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CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The design of the research is a quasi-experimental study focused on quantitative research. According to L. R Gay (2000: 364), the quasi-experiment design involves selecting two groups or more differing on some independent variables and comparing them on some dependent variables. The groups may differ in a number of ways. One group may possess a characteristic that the other does not, one group may possess more of a characteristic than the other, or the two groups may have had different kind of experiences. In this research, there are three variables; Close Reading Strategy (X1) and KWL Strategy (X2) are independent variables, while the students' reading comprehension is dependent variable. Both classes are taught by using Close Reading and KWL strategies. Gay (2000:364) states that the major difference between experimental research and causal-comparative research is that in experimental research the independent variable the alleged cause, is manipulated, and in causal-comparative research it is not, because it has already occurred. In experimental research the researcher can randomly form groups and manipulate independent variable. In causal-comparative research the groups are already formed and already divided on the independent variable. Furthermore, causal-comparative studies identify relationships that may lead to experimental studies, but only relationship is established. Cause-effect relationships established through causal comparative

research are at best tenuous and tentative. Only experimental research can truly establish a cause-effect relationship. So that to investigate the students' reading comprehension will be provided post-test. They can be drawn in the following table:

III.1 Table
Research Design

Group	Independent Variable	Dependent Variable
A	X1a	Y
B	X1b	Y
C	X1c	Y

Figure (Gay, 2000: 353)

E : Experimental Group; (X1) indicates no manipulation

C : Control Group

X1 : Independent variable 1 (Close Reading)

X2 : Independent variable 2 (KWL)

Y : Dependent variable (Students' reading comprehension)

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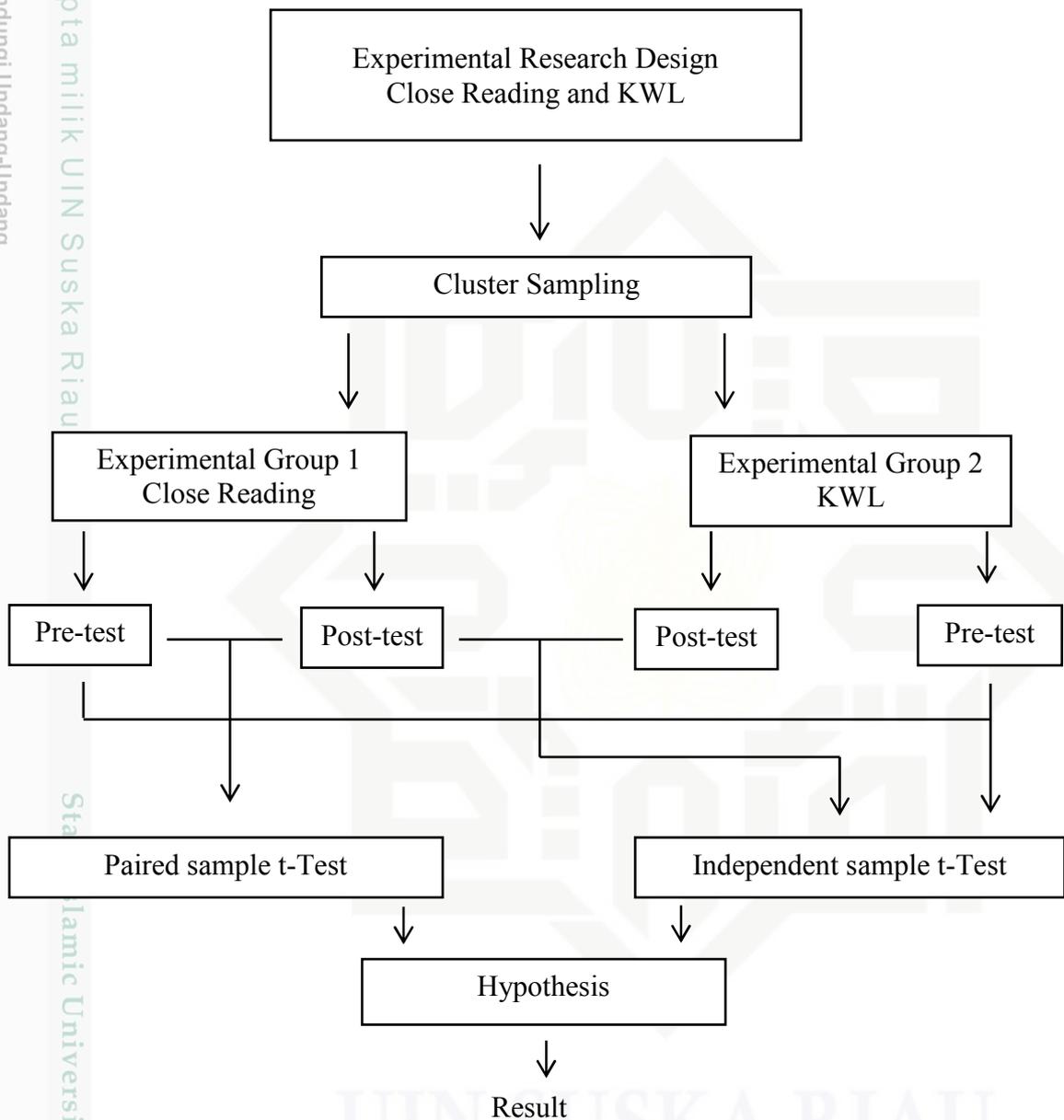
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Table III.2
The Research Design Scheme





3.2 Location and Time of the Research

The location of this research was MAN 2 Pekanbaru. It is located on Jl. Soebrantas, Panam. The duration of time to conduct of this research was within two months starting from November to December 2016.

3.3. Subject and Object of the Research

The subject of the research was thesecond grade students' at MAN 2 Pekanbaru, and the object of this study was comparison between Close Reading and KWL strategy toward students' reading comprehension.

3.4. Population and Sample

3.4.1. Population

The population of this research was the students of the second grade at MAN 2 Pekanbaru. The total number of the population was 101. The target population was the second grade of MAN 2 Pekanbaru majoring in Science which consisted of 3 classes and one majoring in Social studies..

Based on the population of this research, the sample was selected using cluster sampling. According to (Gay and Airasian, 2000), cluster sampling randomly selects groups not individuals. All the members of selected groups had similar characteristics, and two classes were chosen by using cluster sampling in this research.

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Table III.3
Population of the Second Grade Students of MAN 2 Pekanbaru.

No	Class	Male	Female	Number of students
1	XI A	10	15	25
2	XI B	10	15	25
3	XI C	15	10	25
4	XI D	10	16	26
Total				101

3.4.2. Sample

The cluster sampling technique was used to take the sample of the research, Gay (2000:12) states that cluster sampling randomly selects groups, not individual. All the members of selected groups have similar characteristics. The homogenous characteristics are the consideration. As all classes are homogenous classes, the sample was chosen randomly, XI A as Experimental class 1 by using Close Reading strategy, XI B as Experimental class 2 by using KWL strategy and XI C as class control. Two classes were taken as the sample of this research.

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Table III.4
Sample of the Research

No	Sample	Male	Female	Total
1	XI A	10	15	25
2	XI B	10	15	25
	Total	20	30	50

3.5 Technique of Collecting Data

In this research, the data was collected by distributing tests to the students and an observation checklist to the teacher. Hughes (2003, p.43) says that there are many techniques than can assess the students' reading comprehension; one of them is multiple choice techniques. In line with this statement, multiple choices were used by the researcher and it was designed using four choices and the student chose one of the correct answers. The test consisted of five passages where each of the passage consists of five questions related to the passages of the reading comprehension test. Each reading text had been considered the time and the procedures of Close Reading Strategy and KWL Strategy reading text. The duration was 100 minutes. The tests were taken from the students' textbook and internet materials.



3.6 Research Instrument

To collect the data, a reading test was administered as the instrument of this study. The pre-test and post- tests were administered to three classes which consisted of XI A, XI B and XI C. The pre-test was administered before the treatment and the post-test aimed at finding out the students' reading comprehension after treatment. The treatments were given by teaching using the Close Reading Strategy and KWL Strategy. One control class was not given treatment. These activities also were intended to find out whether the students' skills retained the material after completion of the treatment.

A technique that was used to collect the data of students' reading comprehension ability was a test. It was used to investigate students' reading comprehension ability on hortatory exposition text. Before conducting the test, both of the classes were exposed with both strategies for four meetings; group 1 was taught by close reading strategy, group 2 was taught by Know/What to know/Learn (KWL) strategy, then in the following meeting, the teacher tests students reading comprehension of Hortatory text. To investigate the student's reading comprehension, there were 25 tests in hortatory text that are used, the test consist of 5 different topics, and all of the questions consist of finding of topic of the text, main idea, detailed information, inference and purpose in hortatory exposition text. The test given to the participants were in form of multiple choice consisting of 25 questions. The participants chose the answer by crossing out (A, B, C or D) based on the true answer. To avoid misunderstanding, the blue print of the test is shown in the following table:

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Table 3.5

The Blue Print of English Reading Comprehension In Hortatory Exposition Texts

NO	Indicator	Item	Total Question
1	The topic of the text	1, 8, 11, 19,21	5
2	The main idea	2, 9, 15, 16,24	5
3	The detail information	4, 7, 12, 17,22	5
4	Inference	3, 6, 13,20,25	5
5	Purpose of the text	5, 10, 14, 18,23	5
	TOTAL		25

Table III.6

Answer Key of the Test

Item Number	Answer Key	Item Number	Answer Kay
1	D	11	B
2	C	12	D
3	A	13	A
4	D	14	A
5	B	15	D
6	C	16	C
7	C	17	C
8	A	18	D
9	A	19	A

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10	B	20	B
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Table III.7

The Classification of Students' Reading Comprehension Scores

Score	Categories
80 – 100	Very good
66 – 79	Good
56 – 65	Sufficient
40 – 55	Less
30 – 39	Fail

3.7 Validity of the Instrument

Before collecting the data, each question was tested in order to confirm its suitability. The purpose of the try out was to find out the quality of the test items. Brown (2000, p.22) states that a test is method of a measuring a person's ability, knowledge, or performance in a given domain. Validity is the extent to which inferences make from assessment results which are appropriate, meaningful, and useful in terms of the purpose of the assessment.

To find out the validity of the items of test, it was used Split-Half formula by using SPSS 20 version by looking at the corrected item - total correlation

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(correlation between score item and score total item = r_{counted}) in table Item-Total Statistics.

To know whether the test was valid or not, the value of r_{counted} must be compared with r_{table} . Forexample, the number of students was 10. The degree of freedom is $25-2=23$, $r_{\text{table}} \text{ on } df=23$ are 0,3961 (5%).

If the value of $r_{\text{counted}} > r_{\text{table}} = \text{valid}$,

If the value of $r_{\text{counted}} < r_{\text{table}} = \text{invalid}$.

The result as below:

Table III.8

Instrument Validity Before Try Out

	Corrected Item-Total Correlation	R Table $\alpha = 0,05 ; n = 20$	Categories
ITEM1	,283	< 0,422	Invalid
ITEM2	,417	> 0,422.	Valid
ITEM3	,731	> 0,422.	Valid
ITEM4	,849	> 0,422.	Valid
ITEM5	,849	> 0,422.	Valid
ITEM6	,849	> 0,422	Valid
ITEM7	,849	> 0,422.	Valid
ITEM8	,542	> 0,422.	Valid
ITEM9	,850	> 0,422.	Valid
ITEM10	,156	< 0,422.	Invalid
ITEM11	,361	< 0,422	Invalid
ITEM12	,110	< 0,422.	Invalid
ITEM13	,173	< 0,422.	Invalid
ITEM14	,244	< 0,422.	Invalid
ITEM15	,363	< 0,422.	Invalid
ITEM16	,323	> 0,422	Valid
ITEM17	,289	< 0,422.	Invalid
ITEM18	,248	< 0,422.	Invalid
ITEM19	,515	> 0,422.	Valid
ITEM20	,323	< 0,422.	Invalid
ITEM21	,236	< 0,422	Invalid
ITEM22	,464	> 0,422.	Valid

ITEM23	,341	< 0,422.	Invalid
ITEM24	,731	> 0,422.	Valid
ITEM25	,699	> 0,422.	Valid

The invalid items were removed by the writer, and the result of validity after the invalid items were changed can be apparent below:

Table III.9
Instrument Validity after Try Out

	Corrected Item- Total Correlation	R Table $\alpha = 0,05 ; n= 25$	Categories
ITEM1	,969	> 0,422	Valid
ITEM2	,969	> 0,422.	Valid
ITEM3	,851	> 0,422.	Valid
ITEM4	,851	> 0,422.	Valid
ITEM5	,851	> 0,422.	Valid
ITEM6	,851	> 0,422	Valid
ITEM7	,756	> 0,422.	Valid
ITEM8	,932	> 0,422.	Valid
ITEM9	,932	> 0,422.	Valid
ITEM10	,932	> 0,422.	Valid
ITEM11	,932	> 0,422	Valid
ITEM12	,932	> 0,422.	Valid
ITEM13	,969	> 0,422.	Valid
ITEM14	,969	> 0,422.	Valid
ITEM15	,932	> 0,422.	Valid
ITEM16	,969	> 0,422	Valid
ITEM17	,969	> 0,422.	Valid
ITEM18	,874	> 0,422.	Valid
ITEM19	,969	> 0,422.	Valid
ITEM20	,969	> 0,422.	Valid

It is apparent after removing the invalid items, the result of all items' calculation were valid. So, in this research, the item for the test was 20 questions.

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,993	,993	25
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From the results of calculation by using SPSS, it is obvious that the value of Cronbach's Alpha Based on Standardized Items (r_{11}) for test is 0,956. So, $0,80 \leq 0,993 \leq 1,00$. It means that the instrument is highest reliability.

3.9 Data Analysis Techniques

3.9.1 Independent Sample t_{test}

To find out whether there is a significant difference or there is no significant difference between two or more variables can be analyzed by using Independent Sample t test (Hartono 2010). And Gay (2000) adds that the t-test for independent sample is used to determine whether there is a probable 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.

To analyze the final-test scores of experimental group and control group, the researcher use the following formula:

$$\frac{M_x - M_y}{\sqrt{\frac{(SD_x)^2}{N_1 - 1} + \frac{(SD_y)^2}{N_2 - 1}}}$$

Where:

$t_{1.}$ = The value of comparing two means

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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 compare 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 experimental and compare group. The t-obtained value is consult with the value of t-table at the degree of freedom (df) = (N1+N2)-2 which is statistically hypothesis:

H_a : $t_o > t$ -table

H_o : $t_o < t$ -table

H_a is accept if $t_o > t$ -table or there is effect after giving the treatment close reading strategy and KWL strategy on students' reading comprehension. H_o is accept if $t_o < t$ -table or there is no effect after giving the treatment close reading strategy and KWL strategy on students' reading comprehension.

3.9.2 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- and post-test or on two different treatments. In this research, a paired sample T-test was used to find out whether there was a

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significant difference before and after using Close Reading and KWL Strategy toward students' reading comprehension by using the pre-test and post-test score of experimental group 1 and experimental group 2. They are as follow:

1. To find out whether there is a significant difference of students reading comprehension before giving the treatment by using KWL and Close Reading Strategy.
2. To find out whether there is a significant difference of reading comprehension after giving the treatment by using KWL and Close Reading Strategy.

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 ($D=X_2-X_1$)

The t-table has the function to see if there is a significant difference among the mean of the score of both pre-test and post-test. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) N-1 which is 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 Close Reading Strategy on students' reading comprehension.

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H_a is accepted if $t_o > t$ -table or there is significant effect after using KWL

Strategy towards students' reading comprehension.

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

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

$$kp = r^2 \times 100\%$$

Where:

Kp : Coefficient effect

r^2 : Coefficient

Afterward, it is better to find the effect size of T-test by following formula²:

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

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

Where:

eta squared : Coefficient effect

η^2 : Coefficient



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