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CHAPTER III

METHOD OF RESEARCH

A. Method of the Research

The type of this research was experimental research which was intended to find out the effectiveness of using Text with Picture Strategy on Students' Reading Comprehension in Narrative Text. According to Creswell (2008, p.295) he stated that "experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable". According to Cohen, Manion and Morrison (2005, p.211) they stated that "an experiment involves making a change in the value of one variable—called the independent variable—and observing the effect of that change on another variable—called the dependent variable".

The design of this research was quasi-experimental designs. There were two variables used in this research; they were independent variable (X) and dependent variable (Y). In this research, the independent variable (X) used by Text with Picture Strategy and dependent variable (Y) was students' reading comprehension. In conducting this research, three classes of the eighth grade students of 3 Junior High School 3 Kuok, Kampar. Would be participated. The researcher would assign the experimental and control classes, administer a pretest for both groups, conducted experimental activities with the experimental class only and then administered a posttest for

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assessing the differences of the both classes. As mentioned by Creswell (2008):

Table III.1

The Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	VIIIA	T	Y1
Control	VIIIB	-	Y2

Where:

E = Experimental group

C = Control group

VIIIA = Pre-test in experimental group

VIIIB = Pre-test in control group

Y1 = Post-test in experimental group

Y2 = Post-test in control group

T = Treatment

B. Time and Location of the research

This research was conducted at SMPN 3 Kuok. It is located in Kampar Street, In addition, the time is on October to December 2017.

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C. The Subject and Object of the Research

The subject of the research is the second class students of SMPN3 Kuok Kampar. Then, the object of the research was effect of using text with picture strategy on students' reading comprehension in narrative text.

D. The Population and Sample of the Research

1. The Population

In conducting research, the writer took the population of the second grade students at State Junior High School 3 Kuok. This consisted of three classes 94 students.

Table III.2
The Total Population of the Second Grade Students at Junior High School 3 Kuok

No	Class	Students		Total
		Male	Female	
1	VIII.A	13	19	31
2	VIII.B	15	16	31
3	VIII.C	15	16	32
Total		43	51	94

The population of the research will be the second year students of SMPN 3Kuok Kampar. They consist of three classes. The total number of population is 94 students.

2. The Sample

The population was large enough to be all taken as sample of the research. Based on the total population above, the writer took two classes for the samples by using Cluster Sampling. Cluster sampling randomly

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selects groups, not individuals. All the member of selected groups had similar characteristics. According to Gay (2000, P.129), cluster sampling is most useful when the population is very large or spread out over a wide geographic area. The sample was class VIII.A as experimental class and VIII.B as control class. Therefore, the sample was 62 students.

Table III.3
The Sample of the Research

No	Class	Class	Students
1	Experimental Class	VIII A	31
2	Control Class	VIII B	31
Total			62

3. The Technique of Collecting Data

In the research, the researcher used test to collect data. It would be filled by the English teacher as an test and treatment during the researcher gave the treatment in experimental class. The test was used to find out the students' reading comprehension in narrative text. The form of the test was multiple choices. It consisted of 20 questions.

The researcher would use pre-test and post-test in collecting data. Pre-test was used to know students' reading comprehension before doing treatment. In the activity of pre-test the students read the story in narrative text and find out the important information in the text for 40 minutes. After that, the

researcher did the treatment by using Text with Picture Strategy and gave them exercise. In the last meeting, the researcher gave the students post-test.

The test was given to each group after and before giving the treatment. The test was divided into two phases:

1. Pre-test

Pre-test was given by the researcher to the students taught before using Text with Picture Strategy for experimental class and without using Text with Picture Strategy for control class. It was done at the first meeting.

2. Post-test

Post-test was given to the students after they were taught by using Text with Picture Strategy for experimental class and without using Text with Picture Strategy for control class.

The test consisted of 20 items questions. Each text consisted of 4 questions designed based on the indicators of reading comprehension such as; find the topic, find the detail information, identify generic structures, identify word refernce, identify word meaning/vocabulary from the reading text. The writer then distributed pre and post test to experimental and control classes.

After the students did the test, then the writer took the total score from the result of the reading comprehension test. According to Arikunto (2013, p. 281), the classification of the students' score can be seen below:

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Table III.4
The Classification of Students' Score

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

4. The Validity and Reliability of the Test

1) The Validity of the Test

Research is always related to a measurement. According to Brown (2004, p. 3), a test is a method to measure a person's ability, knowledge, or performance in a given domain. The more explanation is also explained by Brown that one of criteria for testing a test is validity. A valid test should be appropriate, meaningful, and useful in term of the purpose of the assessment. There are three kinds of validity, they are content validity, criterion validity, and construct validity (Gay, 2000, p.163-167).

In this research, the researcher used test validity to prove the validity of the test. Before giving a test to the experimental and control classes, the writer gave a try out, the purpose of try out was to obtain validity and reliability to the test. The level of difficulty was used to show how "easy" or "difficult" an item as suggested by Arikunto (2013, p. 223), the formula of item difficulty is as follows:

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

Where

P : index of difficulty

B : the number of correct answers

JS : the number of students taking the test

The standard level of the difficulty used is >0.30 and <0.70 , it means that the level of difficulty is between 0.30 and 0.70 and it is rejected if the level of difficulty below 0.30 (difficult) and over 0.70 (easy). Then, the proportion of correct is represented by “p”, whereas the proportion of incorrect is represented by “q”.

2) The Reliability of The Test

According to Cohen (2000, p. 117), reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. For research to be reliable it must demonstrate that if it is to be carried out on a similar group of respondents in a similar context (however defined), then similar results would be found.

Suharsimi (2009, p. 146) states that it is possible for the test is reliable but is not valid. Whereas the test is valid automatically, it is reliable. To obtain the reliability of the test given, the writer used

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Cronbach's alpha. In this research, the reliability of the tests was processed by SPSS (Statistical Product and Service Solution) 23 Version.

Table III.5
The Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

E. The Technique of Data Analysis

In order to find out whether or not there is a significant effect of using Text with Picture Strategy on students' reading comprehension in narrative text, the data will be analyzed statistically. In analyzing the data, the researcher would use score of post-test of the experimental and control class. In order to get the answer, the researcher analyzed the data by using SPSS 23 as follows:

1. Independent Sample T-test

According to Hartono (2010), T-test is used to measure the significant difference between two mean samples from two variables. Hence, Miles and Philip (2007) also defined that the Independent sample t-test usually the most powerful and this test can spot significant differences in data. In using independent sample t-test, the researcher had to make three assumptions about the data:

- a. The data are measured on a continuous.

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- b. The data within each group are normally distributed.
- c. The standard deviations of the two groups are equal.

Pertaining to Hartono (2015, p.177) the function of independent sample t-test is to find out whether there is significant difference between two variables or not. To know about that, the researcher can look at the sig. (2-tailed) which appears under the section labeled t-test for equal of means.

2. Effect Size

The researcher would effect of using Text with Picture Strategy on Students Reading Comprehension at the Second Year Junior High School 3 Kuok. Kampar. According to Field (2009) he stated that effect size is really more useful when we want to describe a focused effect. If the correlation coefficient has a value of 0 means there is no effect, and if the correlation coefficient has a value of 1 means that there is a strong effect. So, the researcher decided to use effect size also in this research.

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According to Pallant (2010) the Formula of eta squared:

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

Where:

η^2 = eta squared

t^2 = t_o

N = number of students

The guidelines proposed by Cohen (1998, pp. 284-287) quoted in Pallant for interpreting these values are:

.01 = small effect

.06 = moderate effect

.14 = large effect