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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

An experimental researched design is used in this research. According to Cresswell (2008, p.299), experiment is test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. Experimental research is divided into three group designs; they are pre-experimental, true experimental, and quasi experimental design (Nunan, 1992:41). In line with Nunan, Gay and Airasian (2000:386) said that there are several kinds of experimental design; pre-experimental design, true-experimental design, and quasi-experimental design. Then, the design of this research was quasi-experimental design by using non-equivalent control group design (Gay, 2000:395). Lodico (2006:185) states “quasi-experimental study involves random assignment of whole groups to treatments”. In line with that, Nunan illustrated that quasi-experimental research is characterized by having “both pre- and posttests and experimental and control groups, but no random assignment of subjects” (1992:41). It means that, quasi-experimental design is marked by treatment and non-treatment.

This design involves two groups, one group for experimental and another group for control. The experimental class consists of the students who received treatment. However, the control class is not.

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This research used two variables. They were variable X and Y, which are; variable X is the effect of using Team Assisted Individualization method and variable Y is the student's reading comprehension in narrative text.

The type of this research can be designed as follows Creswell (2008):

**TABLE III.1**  
**The Research Design**

Group	Pre-test	Treatment	Post test
Experimental	X1	X	Y2
Control	X2	⊖	Y2

Where:

X1 = Pre-test to Experimental Group

X2 = Pre-test in Control Group

Y1 = Post-test in experimental group

Y2 = Pre-test in control Group

X = Treatment

⊖ = No Treatment

**B. Time and Location of The Research**

This research was conducted at tenth grade of Senior High School 12 Pekanbaru. It is located on Garuda Sakti street KM 2. The time of this research was started from April until Mei 2018.

**C. Subject and Object of The Research**

The subject of this research was the tenth grade students of Senior High School 12 Pekanbaru, while the object of this research was using TAI Method

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in teaching students' reading comprehension at tenth grade of Senior High School 12 Pekanbaru.

## D. Population and Sample of The Research

### 1. Population

The population of this research was the tenth grade students of SMA Negeri 12 Pekanbaru. The specification of the population is revealed on the following table:

**Table III.2**  
**The Population of the tenth Grade**  
**Students of Senior High School 12 Pekanbaru**

No	Class	Students
1	X MIPA 1	36
2	X MIPA 2	35
3	X MIPA 3	36
4	X MIPA 4	36
5	X MIPA 5	36
6	X MIPA 6	36
7	X IPS 1	33
8	X IPS 2	36
9	X IPS 3	35
10	X IPS 4	35
11	X IPS 5	36
<b>Total</b>		<b>390</b>

### 2. Sample

Considering that population of this research is bigger enough, thus the researcher take the sample of the population of the research by using cluster sampling technique. Gay and Airasian (2000) stated that cluster sampling is randomly selects groups, not individuals. In the same

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way, the unit chosen is not individually, but a group of individuals who are naturally together in one group or cluster.

So, the researcher take two classes for the sample by using cluster random sampling. The researcher was make the paper rolls and the researcher select it randomly. The class is X MIPA 5 for experimental class and X MIPA 6 for control class. Therefore, the sample is 72 students.

**Table III.3**  
**The Sample of the Research**

No	Class	Type	Total
1	X MIPA 5	Experimental class	36
2	X MIPA 6	Control class	36
<b>Total</b>			<b>72</b>

#### E. The Techique of Collecting Data

To find out the data in this research, the researcher used test as instrument. The test was distributed to measure the students' reading comprehension of narrative text. Then, there were two tests that the researcher gave to the students, as follows:

##### 1. Pre-test

According to Creswell (2012, p.297), pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.

##### 2. Post-test

A post-test is a measure on some attribute or characteristic that is assessed for participant in an experiment after the treatment.

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The kind of test that the researcher used was multiple choices. The researcher used twenty five (25) items to collect the data. Every multiple choice consisted of four answer options (a, b, c d, and e). The questions were based on indicators of reading comprehension in narrative text. The indicators consisted of five indicators and each had five questions. It can be seen from the blue print test below:

**Table III.4**  
The blueprint of the test

No.	Indicators	Total Item	Number of Item
1	Students are able to identify the main idea of the narrative text	5	1, 6, 11, 16, 21
2	Students are able to identify the generic structures of narrative text	5	2, 7, 12, 17, 22
3	Students are able to identify the language features of narrative text	5	3, 8, 13, 18, 23
4	Students are able to identify the reference of narrative text	5	4, 9, 14, 19, 24
5	Students are able to make moral value of the narrative text	5	5, 10, 15, 20, 25

Then, the researcher took the total score from the result of the reading comprehension test. In SMA Negeri 12 Pekanbaru, passing score standard for English subject is 75. Arikunto (2013, p.281) explained the classification of the students' score is shown below:

**Table III.5**  
The Classification of Students' Score

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

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## F. Validity and Reliability of the Test

### 1. Validity

Brown (2003, p.3) states that a test is a method to measure a person's ability, knowledge, or performance in a given domain. The more explanation was also explained by Brown that one of criteria for testing a test is validity. According to Hughes (2003, p.26), a test is said to be valid if it measures accurately what it is intended to measure. While Gay and Airasian (2012, p.160) stated that validity concerned with the appropriateness of the interpretations made from tests score. In other words, validity is the core of the test and a valid test should be appropriate, meaningful, and useful in term of the purpose of the assessment.

According to Gay and Airasian (2012, p.160), there are three kinds of validity that consist of content validity, criterion validity, and construct validity. In this research, the researcher used content validity to prove the validity of the test. Kothari (2004, p.74) states that content validity refers to the extent to which a measuring instrument provides adequate coverage of the topic under study. In order to get the data for this research, researcher used test for both variables. But, before the researcher gave the test; the researcher gave try out test to the students in order to measure item difficulties. According to Arikunto (2013, p.223), the test is accepted if the level of difficulty is between 0.30-0.70. It was determined by finding the difficulty level of each item. The formula for item difficulty is as follows:

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

Where:

P: Index of difficulty

B: The number of correct answer

Js: The number of students

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with new items that are appropriate. The standard level of difficulty is  $<0.30$  and  $>0.70$ . It means that the item test that was accepted if the level of difficulty was between  $0.30-0.70$  and it was rejected if the level of difficulty was under  $0.30$ , assumed difficult question and over  $0.70$ , assumed as easy question. Then, the proportion correct was represented by “P”, whereas the proportion incorrect is represented by “Q”, it can be seen in the following tables:

**Table III.6**  
**The Students are able to identify the main idea of the narrative text**

Variable	Finding out the Main Idea					N
Item no.	1	6	11	16	21	36
Correct	17	19	20	25	24	
P	0.47	0.53	0.56	0.69	0.67	
Q	0.53	0.47	0.44	0.31	0.33	

Based on the table III.6, the proportion of correct answer for item number 1 shows the proportion of correct 0.47, item number 6 shows the proportion of correct 0.53, item number 11 shows the proportion of correct 0.56, item number 16 shows the proportion of correct 0.69, and the item

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number 21 shows the proportion of correct 0.67. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each item number for finding out the main idea are accepted.

**Table III.7**  
**The Students are able to Identify the Generic Structure of the narrative text**

Variable	Identifying The Generic Structure					N
Item no.	2	7	12	17	22	36
Correct	22	19	19	17	21	
P	0.61	0.53	0.53	0.47	0.58	
Q	0.39	0.47	0.47	0.53	0.42	

Based on the table III.7, the proportion of correct answer for item number 2 shows the proportion of correct 0.61, item number 7 shows the proportion of correct 0.53, item number 12 shows the proportion of correct 0.53, item number 17 show the proportion of correct 0.47, and item number 22 shows the proportion of correct 0.58. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each item number for identifying the generic structure are accepted.

**Table III.8**  
**The Students are able to identify the language features of the narrative text**

Variable	Identifying the Communicative Purpose					N
Item no.	3	8	13	18	23	36
Correct	22	21	20	19	19	
P	0.61	0.58	0.56	0.53	0.53	
Q	0.39	0.42	0.44	0.47	0.47	

Based on the table III.8, the proportion of correct answer for item number 3 shows the proportion of correct 0.61, item number 8 shows the

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proportion of correct 0.58, item number 13 shows the proportion of correct 0.56, item number 18 show the proportion of correct 0.53, and item number 23 shows the proportion of correct 0.53. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each item number for identifying the communicative purpose are accepted.

**Table III.9**  
**The Students are able to identify the reference of the narrative text**

Variable	Analyzing the Meaning of Certain Words					N
Item no.	4	9	14	19	24	36
Correct	20	18	20	21	20	
P	0.56	0.50	0.56	0.58	0.56	
Q	0.44	0.50	0.44	0.42	0.44	

Based on the table III.9, the proportion of correct answer for item number 4 shows the proportion of correct 0.56, item number 9 shows the proportion of correct 0.50, item number 14 shows the proportion of correct 0.56, item number 19 show the proportion of correct 0.58, item number 24 show the proportion of correct 0.56. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each item number for analyzing the meaning of certain words are accepted.

**Table III.10**  
**The Students are able to identify moral value of the narrative text**

Variable	Getting the Detail Information					N
Item no.	5	10	15	20	25	36
Correct	22	22	18	22	24	
P	0.61	0.61	0.50	0.61	0.67	
Q	0.39	0.39	0.50	0.39	0.33	

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Based on the table III.10, the proportion of correct answer for item number 5 shows the proportion of correct 0.61, item number 10 shows the proportion of correct 0.61 item number 15 shows the proportion of correct 0.50, item number 20 show the proportion of correct 0.61, and item number 25 show the proportion of correct 0.67. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each item number for getting the detail information are accepted.

## 2. Reliability

According to Brown (2003, p.20), reliability has to do with accuracy of measurements. This kind of accuracy is reflected in the obtaining of similar result whe measurement is repeated on different occasions or with different instruments or by differents person. While Gay and Airasian (2012, p.165), reliability is the degree to which a test consistently measures whatever it is measuring. It means that the test is reliable when an examinee’s results are consistent on repeated measurement and the key of qualification criterion of test instrument is consistent.

To obtain the reliability of the test, it must be known the total variance and the mean score of the test. According to Siregar (2013, p.111), to obtain the reliability of the test given, the researcher used the K-R 21 formula as follows:

$$r_{ii} = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{X(k-X)}{k.Vt} \right\}$$

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Where:

$r_{ii}$  : reliability of the instrument

$k$  : total of questions

$V_t$  : total variance

$X$  : the mean score

Firstly, the writer calculated the total variance:

$$V_t = \sum \frac{(x_1 - X)^2}{n - 1}$$

Where:

$X_1$  : total of score

$X$  : mean score

$n$  : total of respondents

$$V_t = \sum \frac{(x_1 - X)^2}{n - 1}$$

$$V_t = \frac{(511 - 14.19)^2}{36 - 1}$$

$$V_t = 14.19$$

Total variance was 14.19, and then the researcher calculated the reliability.

$$r_{11} = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{X(k-X)}{k.V_t} \right\}$$

$$r_{11} = \left\{ \frac{36}{36-1} \right\} \left\{ 1 - \frac{14.19(36-14.19)}{36(14.19)} \right\}$$

$$r_{11} = (1.03) (0.40)$$

$$r_{11} = 0.41$$

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According to Heaton (1995, p.162), the reliability of the test was considered as follows:

**Table III.11**  
**The Classification of Realibity**

No	Value	Category
1	0.0 – 0.20	reliability is low
2	0.21 – 0.40	reliability is sufficient
3	0.41 – 0.70	reliability is high
4	0.71 – 1.0	reliability is very high

In sum, the reliability of the test as calculated above (0.41) was categorized into high level.

## G. The Normality and Homogeneity of Test

Before doing T-test analysis, the writer analyzed and tested hypothesis pre-requisite test as the first analysis which contained normality test and homogeneity test to make sure that experimental class and control class were normal and homogeneous.

### 1. The Normality of the Test

In order to know whether the data have normal distribution or not, the researcher used Kolmogorof-Smirnov method as the formula to analyze the data. In this research, the researcher analyzed the data by using SPSS (Statistical Product and Service Solutions) 20 version program. The SPSS result for Kolmogorov-Smirnov Z test would be interpreted as follows:

$p\text{-value (Sig.)} > 0.05$  = the data are in normal distribution

$p\text{-value (Sig.)} < 0.05$  = the data are not in normal distributio

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The results of normality of post test score in experimental and control class was computed by using SPSS version 20. It is presented in the following table:

**Table III.12**  
**Test of Normality**  
**Tests of Normality**

	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Experiment	,141	36	,068	,941	36	,053
	Control	,145	36	,052	,924	36	,017

a. Lilliefors Significance Correction

Based on the table III.12 it showed that the significance level in Kolmogorov-Smirnov test of experimental class was 0.068; it means that  $0.68 > 0.05$ , and significance level of control class was 0.052; it means that  $0.052 > 0.05$ . In conclusion, the data are in normal distribution.

## 2. The Homogeneity of The Test

According to Siregar (2013, p.167), the purpose of homogeneity test is to find out whether the object of the research has the same variance or not. The researcher assessed the homogeneity of data by using SPSS 20. The result of the test can be seen as follows:

$p\text{-value (Sig.)} > 0.05 =$  the data are homogeneous

$p\text{-value (Sig.)} < 0.05 =$  the data are not homogeneous

The result of homogeneity test which was computed by using SPSS version 20 presented in the following table:

**Table III.13**  
**The Homogeneity of the Test**  
**Test of Homogeneity of Variances**

Reading Score			
Levene Statistic	df1	df2	Sig.
2,942	1	70	,091

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In line with Siregar's statement (2013, p.178), 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 0.091. It can be seen  $0.091 > 0.05$ . Based on the table, it was clear that Sig. is higher than 0.05 which indicates the homogeneity of the data. It means that the data were homogeneous.

## H. The Technique of Analyzing Data

In order to find out whether there is or no significant difference of using and without using Team Assisted Individualization (TAI) strategy on students' reading comprehension at the tenth grade of SMA Negeri 12 Pekanbaru, the data were analyzed statistically. In analyzing the data, the researcher used post-test scores of the experimental and control classes. Those scores were analyzed by using statistical analysis. In this research, the researcher used T-tests formula (independent sample t-test) and it was calculated by using software SPSS 21 Version.

The independent samples t-test is probably the single most widely used test in statistics. Pallant (2010, p.239) stated that independent samples t-test is used to compare the mean score of two different groups of people or conditions. It means that it is used to determine whether or not there is significant difference at selected groups. T-test is obtained by considering the degree of freedom ( $df = (N1+N2) - 2$ ). Besides, paired sample t-test is used to compare the mean scores for the same group of people on two different occasions (Pallant, 2010:239).

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Based on the results presented above shows about the difference obtained in two sets of scores, it was not show about the magnitude of the effect. One way to do this is that calculating the effect size statistic. According to Pallant (2010:210) effect size is a set of statistics indicating the magnitude of the differences between means in the dependent variable that is predictable from knowledge of the levels of the independent variable. The formula is as follows:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N-1)}$$

Statistically the hypotheses are:

$$H_0 = t_o < t_{\text{-table}}$$

$$H_a = t_o > t_{\text{-table}}$$

$H_0$  is accepted if  $t_o < t_{\text{-table}}$  or there is no significant difference of using

Team Assisted Individualization (TAI) strategy on students' comprehension in reading narrative text at Senior High School 12 Pekanbaru.

$H_a$  is accepted if  $t_o > t_{\text{-table}}$  or there is a significant difference of using Team Assisted Individualization (TAI) strategy on students' comprehension in reading narrative text at Senior High School 12 Pekanbaru.