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CHAPTER III

METHOD OF RESEARCH

A. Research Design

The type of this research was an experimental research. According to L.R Gay and Airasian (2000, p. 367), experimental research is the only type of research that can hypothesises to establish cause and effect relationship. The design of this research was a quasi – experimental design. A quasi-experimental design in here is by using the pretest-post-test non-equivalent group design (Lois, 2007, p. 283).

In this design, the writer used two classes as the sample; control group and experimental group. Both groups got a pretest and posttest. Only the experimental group received the treatment by using Graphic Thinking Organizer strategy. While control class used conventional strategy. However, the materials that have been given to each group were the same. The design of research can be illustrated as follows:

TABLE III. 1

The Research Design
(Cresswell, 2002, p. 310)

Experimental	Pre – test	Experimental Treatment	Post – test
Control	Pre – test	No treatment	Post – test

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B. The Time Location of the Research

The research was conducted at the eleventh grade of State Senior High School 1 Tanah Putih Rokan Hilir Regency. It is located on Tuanku Tambusai Street, Tanah Putih Subdistrict, RokanHilir Regency. It was conducted from March to April 2017.

C. The Subject and the Object of the research

The subject of this research was the eleventh grade students of State Senior High School 1 Tanah Putih Rokan Hilir regency and the object of this research was the effect of using Graphic Thinking Organizer strategy on students' reading comprehension of report text.

D. The Population and The Sample of The Research

1. The Population

In conducting the research, the writer took the population of the eleventh grade students at State Senior High School 1 Tanah Putih Rokan Hilir regency. They consisted of five classes (155 students).

Table III. 2
The Total Population of the eleventh Grade Students at State Senior High School 1 Tanah Putih

No	Class	Students		Total
		Male	Female	
1	XI IPA 1	13	19	32
2	XI IPA 2	12	20	32
3	XI IPS 1	10	21	31
4	XI IPS 2	9	21	30
5	XI IPS 3	7	23	30
Total		51	104	155

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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 as the samples by using Cluster Random Sampling technique. Cluster random sampling selects groups, not individuals. 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. So, the writer took two classes by using lottery. The writer made the paper roll, and then selected it randomly. The classes involved were XI IPA 1 for experimental class and XI IPA 2 for the control class as the sample of this research. Therefore, the sample was 64 students.

Table III. 3
The Sample of the Research

No.	Class	Type	Total
1	XI IPA 1	Experimental class	32
2	XI IPA 2	Control class	32
Total			64

E. The Technique of Collecting Data

In completing the data, the writer used techniques of collecting data, namely observation and test for measuring the students' reading comprehension of report texts.

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1. Observation

In this research, the writer observed the classroom activities during the teaching and learning process. According to Arikunto (2006, p. 156), observation is an activity concerned on some objects by using the five senses. Observation is the way to get some data on the implementation of Graphic Thinking Organizer Strategy in form of Concept Map on students' comprehension of report texts whereas the tests were used for collecting the data on the implementation of Graphic Thinking Organizer Strategy in form of Concept Map on students' reading comprehension of report texts. To make the data clearer, the observational list can be seen in the table below:

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Table III.4
The Observational List of Using Concept Map in Reading Comprehension

No.	Indicators of Using Puppet Show Strategy	Alternative Answers	
		Yes	No
1.	The teacher makes an overhead of the sample text		
2.	The teacher reads the sample of the text aloud to the class, asks them to listen for and note the ideas that stand out in their minds or are of greatest interest.		
3.	The teacher engages students in discussion about the ideas that captured their interest.		
4.	The teacher shows a sample of concept map and records additional details on it.		
5.	The teacher asks students to suggest words to write on the lines between the items.		
6.	The teacher provides students with miniature stick on notes.		
7.	The teacher assigns a reading of part or all of a chapter in a text book.		
8.	The teacher challenges students to begin creating a concept map based on the overall topic, sub topic, and details by drawing bubbles in the correct hierarchy.		
9.	The teacher puts students in pairs to share and compare their concept map.		
10.	The teacher asks students to discuss and reach consensus on the main ideas and details.		
11.	The teacher challenges students to add their suggested words to connecting lines between the bubbles.		
12.	The teacher encourages students to use this strategy whenever they read complicated texts.		
Total			
Percentage			

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Therefore, the English teacher observed the writer for six meetings in experimental class. It can be described in the tables presenting frequency distribution of each observation. Furthermore, the writer used the following formula to get the percentage of the observation (Sudijono, 2007, p.43):

$$P = \frac{F}{N} \times 100\%$$

Where : P : Percentage
 F : Frequency of the score
 N : Number of Case

2. Test

In this research, the writer used test as instrument to collect the data. The test was used to find out the students' comprehension in reading. The data of this research were the score of the students' reading comprehension obtained by using reading test. There are numerous ways of testing reading comprehension. According to Heaton (1988, p. 107), there are seven ways in assessing reading comprehension. They are matching items, true/false items, multiple choice items, completion items, rearrangement items, cloze procedures and open-ended and miscellaneous items. In this research, the writer used multiple choice test. It was one of the suitable tests for testing students' reading comprehension. The following table presents the blue print of question items used in collecting the data.

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Table III. 5
Blue Print of Reading Test

No	Indicators	The number of questions
1	Identifying the main idea of the text	3, 11, 17, 20
2	Identifying the generic structures	5,8 , 15, 16
3	Identifying the language features	1, 9, 10, 13
4	Identifying the general information of the text text	4, 6, 14, 19
5	Identifying the specific information of the text	2, 7, 12, 18

The test was given to each group after and before giving the treatment.

The test is divided into two phases:

1. Pre-Test

Pre-test was used to collect the data about students' reading comprehension of report text before they were taught by using Graphic Thinking Organizer in the form of Concept Map strategy. It was given to both experimental and control classes.

2. Post-Test

Post-test was used to collect the data about students' reading comprehension of report text after they were taught by using Graphic Thinking Organizer in the form of Concept Map strategy. It was given to both experimental and control classes.

The test consisted of 20 items questions. Each text consisted of 4 questions designed based on the indicators of reading comprehension such as; Identify the main idea, identify the generic structures, language features, find

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factual information, and find the specific information 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:

Table III.6
The Classification of Students' Score

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

F. 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).

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In this research, the writer used content validity to prove the validity of the test. In term of content validity (Brown, 2003, p. 22) stated that the content of the test provides samples about the subject matter that are being measured. It means that we have to design the tests based on the material that they had learned. So, before giving a test to the experimental and control classes, the writer gave a try out to the other class that was XI IPS 1, 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 Arikunto (2013, p. 223) formulates the formula of item difficulty is as follows:

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

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”, it can be seen in the following tables.

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

Variable	Identifying the main idea				N
Item No	3	11	17	20	31
Correct item	18	16	19	14	
P	0.58	0.52	0.61	0.45	
Q	0.42	0.48	0.39	0.55	

Based on the table III.6, item number 3 shows the proportion of correct 0.58, item number 11 shows the proportion of correct 0.52, item number 17 shows the proportion of correct 0.61, item number 20 shows the proportion of correct 0.45. Based on the standard level of difficulty “p” >0.30 and <0.70, it can be concluded that the items of identifying main idea were accepted.

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

Variable	Identifying the generic structures				N
Item No	5	8	15	16	31
Correct item	20	15	11	15	
P	0.65	0.48	0.35	0.48	
Q	0.35	0.52	0.65	0.52	

Based on the table III.7, item number 5 shows the proportion of correct 0.65, item number 8 shows the proportion of correct 0.48, item number 15 shows the proportion of correct 0.35, item number 16 shows the proportion of correct 0.48. Based on the standard level of difficulty “p” >0.30 and <0.70, it can be concluded that the items of identifying the generic structures were accepted.

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Table III.9
Students are Able to Identify the Language Features of the Report Text

Variable	Identifying the language features				N
Item No	1	9	10	13	31
Correct item	17	16	13	18	
P	0.55	0.52	0.42	0.58	
Q	0.45	0.48	0.58	0.42	

Based on the table III.8, item number 1 shows the proportion of correct 0.55, item number 9 shows the proportion of correct 0.52, item number 10 shows the proportion of correct 0.42, item number 13 shows the proportion of correct 0.58. Based on the standard level of difficulty “p” >0.30 and <0.70 , it can be concluded that the items of identifying the language features were accepted.

Table III.10
Students are Able to Identify The general Information of Report Text

Variable	Identifying the general information				N
Item No	4	6	14	19	31
Correct item	20	14	19	12	
P	0.65	0.45	0.61	0.39	
Q	0.35	0.55	0.39	0.61	

Based on the table III.9, item number 4 shows the proportion of correct 0.65, item number 6 shows the proportion of correct 0.45, item number 14 shows the proportion of correct 0.61, item number 19 shows the proportion of correct 0.39. Based on the standard level of difficulty “p” >0.30 and <0.70 , it can be concluded that the items of identifying the general information were accepted.

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

Variable	Identifying the specific information				N
Item No	2	7	12	18	31
Correct item	13	11	14	17	
P	0.42	0.35	0.45	0.55	
Q	0.58	0.65	0.55	0.45	

Based on the table III.10, item number 2 shows the proportion of correct 0.42, item number 7 shows the proportion of correct 0.35, item number 12 shows the proportion of correct 0.45, item number 18 shows the proportion of correct 0.55. Based on the standard level of difficulty “p” >0.30 and <0.70, it can be concluded that the items of identifying the specific information were accepted.

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 Cronbach's alpha. In this research, the reliability of the tests was processed by SPSS (Statistical Product and Service Solution) 23 Version, it can be seen in the following table:

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Table III.12
Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
1.000	2

Based on the table above, it can be seen that the total number of the students consisted of 32. The score of Cronbach's Alpha was 1.000. According to 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 (1.000) was categorized into excellent level.

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G. Techniques of Data Analysis

In analyzing the data, the writer used pre-test and post-test scores of the experimental and control classes, the data were analyzed statistically. In this research, the writer used T-tests formula (independent sample t-test). It was calculated by using software SPSS 23 Version.

1. The Homogeneity and Normality of The Test

Before doing independent sample t-test analysis, the writer needed to analyze and test the hypotheses pre-requisite test as the first analysis containing normality and homogeneity tests making sure the experimental and control classes were homogenous and normally distributed.

Furthermore, to know whether the data have normal distribution or not, the writer used Kolmogorof-Smirnov method as the formula to analyze the data. In this research, the writer analyzed the data by using SPSS (Statistical Product and Service Solutions) 23 version program.

Hypothesis:

H_0 : The data are normally distributed

H_a : The data are abnormally distributed

Testing Criteria:

If the probability (sig) > 0.05 H_0 is accepted

If the probability (sig) < 0.05 H_0 is rejected

The result of normality of pre test score in experimental and control classes was computed by using SPSS version 23. It is presented in the following table:

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Table III.12
Tests of Normality

	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PRE_TEST	EXP	.139	32	.118	.962	32	.307
	CTRL	.134	32	.156	.936	32	.056

a. Lilliefors Significance Correction

Based on the table above, it was obtained that the significance level in Kolmogorov-Smirnov test of experimental class was 0.139; it means that $0.139 > 0.05$, and significance level of control class was 0.134; it means that $0.134 > 0.05$. In conclusion, the data are in normal distribution.

Furthermore, in order to know whether the objects researched had the same variance or not, the writer needed to describe the homogeneity analysis. Data homogeneity of variance test was calculated by using SPSS version 23. The SPSS result for Levene test was interpreted as follows:

Testing Criteria:

If the probability (sig) > 0.05 , the data are homogenous.

If the probability (sig) < 0.05 , the data are not homogenous.

The result of homogeneity test of pre-test data or Levene test was computed by using SPSS version 23 presented in the following table:

Table III.13
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PRE_TEST	Based on Mean	3.407	1	62	.070
	Based on Median	3.022	1	62	.087
	Based on Median and with adjusted df	3.022	1	57.835	.087
	Based on trimmed mean	3.285	1	62	.075

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Based on the table above, it was found that the value of significance (sig.) was 0.70. According to Pallant (2010, p. 2070), data are homogeneous or variant when the value Sig. is higher than 0.05. Based on the table, it was clear that Sig. is higher than 0.05 which indicates the homogeneity of the data. The comparison can be stated that $0.70 > 0.05$.

After knowing that the data were normally distributed and having the homogenous variance. The writer needed to find out whether there is or no a significant difference between using Graphic Thinking Organizer Strategy on students' reading comprehension of report text and without using it at the eleventh grade of State Senior High School 1 Tanah Putih, the data were analyzed statistically. In this research, the writer used T-test formula (independent sample t-test) and it was calculated by using software SPSS 23 Version. The SPSS result of Independent Sample T-test can be interpreted as follows:

Hypothesis:

H_0 : Variance population is identical

H_a : Variance population is not identical

Testing Criteria:

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_0 is accepted.

Moreover, in order to find out whether or not there is a significant effect of using Graphic Thinking Organizer Strategy on students' reading comprehension of report texts, the writer needed to provide the effect size or

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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.

(Eta Squared). Then, it can be interpreted based on the following criteria (Cohen, et all., 2007, p. 521).

0-0.20 = weak effect

0.21-0.50= modest effect

0.51-1.00= moderate effect

≥ 1.00 = strong effect

Furthermore, to analyze the pre-test and post-test data of control and experimental class the writer used descriptive statistics and it was calculated by using SPSS 23 version program

