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CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This research was an experimental research. Marguerite, et al (2010: 178) explains that experimental research is the researcher controls or manipulates group of participants are treated and then measures how the treatment effects each group. It means that in technical terms, the researcher controls or manipulates on or more independent variables and examines the effect that the experimental manipulation has on the dependent variable or the outcome of the study.

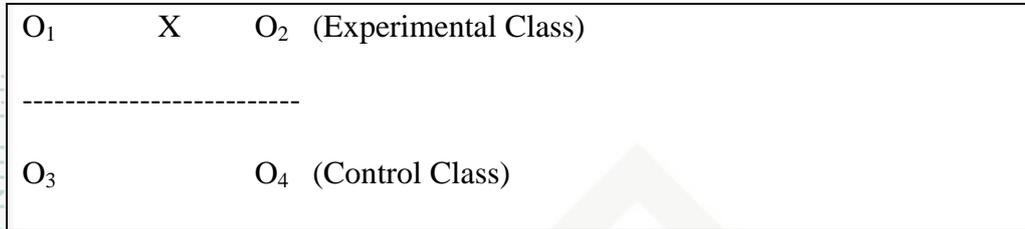
Thus research had three variables: one independent variable and two dependents variables. The independent variable was using of Reciprocal Teaching Technique (x), the first dependent variable was the students' reading interest (y_1) and the second dependent variable was the students' reading comprehension (y_2).

This research design followed quasi experimental design – nonequivalent pre-test and post-test control group design. One group served as the experimental group and the other one as the control group. Cresweel (2009: 155) states that when individuals are not randomly assigned, the procedure is called a quasi-experiment.

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Furthermore, he explains that the pre-test and post-test control group design can be represented as follow:



One of classes serves as the experimental group and the other one as the control group. Both of groups were given tests, before and after the treatment. X in the box is a treatment (using Reciprocal Teaching Technique). O₁ and O₃ are the tests before the treatment, it is as pre-test, O₂ and O₄ are the tests after the treatment, it is as post-test. The difference between O₃ and O₄ (O₄-O₃) are assumed as the effect of treatment.

3.2. Population and Sample of Research

Population is group interest that the evaluation of the result to be generalizes (Gay, 2000: 122). It involves object or subject that has certain quality and characteristics. The population of this research was students of SMK Muhammadiyah 3 Pekanbaru class X. The target population was the second class at SMK Muhammadiyah 3 Pekanbaru which consist of 7 classes namely *Teknik Kendaraan Ringan (TKR)*, *Teknik Komputer Jaringan (TKJ)* *Teknik Sepeda Motor (TSM)*, *Akuntansi (AK)* and *Administrasi Perkantoran (ADP)*. The total number of the population was 226. The sample was selected by using cluster sampling. According to Gay and Airasian, (2000), cluster

sampling randomly selects groups not individuals. For more detail, see table below.

Table III.2.1
Population and samples of the research

No	Classes	Population		Total	Sample
		Male	Female		
1	XI AK (<i>Akutansi</i>)	20	15	35	Experimental Classes
2	XI ADP (<i>Administrasi Perkantoran</i>)	24	11	35	Control Class
3	XI TKJ 1(<i>Teknik Komputer Jaringan</i>)	18	9	27	-
4	XI TKJ 2 (<i>Teknik Komputer Jaringan</i>)	21	9	30	
5	XI TSM (<i>Teknik Sepeda Motor</i>)	31	4	35	-
6	XI TKR 1 (<i>Teknik Kendaraan Ringan</i>)	13	21	34	
7	XI TKR 2 (<i>Teknik Kendaraan Ringan</i>)	7	25	32	
Total				226	

In this research, there are two groups of participants as sample namely the experimental group and the control group. The technique that used to take the sample was simple cluster random sampling. Gay (2009:129) states that cluster sampling randomly select groups, not individuals. It means that all the members

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of selected groups have similar characteristics, and two classes were chosen by using cluster sampling in this research. Besides that, the processes were: (1) The seven classes were selected randomly, the researcher prepared seven small pieces of papers which wrote the name of each class and roll it; (2) researcher put the small roller papers into a glass and shake it; (3) researcher took only two papers, the first small roller paper was the experimental group (XI AK) and the second one was the control (XI ADP). And others did not assign in this research. For more detail, see table below.

Table III.2.2

Sample of the second level of SMK Muhammadiyah 3 Pekanbaru

No	Class	Gender		Total	Samples
		Male	Female		
1	XIAK (<i>Akuntansi</i>)	20	15	35	Experimental Class
2	XIAP (<i>Aministrasi Perkantoran</i>)	23	11	34	Control Class
Total		43	26	69	-

3.3. Location and Time of Study

The study was conducted at SMK Muhammadiyah 3 Pekanbaru, which is located in Cipta Karya Street No. 15 Panam sub-district Pekanbaru. The time of conducting the study was started on Augusts up to October 2017/2018.

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3.4. Instrumentation

3.4.1 Pilot Study (Module)

Pilot study is as small study for helping to design a further confirmatory study (Arain, Campbell, Cooper and Lancaster, 2010: 1). It means that pilot study is the teacher's guideline in teaching process. In this research, the pilot study was used to help and guides the teacher to apply Reciprocal Teaching Technique and to show the teacher how to apply whether this technique has improve the students' reading interest and reading comprehension in teaching and learning process.

3.4.2 Preparation of the Study

Preparation is one of the important steps that have been done by the researcher before conducting the research. The researcher prepared everything related to what was needed to the implementation of teaching process, as follows:

➤ **Preparing the Instrument**

In this part, the researcher prepared some descriptive texts with questions (25 multiple chooses) to be answered by the students on try out (the questions can be seen in appendix I).

➤ **Giving a Tried Out**

The writer distributed the try out questions, which have been prepared for the students to be tried out to know which questions were valid and reliable to be given in pre-test and post-test.

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➤ **Analyzing validation and reliability of the instrument**

After getting the scores' of tried out, the writer analyzed each question to know whether it was valid and reliable or not. If the questions were valid and reliable, it was used as the questions for pre-test and post-test.

➤ **Giving Pre-test**

Before giving the treatment the students in the experimental group were given pre-tests. The purpose of pre-test was to know the students' scores in reading comprehension before treatment. Pre-test was conducted for the first meeting. The pre-test was given to students in experiment group and control group.

➤ **Giving Treatment**

After giving pre-test the teacher gave treatment to increases students' reading comprehension and reading interest, in this research, the treatment was given to students' experimental group only. This treatment used Reciprocal Teaching Technique while teaching and learning process.

➤ **Giving Post-test**

After the treatment was given to the students of the experimental group, a post-test was given to both the students' experimental group and the students' control group. The purpose this tests to know the differences of students' reading comprehension and

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their reading interest of students' experiment group and students' control group (the post-test in appendix II).

3.4.3 Instrument for Reading Interest

The students' reading interest was desire of arising out from within oneself and supported by environment to read and love accompanied to got knowledge what they read and interest from within someone's tendency on reading. Attention and looking perfectly and accurately on reading.

The questionnaires on students' reading interest were developed on a five point Likert. The five responses used in the Likert scale include: Strongly Agree (SA), Agree (A), and undecided (U) Disagree (D) Strongly Disagree (SD).

3.5.Data Collection Technique

Collecting data is the most important one in research in order to support the research. The data was collected by using the following instruments:

1. Test

The test was used to determine the students' reading comprehension. The type of the test was an integrative test. It aimed to assess more than how well students read, but also how the students understood the text and responded the message of the text. The test was given to the experimental class and the control class in order to find out the differences of reading comprehension in descriptive text of students

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who were taught by using Reciprocal Teaching Technique and who were not taught by using it, and then to find out the effect of using teaching technique (Reciprocal Teaching Technique) on reading comprehension of the second year students at SMK Muhammadiyah 3Pekanbaru.

The composition test is divided into three tests:

a. Pre-Test

The pre-test was used to collect data of students' reading comprehension of descriptive text. The test was administered to both groups before conducted the treatment (the pre-test in appendix III).

b. Post-Test

The post-test was used to collect data of students' reading comprehension of descriptive text. The test was administered to both groups after conducted the treatment.

After the students did the tests, the researcher looked the total of scores from the result of the reading comprehension test (the post-test can be seen in appendix IV). The classification of the students' scores is shown below:

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Table III.5.1
The Classification of Students' Score

Score	Categories
80-100	Very good
66-79	Good
56-65	Fair
40-55	Poor
30-39	Very poor

(Harris, 1986)

c. Questionnaire

In order to determine whether the students' reading interest was affected through using active learning technique, it was used the questioner. Tuckman (1978) States that questionnaire is used by researchers to convert into data the information directly given by a person (subject). It means that the approach makes it possible to measure what the students knows (knowledge or information). It was done into two stages. The first stage was given before doing treatment. Then, another stage was done after treatment given (the questioner in appendix V).

The questionnaire was being made by considering six indicators of interest that have been explained in chapter two. It was designed based on Likert scale model with the following options: strongly agree, agree, neutral, disagree and strongly disagree.

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Table III.5.2
Table of range score in questioner

Scale	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

d. Observation

In this research, the researcher used observation sheet to observe the teacher while teaching process by using Reciprocal Teaching Technique in treatment.

The researcher provided the observation lists that must be fulfilled by the observer while in treatment process (it can be seen in appendix VI).

3.6. Validity and Reliability of Instrument Test

To obtain the data from the respondents, the researcher gave a try out the questionnaire to determine the validity and reliability of the instruments then, analyzing the reliability and validity by used SPSS 20.

1. Reliability

Brown says that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining of similar results when measurement is repeated on different occasion or with different instruments or by different person. Brown state that the

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characteristic of reliability is sometimes termed consistency. The following table was the level of internal consistency of Cronbach Alpha.

Table III.6.1
A commonly accepted rule of thumb for describing internal consistency by using cronbach alpha

Cronbach Alpha	Internal Consistency
$.10 > \alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

To obtain the reliability of questionnaire given, the writer used SPSS 20 program to find out whether or not the questionnaire was reliable.

2. Validity

Creswell (2008:169) states that validity is the individual's scores from an instrument make sense, meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the population. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

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To analyze the validity of data, the researcher was analyzed by inter item validity used SPSS 20 program. The following table was the criteria of items validity.

Table 3.6.2
Criteria of items validity

R	Interpretation
$0,80 < r \leq 1,00$	Very High
$0,60 < r \leq 0,79$	High
$0,40 < r \leq 0,59$	Average
$0,20 < r \leq 0,39$	Low
$0,00 < r \leq 0,19$	Very Low

3.7.Data Analysis Techniques

To analyze the data about the significant difference before and after of students' interest and their reading comprehension between those that was taught by using Reciprocal Teaching Technique atSMK Muhammadiyah 3 Pekanbaru, the data was analyzed statistically. The independent sample t-test and pair sample t-test was used SPSS 20 version (Statistic Package for the Social Sciences).

1. Independent sample t-test
2. Dependent (Paired) sample t-test

The scoring guide was chosen as the criteria of scoring representing the basic aspects of reading. The reading results were

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evaluated by considering five aspects and each aspect has a score or a level. The specification of the aspects was topic, main idea, specific idea, textual reference, and word meaning.

In analyzing the data, the researcher used scores of pre-test and post-test of the experimental and the control groups. These scores were analyzed statistically for both descriptive and inferential statistic. In this research, the researcher used these following formulas:

a. Independent sample t-test

To find out whether there is significant difference or there is no significant difference between two or more variables was analysed by using Independent Sample t-test. Gay added that the t-test for independent sample is used to determine whether there is probably a significant difference between the means of two independent samples. Independent sample t-test is used to find out the results of the first and second hypotheses. They are as follow:

1. To find out whether there is a significant difference of students reading comprehension before giving the treatment by using Reciprocal Teaching Technique for experimental class and control class.
2. To find out whether there is a significant difference of students' reading comprehension after giving the treatment by using Reciprocal Teaching Technique for experimental class and control class.

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3. To analyze the final-test scores of experimental group and compare class, the following formula is used:

$$t = \frac{M_X - M_Y}{\sqrt{\frac{(SD_X)^2}{N_1 - 1} + \frac{(SD_Y)^2}{N_2 - 1}}}$$

Where:

T =the value of comparing two means

M_X =Mean of the score in pre-test

M_Y = Mean of the score in post-test

SD_X =Standard deviation of experimental group

SD_Y = Standard deviation of control group

N_1 = Number of the sample in pre-test

N_2 = Number of the sample in post-test

1= the constant number

The t-table has the function to see if there is a significant difference among the mean of the score of both the experimental and the control group. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = (N1+N2)-2 which was hypothesized

H_a : $t_o > t$ -table

H_o : $t_o < t$ -table

H_a is accepted if $t_o > t$ -table or there is effect after giving the treatment Reciprocal Teaching Technique on students' reading comprehension. H_o is accepted if $t_o < t$ -table or there is no effect after giving the treatment Reciprocal Teaching Technique on reading comprehension.

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2. Paired Sample t-Test

Paired Sample t-Test is known also as non-independent sample t-test. Gay (2000: 488) states that t-test for non-independent samples is used to compare groups that are formed by some type of matching or to compare a single group's performance on a pre-test and post-test or on two different treatments. In this time, the writer used to find out whether there is significant effect before and after using Reciprocal Teaching Technique on students' reading comprehension by using the pre-test and post-test score of experimental class. They are as follow:

1. To find out whether there is significant difference of students reading comprehension before giving the treatment by using Reciprocal Teaching Technique.
2. To find out whether there is a significant difference of reading comprehension after giving the treatment by using Reciprocal Teaching Technique.
3. To analyze the final-test scores of experimental group and control group, the following the formula of paired-sample t-test:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

D: Gain Score ($D=X_2-X_1$)

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The t-table has the function to see if there is a significant difference among the mean of the score of both pretest and posttest. The t-obtained value is consulted with the value of t-table at the degree of freedom (df)N-1 which was statistically hypotheses:

$$H_0: t_o < t\text{-table}$$

$$H_a: t_o > t\text{-table}$$

H_0 is accepted if $t_o < t\text{-table}$ or there is no significant effect after using Reciprocal Teaching Technique on students' reading comprehension.

H_a is accepted if $t_o > t\text{-table}$ or there is significant effect after three questioning on students' reading comprehension.

Afterward, it was better to find the effect size of T-test by following formula¹:

$$\eta^2 = \frac{t^2}{t^2 + n - 1}$$

$$\text{eta squared} = \eta^2 \times 100\%$$

Where:

eta squared : Coefficient effect

η^2 : Coefficient

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1) Implementation of the Study

In implementing the research, the research focused on three parts:

a) Factors

In this case, the writer used the same factors in order to get trustworthy that experimental class and control class have the same characteristics, except strategy of learning. The influence factors in implementing the teaching process were: learning purpose, students, teacher, facilities and the teaching strategy.

1. Learning Purpose

The purpose of learning that was reached from both of classes is to improve students' reading comprehension on descriptive text.

2. Students

The students who become the subject of this research were the second semester of SMK Muhammadiyah 3 Pekanbaru.

3. Teacher

In implementing the research, the teacher of the class gave the treatment by using Reciprocal Teaching Technique (in experimental class) and the researcher as the observer in the classroom.

4. Facilities

The facilities used in the teaching process were same tools, media, materials and books.

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5. Teaching Strategy

In experimental class, teacher was used Reciprocal Teaching technique and in control class, teacher was not gives Reciprocal Teaching Technique or without treatment.

b) Lesson Plan

Lesson plan is really important in teaching process. The researcher needed to consider and prepare the steps of teaching process in the form of lesson plan.

c) Procedure of using Reciprocal Teaching Technique

Besides focusing on the influence factors and lesson plan of implementing the teaching process, the teacher also needs to follow the procedures of using Reciprocal Teaching Technique to guide him/her in implementing the correct steps of that strategy in the classroom. Its procedures were explained as follows:

1. Select a portion of text. This could consist of duplicated copies or section of the textbook. In the beginning, it was easier to start with a small section of text. One or two paragraphs.
2. Teacher first and then various students took over your part. Then explain the five tasks that was undertaken:
 - a. To read
 - b. To predict what will come next
 - c. To identify and clarify difficult parts of text
 - d. Question generation

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e. To summarize

3. Read (Teacher and students read the assigned passage)
4. Prediction(The students predict the next part of the text)
5. Identify difficult parts and problem solve(The students identify areas difficulty in text and try to solve the problem)
6. Question(It means that students ask question and answer the question)
7. Summarize (The students summarize the text)

a. Reliability

Reliability is a necessary characteristic of good test. Shohamy, (1985: 70) says that reliability refers to extent to which the test is consistent in its score and it gives us an indication of how accurate the test score are. It is clear that reliability is used to measure the quality of the test score, and the test is consistent.

The reliability is calculated through the correlation statistic (Pearson product moment) which can be done by hand by correlation formula (Weir, 2005:200) as below:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where: N = number of pairs of scores

$\sum xy$ = sum of the products of paired scores

$\sum x$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x^2$ = sum of squared x scores

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$$\Sigma y = \text{sum of squared } y \text{ scores}$$

The statistical significance of the correlation coefficient can be found and should be 0.05 or higher if reliability is to be guaranteed (Cohen, Manion, and Morrison, 2007: 146). This form of reliability over a sample is particularly useful in piloting tests and questionnaires.

b. Validity

Before giving test to the students, both of tests were tried out to 35 students at the second year. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item of difficulty was determined as the proposition of correct responses.

According Heaton (1995: 178-180), all items should be examined from the point of view of difficulty index. The index of difficulty (or facility value) of an item simply shows how easy or difficult the particular item proved in the test. The formula was:

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

Where:

FV = the facility value (or index of difficulty)

R = the number of correct answer

N = the number of students taking the test

(Heaton, 1995: 178)

The difficulty of an item shows how easy of difficult a particular item in the test. The items that did not reach the standard

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level of difficulty were excluding from the best and they were changed with the new items that were appropriated.

The standard level of difficulty used is < 0.30 and > 0.70 . It means that the item test 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 0.70 (easy). Then, the proportion correct was represented by “p” whereas the proportion incorrect is represented by “q”.