CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research was experimental research. According to Creswell (2008:295), experimental research means that testing an idea (practice or procedure) to determine whether it influences an outcome or dependent variable. There were two variables, independent variable (X) and dependent variable (Y). Independent variable was a category influenced by another category. In this research, the independent variable (X) was Start Simple Stories (SSS) Method, and the dependent variable (Y) was students' reading comprehension. The purpose of quasi-experimental research is to get information through some assumptions from the true experiment which is impossible to control or manipulate the entire relevant variables.

In this research design, the experimental class was treated by using Start Simple Stories (SSS) method and it provided with pre-test, treatment, and post-test. The control class was treated without using Start Simple Stories (SSS) method. According to Sugiyono (2010:116), the design of this research can be illustrated as follows:

Table III.1
Research Design

Group	Pretest	Treatment	Posttest
Control Group	O_1	-	O_3
Experimental Group	O_2	X	O_4

Explanation:　　O_1 and O_2 = Pretest to experimental group and control group
　　　　　　　　O_3 and O_4 = Posttest to experimental group and control group
　　　　　　　　X = Treatment Using Start Simple Stories (SSS) method

B. Procedures of Implementation the Research

The purpose of this research was to obtain the data of students' reading comprehension taught by using SSS Method and by using scientific approach and also to obtain whether there is or not significant effect of students' reading comprehension by using SSS Method. The data were obtained from students' post-test score of experimental class and control class.

In conducting the research, the writer did some steps before taking the data. The writer tried out the instrument to non-sample who had learned narrative text in order to prove the validity and reliability of the test items. It was in the form of multiple choices that consisted of 20 (twenty) questions. It was tested by the writer based on the indicators of reading comprehension. In the tried out, the writer found, the result of reliability was 0.743. It means that the result was reliable. While, from 25 (twenty-five) multiple choices questions that was examined before and got 21 (twenty-one) items that was valid. For that, the invalid items were removed. Next, the writer gave pretest to experimental class and control class.

Secondly, the writer gave treatment 6 times in experimental class by applied Start Simple Stories (SSS) Method. While in control class the writer did not do treatment. Thirdly, the writer gave posttest to experimental class and control class, next the writer scored the result of the students' posttest to find out the normality and homogeneity of the text. Then, the writer analyzed students' posttest score in experimental class and control class in order to know the differences score of students' reading comprehension taught by using Start Simple Stories (SSS) Method and taught without using Start Simple Stories (SSS) Method. After that, the writer analyzed students' posttest by using independent sample t-test to know the effect of using Start Simple Stories (SSS) Method. Lastly, the writer wrote the thesis.

C. Location and Time of the Research

The research was conducted in May-June 2017. Thus, it was conducted to the eleventh grade students of State Senior High School 1 Toapaya Bintan Regency that is located at Jalan Raya Kawal-Gesek Km 25.

D. Subject and Object of the Research

The subject of this research was the eleventh grade students of State Senior High School 1 Toapaya Bintan Regency, while the object of this research was using Start Simple Stories (SSS) Method on students' reading comprehension.

E. Population and Sample of the Research

The target of population of this research was the eleventh grade students of State Senior High School 1 Toapaya Bintan Regency. They consisted of five classes. The total population of this research was 146 students. Considering that the total number of the eleventh grade students at State Senior High School 1 Toapaya Bintan Regency was large enough to be all taken as sample of the research. In this research, the writer only needed two classes. Therefore, the writer was limited the population by using cluster random sampling. According to Gay (2000:129), cluster sampling selects based on group not individually. All the members of selected group have similar characteristics. It means that the sample was choosing in group not individually. The writer chooses two classes randomly as the sample of the research. In this research, the writer took only two classes after doing cluster sampling; those were class $XI^{IS}3$ as the experimental class and $XI^{IS}1$ as the control class. Both class consisted of 28 students, so, the total sample of this research was 56 students.

F. Technique of Collecting Data

In order to get the data of this research, the researcher used test as the technique of collecting data. The test was distributing the measure the students' reading comprehension. The researcher used pre-test and post-test to the experimental class and control class in order to know the effect of using Start Simple Stories (SSS) Method toward on Students Reading Comprehension. The type of the test was multiple choices item requires the

students to select a correct answer out of number options. Multiple choices was a test item in which the test taker was presented with a question along with four or five possible answers from which one must be selected. Before giving pre-test and post-test, the researcher gave try out to the students and they were not including as sample in this research.

In this research, the researcher was provided twenty questions. The questions based on indicators of reading narrative text comprehension. The indicators were consisted of four indicators and each had five questions. It could be seen from the blue print test below:

Table III.2
Blueprint Test

No	Indicators	Number of Try out Items	Number of Pretest Items	Number of Posttest Item
1	Students are able to find the main idea from the text	1, 6, 11, 16, 21	5, 10, 13, 17	1, 5, 10, 18
2	Students are able to find factual information from the text	2,7, 12, 17, 22	1, 6, 14, 18	2, 6, 11, 14
3	Students are able to find the meaning of vocabulary from the text	3, 8, 13, 18, 23	2, 7, 15, 19	3, 7, 12, 15
4	Students are able to identify the reference from the text	4, 9, 14, 19, 24	3, 8, 11, 20	4, 8, 16, 19
5	The students are expected to be able to find out moral value	5, 10, 15, 20, 25	4, 9, 12, 16	9, 13, 17, 20
	Total Items	25	20	20

G. Validity and Reliability of the Test

1. Validity

According to Arikunto (2010:58-59) information will be valid if appropriate with the fact and the test will be valid if it can be measure what it should be measure. It means that whether it is short, informal

classroom test or a public examination should be as a valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill in which it is intended to measure.

Before the test was administered to the sample of this research the researcher gave try out to 20 eleventh students of State Senior High School 1 Toapaya Bintan Regency. The purpose of try out was to obtain validity and reliability of the test, because the writer made the test by herself. The test was said to be valid if it measured accurately what it was intended to measures.

To find out whether the test was valid or not, the value of significant 2-tailed should be lower than 0.05. To calculated level of validity of the test, the writer used the Pearson formula that computed by using SPSS 17.0. It was presented in the following table:

Table III.3
Validity of the Test

Number of Item		Result	Valid or Invalid
Item 1	Pearson Correlation Sig. (2-tailed) N	.516 .020 20	Valid
Item 2	Pearson Correlation Sig. (2-tailed) N	.668 .001 20	Valid
Item 3	Pearson Correlation Sig. (2-tailed) N	.501 .025 20	Valid
Item 4	Pearson Correlation Sig. (2-tailed) N	.474 .035 20	Valid
Item 5	Pearson Correlation Sig. (2-tailed) N	.221 .348 20	Invalid
Item 6	Pearson Correlation Sig. (2-tailed) N	.465 .039 20	Valid
Item 7	Pearson Correlation Sig. (2-tailed) N	.488 .029 20	Valid
Item 8	Pearson Correlation Sig. (2-tailed) N	.886 .000 20	Valid
Item 9	Pearson Correlation Sig. (2-tailed) N	.526 .017 20	Valid
Item 10	Pearson Correlation Sig. (2-tailed) N	.499 .025 20	Valid
Item 11	Pearson Correlation Sig. (2-tailed) N	.547 .013 20	Valid
Item 12	Pearson Correlation Sig. (2-tailed) N	.499 .025 20	Valid
Item 13	Pearson Correlation Sig. (2-tailed) N	.514 .021 20	Valid
Item 14	Pearson Correlation Sig. (2-tailed) N	.394 .086 .20	Invalid
Item 15	Pearson Correlation Sig. (2-tailed) N	.696 .001 20	Valid
Item 16	Pearson Correlation Sig. (2-tailed) N	.164 .489 20	Invalid

Number of Item		Result	Valid or Invalid
Item 17	Pearson Correlation Sig. (2-tailed) N	.471 .036 20	Valid
Item 18	Pearson Correlation Sig. (2-tailed) N	.492 .027 20	Valid
Item 19	Pearson Correlation Sig. (2-tailed) N	.492 .027 20	Valid
Item 20	Pearson Correlation Sig. (2-tailed) N	.672 .001 20	Valid
Item 21	Pearson Correlation Sig. (2-tailed) N	.516 .020 20	Valid
Item 22	Pearson Correlation Sig. (2-tailed) N	.167 .482 20	Invalid
Item 23	Pearson Correlation Sig. (2-tailed) N	.474 .035 20	Valid
Item 24	Pearson Correlation Sig. (2-tailed) N	.547 .013 20	Valid
Item 25	Pearson Correlation Sig. (2-tailed) N	.696 .001 20	Valid

Based on the table above, from 25 (twenty-five) multiple choices questions that was examined before and got 21 (twenty-one) items that was valid. For that, the invalid items were removed.

2. Reliability

The text must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Reliability is a criterion that can judge the quality of the test. Heaton (1988:178-179) explains that reliability is primary importance in the use of both public achievement and proficiency test and classroom test. Shohamy (1985: 25) says that reliability refers to the extent to which the test is consistent in its score and its gives us indications

of how accurate the test scores are. It is clear that reliability is used to measure the quality of the test scores and a test is consistent. There are some factors affecting the reliability of the test, they are:

a. The extent of the sample of material selecting for testing.

b. The administration of the test clearly, this is an important factor in deciding reliability.

In this research, the writer used Cronbach's Alpha formula that computed by using SPSS 17.0 to found the reliability. The output of the data analysis was as followed:

Table III.4
Reliability Statistics

Cronbach's Alpha	N of Items
.743	20

Based on the table III.5 above, the result showed that alpha was 0.743. Then the r_t at 5% grade of significance is 0.423, while r_t at 1% grade of significance is 0.537. So, it can be concluded that 0.423<0.743>0.537. In other words, the instrument was reliable because the value of $r_{obtained}$ was higher than r_t.

H. Technique of Data Analysis

In order to find out whether or not there is a significant effect of using Start Simple Stories (SSS) Method on students' reading comprehension the data were analyzed statistically. To analyze the data, the writer used Independent Sample T-Test formula by using SPSS 17.0.

After knowing the result of T-test, the writer found out the effect size of using Start Simple Stories (SSS) Method on students' reading comprehension. Cohen, et.al. (2007:522) mentioned the formula as follows:

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