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CHAPTER III RESEARCH METHOD

A. Research Design

This research is was an experimental research. According to Cresswel (2008, p.299), “experiment is test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”. The design of this research was a quasi experimental research. Gay and Airaisian (2000) stated that experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship. It used quasi-experimental design which used the observation. It involved two classes, an experimental group and a control group. The experimental group means the students who were given the treatment by using OK4RMethod, while the control group is a group of students who were not given the Method. This research aimed at finding if there is a significant effect of using OK4RMethod in teaching reading.

The experimental group was taught by using particular treatment of OK4RMethod to enhance their reading comprehension. In addition, control group was only given a pre-test and post-test without particular treatment as given to experimental group. So, the design of this research can be illustrated as follows:

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the research design can be presented in the table below (Cresswell, 2008:313) :

Table III.1
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Where:

- O1** = Pre-test for Experimental Class.
O2 = Post-test for experimental Class.
O3 = Pre-test for Control Class.
O4 = Post-test for Control Class.
X = Treatment by using OK4R Method.

After giving particular treatment to the experimental group by using OK4R Method, the scores between experimental and control groups were analyzed by using statistical formula.

B. The Location and the time of the Research

The research was conducted at SMAN 1 Siak Kecil District Bengkalis Regency. This research was conducted from March to April 2017.

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C. The Subject and the Object of Research

a. The subject of the research

The subject of the research was the Second Year Students of SMAN 1 Siak Kecil District Bengkalis Regency (2016-2017) academic year.

b. The object of the research

The object of the research was the effect of using OK4R Method on students' reading comprehension of Hortatory Exposition Text.

D. Population and Sample of the Research

The population of this research was the students of the the second year at SMAN 1 Siak Kecil District Regency. It had 5 classes. The total number of population was 134 students. So, the total of the second year students in each class is shown in table below:

Table III.2

Table of the Population

NO	CLASS	POPULATION	MALE	FEMALE
1	X1 IPA 1	28	12	16
2	X1 IPA 2	28	13	15
3	X1 IPS 1	27	11	16
4	X1 IPS 2	25	12	13
5	X1 IPS 3	26	13	13
Total Population		134	61	73

Source: Document of State Senior High School 1 Ssiak Kecil 2016/2017

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The writer took two classes as sample by using cluster sampling. According to Gay & Airasian (2002, p.129), cluster sampling selects based on group not individually, all the members of selected group have similar characteristics. The writer used class X1 IPA 1 which consisted of 28 students and X1 IPA 2 which consisted of 28 students as the sample. Class X1 IPA 1 was an experimental class, and class X1 IPA 2 was a control class. So, the total number of sample was 56 students.

Table III.3
The Sample of the Research

No	Class	Male	Female	Total
1	X1 IPA 1	12 Students	16 Students	28 Students
2	X1 IPA 2	13 Students	15 Students	28 Students
TOTAL				56 Students

E. Technique of Collecting Data

Collecting data is the most crucial thing in a research. In this research, the writer used test in collecting the data. The type of the test was multiple choices. Multiple choice (four-option) questions used to be by far the commonest way of assessing reading (Alderson, 2000:204). It is the common way for testing the students' reading comprehension. The test consisted of 20 items. Every multiple choice item consisted of four answer options (a, b, c, and d). The test was given to each group after and before giving the treatment. The test was divided into two phases:

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1. Pre-Test

Pre-test was used to collect the data about students' reading comprehension of hortatory exposition text before they were taught by using OK4R Method. It was given to both experimental and control class. In this test, the writer used multiple choice type and the questions were based on the indicators of reading comprehension.

2. Post-Test

Post-test was used to collect the data about students' reading comprehension of hortatory exposition text after they were taught by using OK4R Method. It was given to both experimental and control class. In this test, the writer used multiple choice type and the questions were based on the indicators of reading comprehension.

In this research, the researcher used tests pre-test and post-test for collecting data. 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 Hortatory Exposition 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) and the class without treatment (control class) on students' reading comprehension of Hortatory Exposition Text. For further information about the instruction of the text, the writer shows the blueprint of both tests as follows:

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Table III.4
Blueprint of Reading Comprehension

No	Indicators	QuestionNumber (Try Out)	QuestionNumber (Pre-Test)	QuestionNumber (Pro-Test)
1	the students are able to identify the main idea of hortatory exposition text	1, 8,11,19	1, 8,11,19	1, 9,14,19
2	The students are able to find out the detail information of hortatory exposition text	2, 7, 12,17	2, 7, 12,17	2,10,11,18
3	The students are able to identify the generic structure of hortatory exposition text.	4, 9,15,20	4, 9,15,20	3, 7,13,20
4	The students are able to identify synonym of the words in the text	3, 6, 13, 16	3, 6, 13, 16	4, 8, 12, 16
5	The students are able to identify references of the words in the hortatory exposition text	5, 10, 14, 18	5, 10, 14, 18	5, 6, 15, 17
Total			20 Items	20 Items

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

Table III. 5
The Classification of Students Score

The Level Score	Category
81-100	Very Good
61-80	Good
41-60	Enough
21-40	Poor
0-20	Fail

Arikunto, 2009: 245)

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F. Validity and Reliability of the Test

1. Validity of the Test

Validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms on the purpose of the assessment (Brown, 2003, p 3). A validity of the test is achieved if the test really measures the test takers' ability. Furthermore, Hughes (2005, p.26) stated that a test is said to be valid if it measures accurately what it is intended to measure.

Validity of a test is the extent to which it measures what it is supposed to measure and nothing else. In other words, validity test is used to determine if the test is implemented or not. Based on the test result is collected from respondent the writer testes the question to find out if the question is valid or not with validity of construct by using SPSS. The criteria of validity test can be seen as follows:

- a. If $r_{xy} > r_{table}$ means that instrument or item of the question is valid
- b. If $r_{xy} < r_{table}$ means that instrument or item of the question is not valid

Before the test given to the sample of this research, the writer did try out the test items. The test given to the students was considered not too difficult or not too easy. According to Arikunto (2008:208), the test is accepted if the level of difficulty is between 0.30-0.70. It means that the instrument of the research is called valid if the instrument has been

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examined from the experience such as tryout. It was determined by finding the difficulty level of each item.

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).

Table III.6
The Students' ability to identify the main idea of hortatory exposition text.

Variable	identify the main idea				N
Item no	1	8	11	19	28
Correct	15	15	12	16	
P	0.55	0.55	0.44	0.59	
Q	0.44	0.44	0.55	0.40	

Based on the table III.6, the proportion of correct answer for item number 1 obtained 0.55 , item number 8 obtained the proportion of correct 0.55 , item number 11 obtained the proportion of correct 0.44 , and item number 19 obtained the proportion of correct 0.59 , Based on the standard level of difficulty “p” >0.30 and <0.70 , it was pointed out that item difficulty level of each item number for identifying the main idea was accepted.

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Table III.7
The Students' ability to find the detail information from the hortatory exposition text.

Variable	finding the detail information				N
Item no	2	7	12	17	28
Correct	12	12	15	15	
P	0.44	0.44	0.55	0.55	
Q	0.55	0.55	0.44	0.44	

Based on the table III.7, the proportion of correct answer for item number 2 gained the proportion of correct 0.44, item number 7 gained the proportion of correct 0.44, item number 12 gained the proportion of correct 0.55, and item number 17 gained the proportion of correct 0.55, Based on the standard level of difficulty "p" >0.30 and <0.70 , it was pointed out that item difficulty level of each item number for finding the detail information was accepted.

Table III.8
The Students' ability to identify the generic structure from the hortatory exposition text.

Variable	identify the generic structure				N
Item no	4	9	15	20	28
Correct	15	13	13	14	
P	0.55	0.48	0.48	0.51	
Q	0.44	0.51	0.51	0.48	

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Based on the table III.8, the proportion of correct answer for item number 4 got the proportion of correct 0.55, item number 9 got the proportion of correct 0.48, item number 15 got the proportion of correct 0.48, and item number 20 got the proportion of correct 0.51, Based on the standard level of difficulty “p” >0.30 and <0.70 , it was pointed out that item difficulty level of each item number for identifying the generic structure was accepted.

Table III.9
The Students’ ability to identify synonym from the hortatory exposition text.

Variable	identify synonym				N
	3	6	13	16	
Item no	3	6	13	16	28
Correct	18	16	17	16	
P	0.66	0.59	0.62	0.59	
Q	0.33	0.40	0.37	0.40	

Based on the table III.9, the proportion of correct answer for item number 3 obtained the proportion of correct 0.66, item number 6 obtained the proportion of correct 0.59, item number 13 obtained the proportion of correct 0.62, and item number 16 obtained the proportion of correct 0.59, Based on the standard level of difficulty “p” >0.30 and <0.70 , it was pointed out that item difficulty level of each item number for identifying synonym was accepted.

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Table III.10
The Students' ability to identify reference from the hortatory exposition text.

Variable	identifying reference				N
	5	10	14	18	
Item no	5	10	14	18	28
Correct	15	13	16	15	
P	0.55	0.62	0.59	0.55	
Q	0.44	0.37	0.40	0.44	

Based on the table III.10, the proportion of correct answer for item number 5 obtained the proportion of correct 0.55, item number 10 obtained the proportion of correct 0.62, item number 14 obtained the proportion of correct 0.59, and item number 18 obtained the proportion of correct 0.55, Based on the standard level of difficulty “p” >0.30 and <0.70 , it is pointed out that item difficulty level of each item number for identifying reference was accepted.

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Table III.11
Validity test

Question no	Score	Result
1	0.55	Valid
2	0.44	Valid
3	0.66	Valid
4	0.55	Valid
5	0.55	Valid
6	0.59	Valid
7	0.44	Valid
8	0.55	Valid
9	0.48	Valid
10	0.62	Valid
11	0.44	Valid
12	0.55	Valid
13	0.62	Valid
14	0.59	Valid
15	0.48	Valid
16	0.59	Valid
17	0.55	Valid
18	0.55	Valid
19	0.59	Valid
20	0.51	Valid

2. Reliability of the test

According to H. Douglas Brown (2003:19), reliability has to do with accuracy of measurement. Reliability is also a crucial component in a test. Reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondent (Cohen, 2007:146). As a result, a test will not be valuable if it is not consistent and produces different results every time.

The standard reliability is considered as follows (Heaton, 1980:159):

0.00 – 0.20 =Reliability low

0.21 – 0.40 = Reliability sufficient

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0.41 - 0.70 = Reliability high

0.70 - 1.00 = Reliability very high

To obtain the reliability of the test given, the writer used SPSS 22.0 to find out whether the test is reliable or not.

Table III.11
Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.449	2

In sum, the reliability of test was .449 the reliability of the test was categorized into high level. It means that the instrument was reliable.

G. The Normality and Homogeneity Test

1. The Normality of the Test

In order to know whether the data has normal distribution or not, the researcher used Kolmogorof-Smirnov method as the formula to analyze the data. In this research, the researcher analyzed the data by using SPSS (Statistical Product and Service Solutions) 22.0 version program. The SPSS result for Kolmogorov-Smirnov Z test would be interpreted as follows:

$p\text{-value (Sig.)} > 0.05$ = the data is in normal distribution

$p\text{-value (Sig.)} < 0.05$ = the data is not in normal distribution

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The result of normality of post test score in experiment and control class was computed by using SPSS version 22.0. It is presented in the following table:

Table III.12
Tests of Normality

Tests of Normality							
	Control	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Experiment	1.00	.136	28	.199	.957	28	.296
	2.00	.149	28	.111	.931	28	.066

a. Lilliefors Significance Correction

Based on the data above, at significance kolmogorof-smirnov was 0.199 and 0.111. The probability was higher than 0.05. It means that the population has normal distribution or H_0 is accepted.

2. The Homogeneity of the test

The homogeneity test was used to measure whether the data is correlated from true population or not. Data homogeneity of variance test was calculated by using SPSS version 22.0. The SPSS result for Levene test was interpreted as follows:

p -value (Sig.) > 0.05 = the data is homogeneous

p -value (Sig.) < 0.05 = the data is not homogeneous

The result of homogeneity test of post-test data or Levene test which was computed by using SPSS version 22 presented in the following table:

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Table III.13
Test of Homogeneity of Variances

Test of Homogeneity of Variances				
Group	Levene Statistic	df1	df2	Sig.
	.339	1	54	.563

To find out the homogeneity of the test, the writer used SPSS 22. Referring to the table above, it indicated that sig was $0.563 > 0.05$ (5%). In conclusion, the data of test was homogenous.

H. Technique of Data Analysis

In this research, the writer statistically analyzed the data by using SPSS 22.0 version. First, the writer analyzed the data by using independent sample t-test to know whether the result of the research is statistically significant or not. According to Julie Pallant (2001:184), the results presented in the analysis of the above independent sample t-test will obtain we choose two sets of score which will be unlikely to occur by chance, because it does not tell the magnitude of the intervention's effect.

The data of the research was analyzed by using T-test formula. T-test was obtained by considering the degree of freedom ($df = (N1+N2) - 2$). Therefore, in calculating the effect size for independent sample t-test, the writer used the following formula:

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Eta Square (η^2)

$$\eta^2 = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

Where:

t = the value will be found

N= number of students

In order to interpret the eta squared values, the guideline quoted from Cohen (1988) in Julie Pallant (2001:184) can be read as follows:

Table III.14
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

* Adabted from Cohen (1988)

Statistically the hypotheses are:

$H_a = t_o > t\text{-table}$

$H_o = t_o < t\text{-table}$

Criteria for hypothesis:

- a. H_a is accepted if $t_o > t\text{-table}$ or there is a significant effect of using OK4R

Method on students' comprehension in reading hortatory exposition text at State Senior High School 1 Siak Kecil.

- b. H_0 is accepted if $t_0 < t_{\text{table}}$ or there is no significant effect of using OK4R Method on students' comprehension in reading hortatory exposition text at State Senior High School 1 Siak Kecil.

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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