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CHAPTER III

RESEARCH METHOD

A. Research Design

This research was an experimental research. According to Creswell (2012:295), the experimental research is conducted when the researcher intends the possible cause and effect between independent variable (variable X) and dependent variable (variable Y). It consists of two variables, the first is the KWL Plus Strategy as variable X and the second is the students' reading comprehension as variable Y. The design this research was quasi-experimental design. Creswell (2012:309) states that quasi experimental design is in which the researcher assigns participants to groups but not randomly. In this research, quasi-experimental designs had experimental group and control group. There were two kinds of test; pre-test and post-test. Pre-test was given before treatment and post-test was given in the last of treatment. The type of this research can be designed as follows (Cresswell, 2012:310):

TABLE III.1
The Research Design

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

Where:

- X₁** = Pre-test of experimental group
- X₂** = Pre-test of control group
- Y₁** = Post-test of experimental group

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Y_2 = Post-Test of control group

T = Treatment by using KWL Plus Strategy.

B. The Location and the time of the Research

The location of this research was at MTsN Kampar. This research was conducted from March to May 2017.

C. The Subject and the Object of Research

1. The subject of the research

The subject of the research was the second year students of MTsN Kampar (2016-2017) academic year.

2. The object of the research

The object of the research was the effect of using KWL Plus strategy on student's reading comprehension of Narrative text.

D. Population and Sample of the Research

1. Population of the Research

The target of the population of this research was all of the second grade students at MTsN Kampar. It had 5 classes. The total number of population was 133 students. So the total of the second grade students in each class can be seen in table below :

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Table III.2
Table of the Population

NO	CLASS	POPULATION	MALE	FEMALE
1	VIII A	28	12	16
2	VIII B	28	10	18
3	VIII C	25	10	17
4	VIII D	25	11	14
5	VIII E	27	10	15
Total Population		133	53	80

2. Sample of the Research

In taking sample of the population the researcher used cluster-sampling technique. According to Gay and Airasian (2012:135), cluster sampling selects based on group not individually, all the members of selected group have similar characteristics. The research used lottery to choose two classes from eighth classes. The researcher took only two classes as sample of the research. Furthermore, the sample of this research was 56 students. The sample was divided into two groups as follows:

Table III.3
The Sample of Research

NO	CLASS	SAMPLE	MALE	FEMALE
1	VIII A	28	12	16
2	VIII B	28	10	18
	TOTAL	56	22	34

The first group was as experimental class, it consisted of 28 students in the class VIII.A and the other one was control class that consisted of 28 students in the class VIII.B .

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E. Technique of Collecting Data

1. Test

In this research, the researcher used multiple choice to get the data. The researcher used twenty (20) items to collect the data. Every multiple choice consisted of four answer options (a, b, c and d). According to Brown (2003:194), multiple choice is practicality, it's not involute and expensive. It is easy to administer and can be scored quickly. There were two tests that the researcher gave to the students, pre-test and post-test.

Pretest was a test given to the students at the first meeting and the teacher should know the students' basic knowledge about reading comprehension of Narrative text. While post-test was a test given to the students in the last meeting and the teacher should know the effectiveness of class given treatment (experimental class) between the class without treatment (control class) on students' reading comprehension of Narrative text. According to Arikunto (2009), the classification of the students score can be shown below:

Table III.4
The Table of Classification of Students' Score

The Score Level	Category
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

To get the data about the students' reading comprehension, the researcher used assessment based on the indicators of reading

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comprehension that had been explained in the reading comprehension of Narrative text. The blueprint of reading comprehension in pre and post-test could be shown in the table below :

Table III.5
Blueprint of Reading Comprehension
(Pre and Post-test)

No	Indicators	Question Number (Try Out)	Question Number (Pre-Test)	Question Number (Post-Test)
1	The students are able to identify the main idea of Narrative text	1,7,11,17	1,7,11,17	2,6,12,17
2	The students are able to identify generic structure of Narrative text	2,9,12,16	2,9,12,16	1,7,11,19
3	The students are able to find out the meaning of unfamiliar vocabulary of Narrative text	3,6,13,20	3,6,13,20	5,8,13,16
4	The students are able to identify language features of Narrative text	5,8,14,18	5,8,14,18	3,10,14,18
5	The students are able to identify specific information of narrative text	4,10,15,19	4,10,15,19	4,9,15,20
Total		20 Items	20 Items	20 Items

2. Validity

The test that researcher used to students should be valid and reliable. According to Brown (2003:20-22), reliable test is a test that is consistent and dependable. In this research, the researcher used construct validity to know validity of reading comprehension test. It means that the test was given based on material that they have learned. Before the items are used to get the data, all of them were tried out first. Huges (2003) stated that try out intends to know the value of the test. The test was given to the students not too difficult or not too easy. The purpose of the try out was to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what is intended to measure.

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The level of difficulty was used to show how easy and difficult an items. The items that do not reach the standard level of difficulty are excluded from the test and they are replaced with new items that are appropriate. According to Arikunto (2009:245) the standard level of difficulty used is >0.30 and <0.70 . It means that an items in blueprint is accepted if the level of difficulty between $0.30- 0.70$ and it is rejected if the level of difficulty is below 0.30 (the item is too difficult) and over 0.70 (the item is too easy). The “p” is proportion is correct, whereas the “q” is proportion of incorrect.

The formula for item of difficulty can be seen as follows Arikunto, 2009:209:

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

Where : P : index of difficulty or facility value

B : the number of correct answers

JS: the number of examine or students taking the test

The formula above was used in order to know the easy or difficult tests that were given to the respondents. As mentioned by Arikunto (2009) the standard value of the proportion of correct can be seen in the table below:

Table III.6
Index Difficulty Level of Instruments

Proportion correct (p)	Item category
$P > 0.70$	Easy
$0.30 \leq P \leq 0.70$	Mean
$P < 0.30$	Difficult

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The standard level of the difficulty used was >0.30 and <0.70 , thus, the items were accepted if the level of difficulty between $0.30 - 0.70$ and it was rejected if the level of difficulty below 0.30 (difficult) and over 0.70 (easy). Then the proportion correct was represented by “p”, whereas the incorrect was represented by “q”. The calculation of the items difficulty can be seen as in the following tables:

Table III.7
The Students are Able to Identify the Main Idea of the Narrative Text

Variable	Identify the main idea of the Narrative texts.				N
Item No	1	7	11	17	25
Correct item	15	14	9	13	
P	0.60	0.56	0.36	0.52	
Q	0.40	0.44	0.64	0.48	

Referring to the table III.7 above, the item numbers of question for identifying the main idea of the narrative texts were 1, 7, 11, and 17 showing the the portion of correct answers. In term of the item number 1, it obtained the proportion of correct 0.60 , the item number 7 obtained the proportion of correct 0.56 , the item number 11 obtained the proportion of correct 0.36 , and the item number 17 obtained the proportion of correct 0.52 , thus, based on the standard level of the difficulty “p” >0.30 and <0.70 , it was clear that the items for identifying the specific information of the narrative texts were accepted.

Table III.8
The Students are Able to Identify the Generic Structures of the Narrative Text

Variable	Identify the Generic Structures of the Narrative texts.				N
Item No	2	9	12	16	25
Correct item	17	17	16	17	
P	0.68	0.68	0.64	0.68	
Q	0.32	0.32	0.36	0.32	

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Referring to the table III.8 presented above, the item numbers of question for identifying the generic structures of the narrative texts were 2, 9, 12, and 16 showing the the portion of correct answers. The item number 2 obtained the proportion of correct 0.68, the item number 9 obtained the proportion of correct 0.68, the item number 12 obtained the proportion of correct 0.64, and the item number 16 obtained the proportion of correct 0.68. Hence, based on the standard level of the difficulty “p” >0.30 and <0.70 , it was stated that the items for identifying the generic structures of the narrative texts were accepted.

Table III.9
The Students are Able to Identify the Meaning Vocabulary of the Narrative Text

Variable	Identify the meaning vocabulary of the narrative texts.				N
Item No	3	6	13	20	25
Correct item	17	10	11	17	
P	0.68	0.40	0.44	0.68	
Q	0.32	0.60	0.56	0.32	

From the table III.9 illustrated above, the item numbers of question for identifying the language features of the narrative texts were 3, 6, 13, and 20 showing the the portion of correct answers. In term of item number 3, it obtained the proportion of correct 0.68, the item number 6 obtained the proportion of correct 0.40, the item number 13 obtained the proportion of correct 0.44, and the item number 20 obtained the proportion of correct 0.68. Therefore, based on the standard level of the difficulty “p” <0.30 and >0.70 , it was clearly pointed out that the items for identifying the language features of the narrative texts were accepted.

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Table III.10
The Students are Able to Identify the Language Feature of the Narrative Text

Variable	Identify the language feature of the Narrative texts.				N
Item No	5	8	14	18	25
Correct item	9	17	17	16	
P	0.36	0.68	0.68	0.64	
Q	0.64	0.32	0.32	0.36	

Referring to the table III.10 above, the item numbers of question for identifying the communicative purposes of the narrative texts were 5, 8, 14, and 18 showing the the portion of correct answers. For the item number 5, it obtained the proportion of correct 0.36, the item number 8 obtained the proportion of correct 0.68, the item number 14 obtained the proportion of correct 0.68, the item number 18 obtained the proportion of correct 0.64 thus, based on the standard level of the difficulty “p” <0.30 and > 0.70, it was clearly stated that the items for identifying the communicative purposes of the narrative texts were accepted.

Table III.11
The Students are Able to Identify the Specific Information of the Narrative Text

Variable	Identify the Specific Information of the Narrative texts.				N
Item No	4	10	15	19	25
Correct item	16	15	9	17	
P	0.64	0.60	0.36	0.68	
Q	0.36	0.40	0.64	0.32	

Referring to the table III.11 presented above, he item numbers of question for identifying the references from the narrative texts were 4, 10, 15, and 19 showing the the portion of correct answers. For the item number 4, it obtained the proportion of correct 0.64, the item number 10 obtained the

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proportion of correct 0.60, the item number 15 obtained the proportion of correct 0.36, and the item number 19 obtained the proportion of correct 0.68. Therefore, based on the standard level of the difficulty “p” < 0.30 and > 0.70 , it was clearly pointed out that the items for identifying the references from the narrative texts were accepted.

3. Reliability

According to Brown (2003:19-27), the reliability must be consistent and dependable. It means that all of the students should be similar level of question. The result that the testing of the students' comprehension in reading Narrative text should have reliability in order to get the true scores.

Ary et al. (2010) stated that the reliability of a measuring instrument is the consistency degree measuring whatever it can be measured. Furthermore, in order to obtain the reliability of the test given, the researcher used Cronbach's alpha. Cronk (2008) stated that the Cronbach's alpha comprises a number of items making up a scale designed to measure a single construct and determines the degree to which all the items are measuring the same construct. Therefore, the cronbach's alpha refers to a measurement of internal consistency.

In this research, the reliability of the tests was processed by SPSS 22 Version, it can be seen in the following table:

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Table III.12
The Reliability of the Test

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.624	2

Based on at the table III.12 illustrated above, it can be seen that the total number of the students consisted of 25 students. The score of Cronbach's Alpha was 0.624. As mentioned by Arikunto (2009) the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. He stated that reliability of test is considered as follows:

0.0-0.20	: reliability is poor
0.21-0.40	: reliability is satisfactory
0.41-0.70	: reliability is good
0.71-1.0	: reliability is excellent

In short, the reliability of the tests as calculated above (0.624) was categorized into good level.

F. Technique of Analysis Data

In analyzing the students' reading comprehension of narrative text, the research used the standard minimum score (KKM) of English lesson in MTsN Kampar. It is 75 for students' reading comprehension. It means that for those

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who get score ≥ 75 , they pass the standard minimum score (KKM), while those who get score < 75 they can not pass the standard minimum score (KKM).

1. Normality and Homogeneity

Normality and homogeneity are the important aspects to analyze the data. Before analyzing the data by using t-test formula, the researcher have to find out the normality test of the data. The normality test of the data was analyzed by using Kolmogorov-smirnov technique with SPSS 22 version.

Analysis :

H_0 : population with normal distribution

H_0 : population with not normal distribution

If the probality > 0.05 H_0 will be accepted

If the probality < 0.05 H_0 will be rejected

And then, after the researcher found out the normality, the researcher also had to find the homogeneity of the test. To analyze the homogeneity researcher used comparing sig.

Analysis :

Sig > 0.05 the data is homogenous

Sig < 0.05 the data is not homogenous

2. Analisis Data of Independent Sample T-test

To analyze the data, the researcher used scores of pre-test and post test of the experiment and control classes. In order to find out whether there is significant effect of using KWL Plus strategy on students' reading

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comprehension of Narrative text the data was analyzed by using Independent sample t-test. The data was calculated by using SPSS 22 version. Furthermore, the researcher would find out the effect size of the phenomenon. Pallant (2010:207) stated that effect size statistics provides an indication of the magnitude of the differences between your groups (not just whether the difference could have occurred by chance). The effect size statistic used in this research was eta squared. For t-test, SPSS does not provide eta squared values. 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

In order to interpret eta squared values, the guideline quoted from Cohen in Julie Pallant (2010:211) can be read as follows:

Table III.13

Interpretation of Eta Squared for Effect Size

No	Value	Effect
1.	0.01	Small Effect
2.	0.06	Moderate Effect
3.	0.14	Large Effect

*Adapted from Cohen (1988)

If the value in Sig. (2-tailed) ≤ 0.05 , then H_a is accepted.

If the value in Sig. (2-tailed) ≥ 0.05 , then H_o is accepted.