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## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

This research is an experimental research. According to Creswell (2012), 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 Round-table Technique (RTT) as variable X and the second is the students' reading comprehension as variable Y. However, the population of this research was large, the researcher used the quasi-experimental design. Creswell (2012) also states that quasi-experimental design is in which the researcher assigns participants to groups randomly. In this research, quasi-experimental designs had experiment 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 (Cohen, 2007, p. 283).

**TABLE III.1  
Research Design**

Group	Pre-test	Treatment	Post test
E	O <sub>1</sub>	X	O <sub>2</sub>
C	O <sub>3</sub>	-	O <sub>4</sub>

- E = Experimental Group
- C = Control Group
- O<sub>1</sub> = Pre-test to Experimental Group
- O<sub>2</sub> = Post-test to Experimental Group
- X = Receive the treatment using Round-table Technique
- O<sub>3</sub> = Pre-test to Control Group
- O<sub>4</sub> = Post-test to Control Group

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## B. The Location and Time of The Research

This research was conducted at the eleventh grade students of SMA Negeri 1 Tambang. It is located on JL.Raya Pekanbaru-Bangkinang KM.29. The time of this research was started from on March to April 2017.

## C. Subject and Object of the Research

The subject of this research was the eleventh grade students of Senior High School 1 Tambang and the object of this research was Round-table Technique ( RTT ) on students' reading comprehension at the eleventh grade of SMA Negeri 1 Tambang.

## D. The Population and Sample of The Research

### 1. Population of The Research

The population of this research was the eleventh grade students of SMA Negeri1 Tambang. There were seven classes of the eleventh grade students they consisted of fourth science classes and three social classes. The total number of population is 176. It can be seen from the following table:

**Table III.II**  
**Population of the research**

No	Class	Students
1	XI IPA 1	25
2	XI IPA 2	25
3	XI IPA 3	25
4	XI IPA 4	26
5	XI IPS 1	25
6	XI IPS 2	25
7	XI IPS 3	25
<b>Total</b>		<b>176</b>

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SMA Negeri 1 Tambang consisted of 7 (seven) classes and the total number of population in this research was 176 students. The total number of the eleventh grade students of SMA Negeri 1 Tambang was large enough to be all taken as sample of the research. According to Arikunto (2006), the amount subject is than less 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10 % - 15 % or 20 % - 25 % of the population.

**E. Sample of The Research**

Sample is the amount of participants that is selected by the researcher to collect the data of research. According to Gay and Airasian (2000), sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. The researcher has chosen the classes to be the sample. They were experimental class and control class. The researcher considered that the population was too large, so she took class XI IPA 1 as an experimental class and XI IPA 2 as a control class.

**Table III.3**  
**Sample of the Research**

No	Group	Class	Number of Student
1	Experimental Class	XI IPA 1	25
2	Control Class	XI IPA 2	25
Total			50

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## F. Technique of Collecting Data

### 1. Test

In this research, the researcher used test to measure the students. The test was written test. The kind of test that the researcher used was multiple choices. The researcher used twenty five (25) items to collect the data. Every multiple choice consisted of four answer options (a, b, c and d). Then, there were two tests that the researcher gave to the students, as follows:

#### a. Pre-test

According to Creswell (2012), pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.

#### b. Post-test

A post-test is a measure on some attribute or characteristic that is assessed for participant in an experiment after the treatment.

### 2. Observation

According to Cohen (2007:396) observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. The the researcher use observation checklist and asked the English teacher of State Senior High School 1 Tambang as observer when the researcher implement Round-table Technique (RTT).

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**Tabel III 4**  
**Observation Checklist**

No	Indicator of Variable X	Yes	No
1	Teacher Divides class into group of three or more	√	-
2	Teacher gives a group a theme or a title about the text	√	-
3	Teacher poses a question that has the potential for a number of possible answers	√	-
4	Each group has a piece of paper and pen	√	-
5	In the group, the students have discussion and take turn adding their ideas	√	-

**Table III.5**  
**Blue Print of Reading Comprehension**

No	Indicator of items	Number of items	Items number
1	The students are able to identify main idea of narrative text	5	1,6,11,16,21
2	The students are able to identify generic structure of narrative text	5	2,7,12,17,22
3	The students are able to identify communicative purpose of narrative text	5	3,8,13,18,23
4	The students are able to identify the reference of narrative text	5	4,9,14,19,24
5	The students are able to identify moral value on narrative text	5	5,10,15,20,25

After the students did the test, then the researcher took the total score from the result of the reading comprehension test. Based on Arikunto (2009, p. 245), the interpretation of the students score is classified as follows:

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**Table III.6**  
**The Classification of Students' Score**

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

## 5. Validity and Reliability of the Test

### 1. Validity

Brown (2004) states that a test is a method to measure a person's ability, knowledge, or performance in a given domain. The more explanation explained also by Brown that one of criteria for testing a test is validity. According to Hughes (1989), a test is said to be valid if it measures accurately what it is intended to measure. While Gay (2012) stated that validity concerned with the appropriateness of the interpretations made from tests score. On the others word, validity is the core of the test and a valid test should be appropriate, meaningful, and useful in term of the purpose of the assessment.

According to Gay and Airasian (2012), there are three kinds of validity that consist of content validity, criterion validity, and construct validity. In this research, the researcher used content validity to prove the validity of the test. Arikunto (2010) is also said a test is consiered to have content validity if measuring the certain puposes that is appropriate with material given to students. It means that we we have to design the test based on the material that they had learned and based on the curriculum. Kothari (2004) states that

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content validity refers to the extent to which a measuring instrument provides adequate coverage of the topic under study. In order to get the data for this research, researcher used test for both variable. But, before the researcher gave the test; the researcher gave try out test to the students in order to measure item difficulties. According to Arikunto (2013), the test is accepted if the level of difficulty is between 0.30-0.70. It was determined by finding the difficulty level of each item. The formula for item difficulty is as follows:

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

Where:

- P : Index of difficulty  
 B : The number of correct answer  
 Js : The number of students

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with new items that are appropriate. 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 of difficulty is less than 0.30 (the item is too difficult) and over than 0.70 (the item is too easy).

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**Table III.7**  
**The Students' ability to identify the main topic of narrative text**

Variable	Identifying the main topic					N
Item no	1	6	11	16	21	25
Correct	12	9	11	14	13	
P	0.48	0.36	0.44	0.56	0.52	
Q	0.52	0.64	0.56	0.44	0.48	

Based on the table III.6, item number 1 obtained the proportion of correct 0.48, item number 6 obtained the proportion of correct 0.36, item number 11 obtained the proportion of correct 0.44. item number 16 obtained the proportion of correct 0.56, item number 21 obtained the proportion of correct 0.52. 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 main topic were accepted.

**Table III.8**  
**The Students' ability to identify generic structure of narrative text**

Variable	Identifying the generic structure					N
Item no	2	7	12	17	22	25
Correct	15	13	11	12	11	
P	0.60	0.52	0.44	0.48	0.44	
Q	0.40	0.48	0.56	0.52	0.56	

Based on the table III.7, item number 2 gained the proportion of correct 0.60, item number 7 shows the proportion of correct 0.52, item number 12 gained the proportion of correct 0.44, item number 17 gained the proportion of correct 0.48, item number 22 gained the proportion of correct 0.44. 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 specific information were accepted.

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**Table III.9**  
**The Students' ability to identify communicative purpose of narrative text**

Variable	Identifying communicative purpose					N
Item no	3	8	13	18	23	25
Correct	16	12	10	12	11	
P	0.64	0.48	0.40	0.48	0.44	
Q	0.36	0.52	0.60	0.52	0.56	

Based on the table III.8, item number 3 got the proportion of correct 0.64, item number 8 got the proportion of correct 0.48, item number 13 got the proportion of correct 0.40, item number 18 got the proportion of correct 0.48, item number 23 got the proportion of correct 0.44. 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 generic structure were accepted

**Table III.10**  
**The Students' ability to identify inference of narrative text**

Variable	Identifying the inference					N
Item no	4	9	14	19	24	25
Correct	15	13	13	13	11	
P	0.60	0.52	0.52	0.52	0.44	
Q	0.40	0.48	0.48	0.48	0.56	

Based on the table III.9, item number 4 obtained the proportion of correct 0.60, item number 9 obtained the proportion of correct 0.52, item number 14 obtained the proportion of correct 0.52, item number 19 obtained the proportion of correct 0.52, item number 24 obtained the proportion of

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correct 0.44. 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 language features were accepted.

**Table III.11**  
**The Students’ ability to identify moral value of narrative text**

Variable	Identifying the communicative purpose					N
Item no	5	10	15	20	25	25
Correct	14	11	13	13	10	
P	0.56	0.44	0.52	0.52	0.40	
Q	0.44	0.56	0.48	0.48	0.60	

Based on the table III.10, item number 5 got the proportion of correct 0.56, item number 10 got the proportion of correct 0.44, item number 15 got the proportion of correct 0.52, item number 20 got the proportion of correct 0.52, item number 25 shows 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 item number for identifying communicative purpose were accepted.

## 2. Reliability

Reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining of similar results when measurement is repeated on different occasions or with different instrument or by different persons.

Brown (2003, p. 20) states that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining of similar result when measurement is repeated on different occasions or with different

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instrument of by different persons. The characteristic of reliability is sometimes termed consistently. It means that we can say the test is reliable when an examinee's results are consistent on repeated measurement or the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.

Heaton (1988, p. 78) states that the reliability of the test is considered as follows:

- a. 0.00-0.20 : Reliability
- b. 0.21-0.40 : Reliability is sufficient
- c. 0.41-0.70 : Reliability is high
- d. 0.71-1.00 : Reliability is very high

To obtain the reliability of the test given, the researcher used SPSS 23.00 to find out whether the test is reliable or not.

**Table III.12**

#### Reliability Statistics

Cronbach's Alpha	N of Items
.814	2

From the table III.11 above, it was obtained that the value of Cronbach's Alpha is 0.814. From Heaton level above, it can be said that reliability was accepted which was  $0.71 < 0.814 < 1.00$ . or higher than 0.71 and lower than 1.00. it also can be stated that reliability is very high.

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## H. The Homogeneity and Normality Test

### 1. The Homogeneity of the Test

Homogeneity test is a test to identify whether the objects of the research (there or more samples) have the same variance. The method used in homogeneity test is the biggest variant compared to smallest variance. In this research, the researcher used SPSS 23 to assess the homogeneity of the data. The result of assessing the homogeneity can be seen as follows:

**Table III.13**  
**Homogeneity of the Test**

**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
.309	1	48	.581

From the table III.12, it indicated that the value of significance (sig.) was 0.581. Data are homogenous or variant when the value Sig. is higher than 0.05. Based on the table, it was clear that Sig. was higher than 0.05 which indicated the homogeneity of the data. The comparison can be stated as  $0.581 > 0.05$

### 2. Normality of the Test

Assessing normality of data 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. In this research, the researcher assessed the normality of data by using kolmogorov-smirnov test from SPSS (Statistical Product and Service Solutions) 23 version. The result of the test can be seen as follows :

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**Table III.14**  
**Normality of the Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Post-test experiment	.126	25	.200*	.938	25	.132
Post-test control	.170	25	.062	.868	25	.004

a. Lilliefors Significance Correction

Based on the table III.13 above, it was obtained that the significance (Sig.) of Post-test in Experimental group was 0.200. Then, the significant (Sig.) of post-test in Control group was 0.062. The data of this research were normal. It was measured by using Kolmogorov Smirnov table. It explains that the data are called normal if  $> 0.05$ . So, the data gotten from this research were normal.

#### I. Technique of Data Analysis

In order to find out whether there is a significant difference on students' reading comprehension taught by using Round-table technique and students' reading comprehension taught without using Round-table technique. The data were analyzed statistically. In investigating the difference between students' reading comprehension taught by using Round-table technique and by using conventional method, the researcher compared the scores of post-test of the experimental group and control group of this research. The difference means were analyzed by using T-test formula through using SPSS 23 version. Statistically, the hypotheses are:

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$H_a$  :  $t_0 > t\text{-table}$

$H_0$  :  $t_0 < t\text{-table}$

$H_a$  is accepted if  $t_0 > t\text{-table}$  or there is a significant difference between students' reading comprehension taught by using Round-table technique and students' reading comprehension taught without Round-table technique.

$H_0$  is accepted if  $t_0 < t\text{-table}$  or there is no significant difference between students' reading comprehension taught by using Round-table technique and students' reading comprehension taught without Round-table technique.