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CHAPTER III

RESEARCH METHOD

A. Research Design

This research was an experimental research. According Gay et.al., (2012), experimental research is the only type of the research that can test hypotheses to establish cause-effect relationship. In this research, the researcher proposed to test whether there was an effect of using Summarizing Strategy on students' reading comprehension of Hortatory Exposition text. The researcher used quasi experimental design, the design of pre-test and post-test which used two groups as sample.

Creswell (2012,p.309) suggested that quasi experiments are experimental situations in which the researcher assigns, but not randomly, participant to groups because the experimental cannot artificially create groups for the experiment. Because of educators often use intact groups (schools, colleges or school districts) in experiments, quasi experimental designs was frequently used.

The research was carried out at the State of Senior High School 1 Rimba Melintang as a participants of the research. The researcher does not taken an excellent class because each class has similar capability and homogeneity before conducted a treatment.

In conducted the research, the researcher taken two classes of the eleventh grade of Senior High School 1 Rimba Melintang. The students of Senior High School 1 Rimba melintang were given pre-test

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at the beginning in order to know their ability in comprehending the exposition text. After that, they were given the treatment at the middle. At the end, they were given a post-test. This research design involved an experimental group and a control group, both were given a pretest and posttest.

In brief, the design can be seen in the following table:

Table III.1
Table of Reseach Design

Group	Pre-test	Treatment	Post-test
Experimental	X1	T	Y1
Control	X2	-	Y2

Where:

X1 : Pre-test in experimental group

X2 : Pre-test in control group

Y1 : Post-test in experimental group

Y2 : Pre-test in control group

T : Treatment

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B. Time and Location of the Research

The research was conducted at the State of Senior High School 1 Rimba Melintang. It is located on Pendidikan Rimba Melintang street Rohil. This research was done by May 2018.

C. Subject and Object of the Research

The subject of this research was the eleventh grade students' of Senior High School 1 Rimba Melintang in the academic years of 2018/2019. The object of the research was the use of Summarizing Strategy in Teaching Students' Reading Comprehension of Hortatory Exposition Text at the State of Senior High School 1 Rimba Melintang.

D. Population and Sample of the Research**1. Population**

The population of the research was the eleventh grade of Senior High School 1 Rimba Melintang Rohil. The total number of students at the Eleventh Grade of Senior High School 1 Rimba Melintang is 114 students.

Table. III. 2
The Population of The Research

No	Class	Male	Female	Students
1	XI.IPA.1	9	19	28
2	XI.IPA.2	13	15	28
3	XI.IPS.1	16	12	28
4	XI.IPS.2	13	17	30
	Total	51	63	114

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2. Sample

In this research, the researcher used cluster random sampling technique in determining the sample of this research. Gay and petter (2000,p.129) said that cluster random sampling is sampling in which group, not individually; it can be communities, school district, and so on. The researcher gave name card to the classes and mixed the cards of each class, the researcher took two cards randomly as sample of research. It is XI.IPA.1 for experimental class and XI.IPA.2 for control class.

Table. III. 3
Sample of the Research

No	Class	Total Number of students
1	XI.IPA.1	28
2	XI.IPA.2	28
	Total	56

E. The Technique of Collecting Data

In this research, the researcher used test to collect the data (pre-test and post-test). In this test, students were required to answer question based on the text given. Brown (2007,p.3) mentioned that test means a method of measuring of a person's ability, knowledge or performance in given domain. The type of the test is multiple choice test to measure students' reading comprehension in hortatory exposition text.

The multiple choice test is chosen because it is practically, easily administrated, and can be scored quickly. Anderson (2000,p.204) said that multiple choice (four-option) questions is the commonest way of

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assessing reading. It was the common way for testing the students' reading comprehension. The test consisted of 25 items. Every multiple choice item consisted of four answer options (a,b,c, and d). The test was given twice, the first was pre-test given before treatment and the second was post-test given after treatment.

1. The procedures of Collecting the Data for Experimental Class

a. Pre-test

The pre-test was carried out to determine the students' reading ability with their score

b. Treatment

The treatment was conducted for the experimental class by using Summarizing strategy applied for about six meetings.

c. Post-test

After giving the treatment, the post-test was administrated and analyzed as final data for this research.

2. The Procedures of Collecting Data for Control Class

a. Pre-test

The control class was given pre-test to know their reading ability. The test was same as experimental class.

b. No treatment

c. Post-test

Post-test was also given to control class, and the result was analyzed and used as final data for this research. In this test,

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the researcher used multiple choice type and the question were based on the indicators of reading comprehension.

In this research, The researcher used tried out the test consisted of 30 items. The purpose of try out was to obtain validity and reliability of the test. Futhermore, below is the description of validity, reliability, homogeneity, and normality of data of this research.

For futher information about the instruction of the text, the researcher shows the blueprint of the tests as follows:

Table III.4
Blueprint of Try Out

No	Indicators	Question Number	
		Try Out	Total
1	The students are able to identify the main idea of hortatory exposition text	4, 6, 11, 17, 21, 27	6
2	The students are able to find out the detail information of hotatory exposition text	2, 7, 12, 16, 23, 26.	6
3	The students are able to identify the generic structure of hortatory exposition text	5, 10, 14, 18, 25, 30.	6
4	The students are able to identify synonym of the words in the text	1, 8, 13, 19, 22, 29.	6
5	The students are able to identify references of the word in the hortatory exposition text	3, 9, 15, 20, 24, 28.	6

After the students did the test, the researcher took the total score of the result of reading comprehension test. Suharsimi Arikunto (2009,p.245) explained the classification of the students' score is shown below:

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TABLE III. 5
The Classification of Students' Score

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

F. The Validity and Reliability of the Test

1. The Validity of the Test

Research is always related to a measurement. A test is used to measure the ability, knowledge, achievement or performance of a person. Validity is one of the important key to effective research. Brown (2003, p.3) mentioned that validity is the extent to which inference made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. A validity of the test is achieved if the test really measures the test takers' ability. Furthermore, Hughes (2005, p.26) mentioned that a test is said to be valid if it measures accurately what it is intended to measure.

Validity of a test is the extend to which it measures what it is supposed to measure and nothing else. In other words, validity test is used to determine if the test is implemented or not. In this research, the researcher used content validity to measure wheather the test was valid or not in this research. Before the researcher gave

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the test, the researcher gave tried out test to the students in order to measure item difficulties or easy.

Arikunto (2008,p.208) mentioned that the test is accepted if the level of difficulty is between 0.30-0.70. it means that the instrument of the research is called valid if the instrument has been examined from the experience such as tried out. It was determined by finding the difficulty level if each item. The formula for item difficulty is as follows:

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

Where :

P : index of difficulty

B : the number of students who answer the item correctly

JS : the number of examinee or students taking the test

The standard level of difficulty used is > 0.30 and < 0.70 . it means that an item is accepted if the level of difficulty is between 0.30-0.70, and it is rejected if the level or difficulty is less than 0.30 (the item is too difficult) and over than 0.70 (the item is too easy). Then, the proporsion of correct answer is represented by “p”, whereas the proportion of incorrect answer is represented by “q”, it can be seen in the following tables:

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Table III.6
Students' are Able to Identify the Main Idea of Hortatory Exposition Text

Variable	Identify the Main Idea						N
Item No	4	6	11	17	21	27	28
Correct Item	13	17	16	11	15	7	
P	0.46	0.61	0.57	0.39	0.54	0.25	
Q	0.54	0.39	0.43	0.61	0.46	0.75	

Based on the table III.6, the proportion of correct answer for item number 4 shows the proportion of correct 0.46, item number 6 shows the proportion of correct 0.61, item number 11 shows the proportion of correct 0.57, item number 17 shows the proportion of correct 0.39, item number 21 shows the proportion of correct 0.54, and item no 27 shows the proportion of correct 0.25. Based on the standard level of difficulty "p" <0.30 and >0.70, it is pointed out that 1 number is not accepted but the other number for finding out the main idea are accepted.

Table III.7
Students' are Able to find out the Detail information of hortatory exposition text

Variable	Identify the Detail Information						N
Item No	2	7	12	16	23	26	28
Correct Item	17	17	15	14	10	16	
P	0.61	0.61	0.54	0.5	0.36	0.57	
Q	0.39	0.39	0.46	0.5	0.64	0.43	

Based on the table III.7, the proportion of correct answer for item number 2 is 0.61, item number 7 shows the proportion of correct 0.61, item number 12 shows the proportion of correct 0.54, item number 16 shows the proportion of correct 0.5, item number

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23 shows the proportion of correct 0.36, and item number 26 shows the proportion of correct 0.57. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average item numbers for identifying detail information are accepted.

Table III.8
Students' are Able to Identify the Generic Structure of Hortatory Exposition Text

Variable	Identify the Generic Structure						N
Item No	5	10	14	18	25	30	28
Correct Item	11	12	12	9	13	20	
P	0.39	0.43	0.43	0.32	0.43	0.71	
Q	0.61	0.57	0.57	0.68	0.54	0.29	

Based on the table III.8, the proportion of correct item number 5 is 0.39, item number 10 gained 0.43, item number 14 gained 0.43, item number 18 gained 0.32, item number 25 gained 0.43, and item number 30 gained 0.71. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that 1 item is not accepted but the others item numbers for identifying the generic structure are accepted.

Table III. 9
Students are Able to Identify Synonym of the Words

Variable	Identify Synonym of the Words						N
Item No	1	8	13	19	22	29	28
Correct Item	15	9	14	10	13	13	
P	0.54	0.32	0.5	0.36	0.46	0.46	
Q	0.46	0.68	0.5	0.64	0.54	0.54	

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Based on the table III.9, the proportion of correct answer for item number 1 is 0.54, item number 8 obtained 0.32, item number 13 obtained 0.5, item number 19 obtained 0.36, item number 22 obtained 0.46, and item number 29 obtained 0.46. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average item numbers for identify synonym of the words are accepted.

Table III.10
Students are Able to Identify References of the Word

Variable	Identify References of the Word						N
Item No	3	9	15	20	24	28	28
Correct Item	13	9	13	15	10	11	
P	0.46	0.32	0.46	0.54	0.36	0.39	
Q	0.54	0.68	0.54	0.46	0.64	0.61	

Based on the table III.10, the proportion of correct answer for item number 3 is 0.46, item number 9 got 0.32, item number 15 got 0.46, item number 20 got 0.54, item number 24 got 0.36, and item number 28 got 0.39. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average item numbers for identify references of the word are accepted.

Thus, After the researcher did try out, there were some tests not valid. In number 27 and 30. In number 27, the test was categorized into difficult, and in number 30, the test was categorized into easy. So, the researcher taken 25 items that could be the test in pre-test and post-test.

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2. Reliability of the Test

Brown (2003,p.20) stated that reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining similar results when measurement was repeated on different occasion or with different instruments or by different person. The characteristic of reliability was sometimes termed consistency. Briefly, the test was reliable when an examinee's result were consistent on repeated measurement.

In found the reliability of the test, the researcher used SPSS 16 version by cronbach's alpa to analyzed the reliability of the test.

Table III.11
Reliability Statistic

Cronbach's Alpha	N of Items
.496	25

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

Table III.12
The Classification of Reliability

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 used SPSS 16 version was categorized into high level.

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G. The Normality and Homogeneity of Test

1. Normality of the Test

Before analyzing the data by using t-test formula, the researcher had to find out the normality test of the data. The normality test of the data was analyzed by using Kolmogorov-Smirnov technique with SPSS 16 version. Test of normality in pre-requisite test was used to find out whether data of experimental class and control class that had collected are normally distributed or not. The SPSS result for Kolmogorov-Smirnov test is interpreted as follows:

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

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

The result of normality of post test score in experimental and control class was computed by using SPSS version 16. It is represented in the following table:

Table III. 13
Test of Normality

group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti c	df	Sig.	Statistic	df	Sig.
score experiment	.160	28	.065	.936	28	.089
control	.153	28	.091	.904	28	.014

a. Lilliefors Significance Correction

Based on the table above, it shows that the significance level in Kolmogorov-Smirnov test of experimental class was 0.065; it means that $0.065 > 0.05$, and significance level of control class was

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0.091 ; it means that $0.091 > 0.05$. in conclusion, the data are in normal distribution.

2. Homogeneity of the Test

Test of homogeneity was done to know wheather sample in research came from population that had same variance or not. In this research, the homogeneity of the test was measured for pre-test score of the experimental class and control class through SPSS. The result computation of homogeneity through SPSS can be seen in the following table:

Table III. 14
Test of Homogeneity of Variences

Levene Statistic	df1	df2	Sig.
1.570	1	54	.216

Based on the table test of homogeneity of variences, the researcher found that the sig. $0.216 > 0.05$. It means that the data is homogeneity.

H. The Technique of Analyzing Data

In order to find out whether there is or no significant effect of using summarizing strategy on students' reading comprehension, the researcher used statistical method that is independent samples t-test formula by using SPSS.16 version. After finding the difference, the writer found out the effect size of the phenomenon. Pallant (2010,

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p.243) stated that effect size statistics provide an indication of the magnitude of the differences between groups. The effect size statistic used in this research is eta squared. The formula of eta squared is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

Where:

η^2 : Eta Square

t : t obtained

n_1 : The number of experimental class

n_2 : The number of control class

The guidelines (proposed by Cohen 1988, p.284-7) for interpreting this value are :

0.01= small effect

0.06= moderate effect

0.14 = large effect