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CHAPTER III

RESEARCH METHOD

A. Research Design

This research was an experimental research. Cohen, et.al (2007: 275) stated that the essential feature of experimental researchis that investigators deliberately control andmanipulate the conditions which determine the event in which they are interested, introducean intervention and measure the difference thatit makes. The design which is used in this research is the one-group pretest-posttest design. Fraenkel & Wallen (2006) stated that in theone-group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. There are two variables in this research. The first is Fix-Up strategy as the Independent variable (X), and the second is students' reading comprehension as the dependent variable (Y).

Creswell (2008) cites that experimental research is a quantitative research that requires the writer to find out the significant effect between independent and dependent variable. In this research, the writer used pre-experimental design. In conducting this research, the writer chose one class of The Eighth Grade Students at Junior High School 5 Kampar Kiri Hilir. The students got pretest at the beginning and posttest after giving treatment. The pretest and posttest score were compared in order to determine the effect of the treatment. Gay (2000) explains that this research called the One-Group Pretest-Posttest Design, involves a single group that is pre-test,

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exposed to a treatment, and post-test. The success of the treatment is determined by comparing pretest and posttest scores. Furthermore, Cohen (2007) states the type of this research can be designed as follows:

Table III.1

One-Group Pretest Posttest Design

Group	Pre-Test	Treatment	Post-Test
Class	O_1	X	O_2

Where:

X : Treatment

O_1 : Pre-Test

O_2 : Post-Test

B. Time and Location of the Research

This research was conducted from April to May in 2017 at The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir.

C. Subject and Object of The Research

1. The subject of this research was The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir in 2017-2018 in academic year.
2. Then, the object of this research was the effect of using Fix-Up strategy on students' reading comprehension of recount text.

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D. The Population and the Sample of the Research

1. Population

The population of this research was the eighth grade studentsof State Junior High School 5 Kampar Kiri Hilir. There were two classes consisting of 44 students. This is the specification of the population as follows:

Table III. 2

Total Population of the eighth grade Students at SMPN 5 Kampar Kiri Hilir2017-2018

No.	Class	Students	Male	Female
1.	VIII^{1}	22	10	12
2.	VIII^{2}	22	9	13
Total		44		

2. Sample

The population above was large enough to be all taken as sample of the research. The writer chose the sample by using cluster random sampling. Similarly, Gay and Airasian (2000) stated cluster sampling is sampling in which groups, not individuals, are randomly selected.The writer took one class as the sample of this research by using lottery. The class that was chosen by the writer was class VIII 2. The total number of sample was 22 students.

E. Technique of Collecting Data

In order to get the data needed to support this research, the writer applied a test as the technique of collecting the data. The test used by

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the writer was multiple choice questions. Multiple choice questions required the students to select the best answer out of number options. There were two tests, the first test was pretest and the last was posttest.Pre test will be used to determine students' reading comprehension before getting treatment. Post test will be used to determine students' reading comprehension after getting treatment. Furthermore, test was used to get achievement of test series given. The result of the post test was analyzed as the final data of the research. The test consisted of 20 items. The writer constructed or adopted the test from the book and sources that was related. So, the students had to choose the best answer. Thetest is divided into two phases:

1) Pre-Test

Pre-test will be used to collect the data about students' reading comprehension of recount text before being taught by using Fix-Up Strategy. In this test, the writer will use multiple choice type and the questions are based on the indicators of reading comprehension.

2) Post-Test

Post-test will be used to collect the data about students' reading comprehension of recount text after being taught by using Fix-Up Strategy. In this test, the researcher will use multiple choice type and the questions are based on the indicators of reading comprehension.

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Table III. 3

Observation Checklist

No	Indicator of Variable X	Yes	No
1	Teacher asks the students to read and let the students tell the problem found		
2	Teacherhas the students stop in the word that is considered not to make sense		
3	Teacherasks the students to figure out and let them use the look back or fix-up strategy		
4	Teacherinstructs the students to identify the problem and to think if the students know anything about the problem (unknown words) to help them resolving the problem.		
5	Teacherasks the students to use context strategy that can resolve their problem by looking back the text to find the words related to the words in problem (using clues).		
6	Teacherlets the students test if the words make sense or not		
7	Teacher asks the students to continue reading and do the fix-up strategy if they find more problems.		

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The blue prints of the reading comprehension test (pre-test and post-test) were as follows.

Table III.4

The Blueprint of the Test

No	Indicator of items	Number of items
1	Some of students are able to identify the communicative purpose of recount text	1, 6, 11,16, 21, 26
2	Some of students are able to identify the generic structure of recount text	2, 7, 12, 17, 22, 27
3	Some of students are able to identify the language feature of recount text	3, 8, 13, 18, 23, 28
4	Some of students are able to identify the various kinds information of recount text	4, 9, 14, 19, 24, 29
5	Some of students are able to identify the reference of recount text	5, 10, 15, 20, 25, 30
Total		20

Furthermore, below is the description of validity and reliability of data of this research.

1. Validity

In research, validity was a requirement in the test. The validity of test is very important to prove that the test can be used. According to Cohen, et. al (2007), validity is an important key to effective research. It means that the research called as effective if the test was valid. Besides, Ary,et.al(2010) stated that validity is the most important consideration in developing and evaluating measuring instruments. Based on the statement above, validity is a way to know that the instrument can be used in research. On the other hand, Gay & Airasian (2000) stated that validity is concerned with the appropriateness of the interpretations made from tests score. The way to obtain the validity of instrument of this research was through the try out. It consisted of 5 components, they are:

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a. Students are able to identify the communicative purpose of the recount text.
b. Students are able to identify the generic structure of the recount text.
c. Students are able to identify the language features of recount text.
d. Students are able to identify the various kinds information of the recount text.
e. Students are able to identify the reference of recount text.

According to Arikunto (2012), the formula of each item difficulty is as follows :

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

Note:

P = Index of difficulty or facility

B = The number of correct answers

JS = The number of examinees or students

The standard level of difficulty used was> 0.30 and < 0.70. It means that the items were accepted if the level of difficulty was between 0.30-0.70 and it was rejected if the level of difficulty was below 0.30 (difficult) and over 0.70 (easy). Then, the proportion was represented by "P", whereas the proportion incorrect was represented by "Q".

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Table III.5

Students' Reading Comprehension of Identifying

Communicative Purpose of Recount Text

Variable	Communicative Purpose						N
Item no.	1	6	11	16	21	26	30
Correct	12	14	13	12	11	10	
P	0.54	0.63	0.59	0.54	0.50	0.45	
Q	0.45	0.36	0.40	0.45	0.50	0.54	

Based on the Table III.5, item number 1 obtained the proportion of correct0.54, item number 6 obtained the proportion of correct 0.63, item number 11 obtained the proportion of correct 0.59, item number 16 obtained the proportion of correct 0.54, item number 21 obtained the proportion of correct 0.50, and item number 26 obtained the proportion of correct 0.45. 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 purposeof text were accepted.

Table III.6

Students' Reading Comprehension of Identifying

The Generic Structure of Recount Text

Variable	The Generic Structure						N
Item no.	2	7	12	17	22	27	30
Correct	9	11	12	9	10	8	
P	0.40	0.50	0.54	0.40	0.45	0.36	
Q	0.59	0.50	0.45	0.59	0.54	0.63	

Based on the Table III.6, item number 2got the proportion of correct0.40, item number 7 got the proportion of correct 0.50, item number 12 got the proportion of correct 0.54, item number 17 got the proportion of correct 0.40, item number 22 got the proportion of correct 0.45, and item

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number 27 got the proportion of correct 0.36. 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 structureof text were accepted.

Table III.7

Students' Reading Comprehension of Identifying

Language Feature of Recount Text

Variable	Language Feature						N
Item no.	3	8	13	18	23	28	30
Correct	7	14	11	12	8	9	
P	0.31	0.63	0.50	0.54	0.36	0.40	
Q	0.68	0.36	0.50	0.45	0.63	0.59	

Based on the Table III.7, item number 3gained the proportion of correct0.31, item number 8 gained the proportion of correct 0.63, item number 13 gained the proportion of correct 0.50, item number 18 gained the proportion of correct 0.54, item number 23 gained the proportion of correct 0.36, and item number 28 gained the proportion of correct 0.40. Based on the standard level of difficulty "P" >0.30 and <0.70, it is pointed out that item difficulties in average of each items number for identifying the language featureof text were accepted.

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Table III.8

Students' Reading Comprehension of Identifying

Various Kinds Information of Recount Text

Variable	Various Kinds Information						N
Item no.	4	9	14	19	24	29	30
Correct	11	10	13	12	8	14	
P	0.50	0.54	0.59	0.54	0.36	0.63	
Q	0.50	0.45	0.40	0.45	0.63	0.36	

Based on the Table III.8, item number 4obtained the proportion of correct0.50, item number 9 obtained the proportion of correct 0.54, item number 14 obtained the proportion of correct 0.59, item number 19 obtained the proportion of correct 0.54, item number 24 obtained the proportion of correct 0.36, and item number 29 obtained the proportion of correct 0.63. 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 various kinds informationof text were accepted.

Table III.9

Students' Reading Comprehension of Identifying

The Reference of Recount Text

Variable	Reference						N
Item no.	5	10	15	20	25	30	30
Correct	7	12	10	13	9	8	
P	0.31	0.54	0.45	0.59	0.40	0.36	
Q	0.68	0.45	0.54	0.40	0.59	0.63	

Based on the Table III.9, item number 5got the proportion of correct0.31, item number 10 got the proportion of correct 0.54, item number 15 got the proportion of correct 0.45, item number 20 got the proportion of

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correct 0.59, item number 25 got the proportion of correct 0.40, and item number 30 got the proportion of correct 0.36. 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 referenceof text were accepted.

2. Reliability

A test must first be reliable as measuring instrument.According to Brown (2004), a reliable test is consistent and dependable. Reliability has to do with accuracy of measurement. The kind of accuracy is reflected in obtaining of similar results when measurement was repeated on different occasions or with different instruments or by different persons. It can be concluded that the test is reliable when an examinee results are consistent on repeated measurement. In obtaining the reliability of the test, the means and standard deviation of the test should be obtained. Generally, reliability refers to appropriateness of a given test of its component part as measure of what it was purposed to measure. It means that the test is valid to the extent that is measured what it is supposed to measure. According to Arikunto (2012), the level of reliability as follows:

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

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TABLE III.10
Case Processing Summary

		N	%
Cases	Valid	22	100.0
	Excluded[a]	0	.0
	Total	22	100.0

a. Listwise deletion based on all variables in the procedure.

TABLE III.11

Reliability Statistic

Cronbach's Alpha	N of Items
.646	2

Based on the table III.11, it was found that the value of Croncbach Alpha was .646. Based on Arikunto's level above, the reliability was accepted which was 0.71<.0.646<1.0 or higher than 0.71 and lower than 1.0. It also can be said that the reliability was very high.

3. Normality

The assessment of normality is used to describe a symmetrical, bell shaped curve, which has the greatest frequency of score in the middle, with smaller frequency towards the extremes. Normality can be assessed

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by obtaining skewness and kurtosis values (Julie, 2003, p. 54). In this research, the researcher assessed the normality of data by using kolmogorov smirnov test from SPSS 16 version. The result of the test can be seen as follows :

TABLE III.12
Test of Normality

One-Sample Kolmogorov-Smirnov Test

		pretest	Posttest
N		22	22
Normal Parameters[a,,b]	Mean	62.73	78.36
	Std. Deviation	8.316	4.885
Most Extreme Differences	Absolute	.197	.232
	Positive	.129	.232
	Negative	-.197	-.178
Kolmogorov-Smirnov Z		.925	1.090
Asymp. Sig. (2-tailed)		.359	.185

a. Test distribution is Normal.

b. Calculated from data.

Basedon the table III.12, it was obtained that the significance (Sig.) of Pre-test was .359. Then, the significance of Post-test was .185. It was measured by using One-Sample Kolmogorov Smirnov table. It explains that the data called normal if > .05. So, the data gotten from this research were normal.

F. Technique of Data Analysis

Based on the formulation of this research or research question, it aims at finding out how the students' reading comprehension beforebeing taught and after beingtaught by using Fix-Up strategy is,to find out whether there

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is a significant difference of students' reading comprehension beforebeing taught by using Fix-Up strategy and after being taught or not, and to find out the significant effect between before and after being taught by using Fix-Up Strategy. So, the writerpresents the descriptive of students' score result of experimental class and analyzes the significant difference by using Paired-Sample t-test formula in SPSS 17.0 version and analyzes the effect size by using Eta Squared formula.

How large is the effect size of teaching English using Fix-up strategy on students' reading comprehension in recount text. The eta square analysis as suggested by Cohen cited in Pallant (2007) will be used. The formula for the analysis is as follows:

$$\text{Eta Square} = \frac{t^2}{t^2+(N_1-1)}$$

Where :

Eta Square = the value of effect size
t = The t-value
N = The number of sample

Statically, the hypotheses of this research are:

H_a : t_0>t-table

H_a : t_0 < t-table

H_a is accepted if t_0> t-table or there is a significant difference and effect between students' reading comprehension before and after being taught by using Fix-Up Strategy.

H_0 is accepted if t_0< t-table or there is no significant difference and effect between students' reading comprehension before and after being taught by using Fix-Up Strategy.

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