used as a control class which is taught by conventional technique and another was used as an experimental class which is taught by Gallery Walk strategy. Both of the classes will be given the same pre-test and post-test, but without giving the same treatment with the control class and the experimental class

B. Location and Time of The Research

This research was conducted at Madrasah Aliyah Negeri 1 Indragiri Hulu. It was located on Jalan Pematang reba, Rengat Barat. This research was conducted on September 2017.

C. The Subject and Object of The Research

The subject of this research was the first grade students of Madrasah Aliyah Negeri 1 Indragiri Hulu. The object of this research was the effect of using Gallery Walk strategy on students' reading comprehension of narrative texts.

D. The Population and The Sample of The Research

The population of this research was the first grade students of Madrasah Aliyah Negeri 1 Indragiri Hulu in 2017/2018 academic year. The total of population was 121 students. They consisted of four classes. The number of population can be seen as follows:

Table III.1
The Total Population of the First Grade Students of Madrasah Aliyah Negeri 1 Indragiri Hulu in 2017/2018

No	Class	Number of Students
1	X IPA 1	30
2	X IPA 2	30
3	X IPS 1	31
4	X IPS 2	30
Total Population		121

The classes involved were X IPA 1 for experimental class and X IPA 2 for the control class. The experimental class consisted of 30 students while the control class consisted of 30 students. Hence, the total of the samples were 60 students. It can be drawn as follows:

Table III.2
The Total Sample of First Grade Students of Madrasah Aliyah Negeri 1 Indragiri Hulu in 2017/2018

No	Class	Number of Students
1	X IPA 1	30
2	X IPA 2	30
Total Sample		60

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Table III.3
The Blue Print of the Tests

No	Question Indicators	Number of Items	Question Number in Try Out	Question Number in Pre-test	Question Number in Post-tests
1	Some of students are able to identify the topic of narrative text.	4	5, 9, 12, 16	4, 7, 11, 16	1, 9, 11, 17
2	Some of the students are able to identify the generic structure of narrative text.	4	2, 7, 15, 18	2, 8, 12, 20	4, 8, 12, 18
3	Some of the students are able to identify the word reference of narrative text.	4	1, 6, 11, 19	1, 9, 14, 17	2, 6, 14, 19
4	Some of the students are able to identify the inference of narrative text	4	3, 8, 13, 17	3, 6, 13, 18	3, 7, 13, 16
5	Some of the students are able to identify the social function of narrative text.	4	4, 10, 14, 20	5, 10, 15, 19	5, 10, 15, 20

According to Arikunto (2009, p.35) the classification of the students score can be shown below:

Table III.4
The Classification of Students' Score

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

F. The Technique of Analyzing Data

In order to analyzing the data, the researcher had the scores of the pretest and posttest of the experimental and control groups. These score have been analyzed by using statistical analyzes. In this research, the researcher used the analysis regression of SPSS 17 version to know whether there was a significant effect of using Gallery Walk strategy. Then in order to analyze it, the researcher used independent sample T-test.

According to Pallant (2010, p. 239) Independent-samples t-test used when you want to compare the mean scores of two different groups of people or conditions. It means that independent sample t-test was used when the researcher has two different (independent) groups of people, and interested in comparing their scores. An independent-samples t-test analysis in order to know if there was a significant difference between using and without using Gallery Walk strategy in teaching reading narrative text.

Before doing independent sample t-test analysis, the researcher needed to analyze and test the hypotheses pre-requisite test as the first analysis containing normality and homogeneity tests making sure the experimental and control classes were homogenous and normally distributed.

After knowing that the data were normally distributed and having the homogenous variance, the researcher needed to use Independent Sample T-test. Furthermore, the researcher used Independent Sample T-test in order to find out whether there is significant effect of using Gallery Walk strategy on students' reading comprehension.

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Effect size is a set of statistics that indicates the relative magnitude of the differences between means, or the amount of the total variance in the dependent variable that is predictable from knowledge of the levels of the independent variable (Pallant, 2010, p. 210). According to Field (2009, p. 56) effect size is the situation when the researcher wants to measure the size of an effect. It means that effect size happened when the researcher wants to know the strength of the effects (relationship) between variables.

Furthermore, in order to find out how large the magnitude effect of using Gallery Walk strategy on students reading comprehension of narrative texts, the researcher need to calculate the effect size by using eta squared below:

$$\omega^2 = \frac{t^2}{t^2\{(N_1 + N_2) - 2\}}$$

Where:

:

ω^2 : eta square

t : the t-value (calculated by SPSS)

N_1 : The number in the sample of group one

N_2 : The number in the sample of group two

Pallant (2010, p.210) stated that to interpret the strength of eta squared values the following guidelines can be used

.01 is small effect size

.06 is moderate effect size

.14 is large effect size

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G. The validity and Reliability of the Test

Validity and Reliability are the standardized criteria of instruments. A good instrument must be valid and reliable. While validity is about accuracy, reliability is about the consistency of a test. More explanation about these, are discussed as follows:

1. The Validity

Hughes (1989, p.22) stated that a test is said to be valid, if it measures accurately what it is intended to measure. In addition, validity is about a test or an instrument which measures accurately what it wants to measure. It means that the instrument should cover up all the indicators which we want to measure.

Brown (2004, 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 was the most appropriate to measure the instrument used in this research.

In term of content validity, Brown (2004, p.22) stated that it refers to the content of the test provide samples about the subject matter are being measured. It means that the researcher have to design the test based on the material that they 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

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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. 209):

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

Where : P :index of difficulty or facility value

B : the number of correct answers

JS : the number of examines or students taking the test

Table III.5
Index Difficulty Level of Instruments

Proportion correct (p)	Item category
$P > 0.70$	Easy
$0.30 \leq P \leq 0.70$	Mean
$P < 0.30$	Difficult

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 low 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 the following tables:

Table III.6
The students are able to identify the topic of narrative text.

Variable	identify the topic of narrative text				N
Item No	5	9	12	16	30
Correct item	17	19	18	17	
P	0.57	0.63	0.60	0.57	
Q	0.43	0.37	0.40	0.43	

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Referring to the table III.6 above, the item numbers of question for identifying the topic of narrative text. were 5, 9, 12, and 16 showing the the portion of correct answers. In term of the item number 5, it obtained the proportion of correct 0.57, the item number 9 obtained the proportion of correct 0.63, the item number 12 obtained the proportion of correct 0.60, and the item number 16 obtained the proportion of correct 0.57, thus, based on the standard level of the difficulty “p” < 0.30 and > 0.70 , it was clear that the items for identifying the specific information of the narrative texts were accepted.

Table III.7
The students are able to identify the generic structure of narrative text

Variable	identify the generic structure of narrative text				N
Item No	2	7	15	18	30
Correct item	20	17	18	13	
P	0.67	0.57	0.60	0.43	
Q	0.33	0.43	0.40	0.57	

Referring to the table III.7 presented above, the item numbers of question for identifying the generic structures of the narrative texts were 2, 7, 15, and 18 showing the the portion of correct answers. The item number 2 obtained the proportion of correct 0.67, the item number 7 obtained the proportion of correct 0.57, the item number 15 obtained the proportion of correct 0.60, and the item number 18 obtained the proportion of correct 0.43. Hence, based on the standard level of the difficulty “p” < 0.30 and > 0.70 , it was stated that the items for identifying the generic structures of the narrative texts were accepted.

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Table III.8
The students are able to identify the word reference of narrative text

Variable	Identify the word reference of narrative text				N
	1	6	11	19	
Item No	19	18	18	18	30
Correct item	19	18	18	18	
P	0.63	0.60	0.60	0.60	
Q	0.37	0.40	0.40	0.40	

From the table III.8 illustrated above, the item numbers of question for identifying the word reference of narrative text were 1, 6, 11 and 19 showing the the portion of correct answers. In term of item number 1, it obtained the the portion of correct answers. In term of item number 1, it obtained the proportion of correct 0.63, item number 6 obtained the proportion of correct 0.60, item number 11 obtained the proportion of correct 0.60, and item number 19 obtained the proportion of correct 0.60. Therefore, based on the standard level of the difficulty “p” < 0.30 and > 0.70 , it was clearly pointed out that the items for identifying the word reference of narrative text were accepted.

Table III.9
The Students are able to Identify the Inference of Narrative text.

Variable	Identify the Word Reference of Narrative text.				N
	3	8	13	17	
Item No	18	17	18	19	30
Correct item	18	17	18	19	
P	0.60	0.57	0.60	0.63	
Q	0.40	0.43	0.40	0.37	

Referring to the table III.9, the item numbers of question for identify the word inference of narrative text were 3, 8, 13, and 17 showing the the portion of correct answers. For the item number 3, it obtained the

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proportion of correct 0.60, the item number 8 obtained the proportion of correct 0.57, the item number 13 obtained the proportion of correct 0.60, and the item number 17 obtained the proportion of correct 0.63 .Thus, based on the standard level of the difficulty “p” <0.30 and > 0.70 , it was clearly stated that the items identify the word inference of narrative text were accepted.

Table III.10
The Students are able to Identify the Social Function of Narrative Text.

Variable	Identify the Social Function of Narrative Text				N
Item No	4	10	14	20	30
Correct item	20	20	20	20	
P	0.67	0.67	0.67	0.67	
Q	0.33	0.33	0.33	0.33	

Referring to the table III.10 presented above, the item numbers of question for identifying the references from the narrative texts were 4, 10, 14, and 20 showing the the portion of correct answers. For the item number 4, it the proportion of correct 0.67, the item number 10 obtained the proportion of correct 0.67, the item number 14 obtained the proportion of correct 0.67, and the item number 20 obtained the proportion of correct 0.67. Therefore, based on the standard level of the difficulty “p” <0.30 and > 0.70 , it was clearly pointed out that the items for identify the social function of narrative text were accepted.

2. The Reliability

Reliability can be defined in term of accuracy, stability, and error of measurement (Savignon, 1983, p. 236). According to Brown (2004, p.31) the reliable test is the consistent and dependable test. The consistent thing refers

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to 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 researcher 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. 100). 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 Productand Service Solution) 17 version, it can be seen in the following table:

Table III.11
The Reliability of the Test

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.500	.492	20

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Based on at the table III.11 illustrated above, it can be seen that the total number of the students consisted of 30 students. The score of Cronbach's Alpha was 500. As mentioned by Arikunto (2009, p.209) the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. He stated that reliability of test is considered as follows:

0.0-0.20	: reliability is poor
0.21-0.40	: reliability is satisfactory
0.41-0.70	: reliability is good
0.71-1.0	: reliability is excellent

In short, the reliability of the tests as calculated above (500) was categorized into good level.