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CHAPTER III

METHOD OF THE RESEARCH

A: Research Design

This research was an experimental research. According Gay et.al., (2012), experimental research is the only type of the research that can test hypotheses to establish cause-effect relationship. In this research, the writer proposed to test whether there was an effect of using self-questioning strategy on students' reading comprehension of narrative texts. The researcher used quasi experimental design; the design of pre-test and post-test which used two groups as sample.

In this research, the researcher took two classes as the sample, namely control class and experimental class, that class was chosen randomly. In experimental class, the student's will be taught by using self-questioning strategy, in other hand the control class was taught without using self-questioning strategy.

Before the treatment, the students in experimental class and control class were administered pre-test and thus after treatment. Both classes were administered post-test to obtain the student's reading comprehension using self-questioning strategy.

Table III.1
The Research Design
Pre-testand Post-test Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
X TKJ 1	T1	√	T2
X TKJ 2	T1	-	T2

Where:



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X TKJ2	: Control group
X TKJ 1	: Experimental group
T1	: Pre-test for experimental and control group
T2	: Post-test for experimental and control group.
√	: Receiving particular treatment
-	: Without particular treatment

B. Time and Location of the Research

This research was conducted at Vocational School Muhammadiyah 2 Pekanbaru. It is located in Ahmad Dahlan street. It was conducted in March 2017.

C. Subject and Object of the Research

The subject of the research is the Tenth Grade Computer Engineering at Vocational High School Muhammadiyah 2 Pekanbaru and the object of the research is the effect of using Self-Questioning Strategy on Reading Comprehension.

D. The Population and Sample of the Research

1. The Population of the Research

The population of the research is all students of the Tenth Grade Computer Engineering at Vocational High School Muhammadiyah 2 Pekanbaru in 2016/2017 academic year. It consists with X TKJ 1, X TKJ 2 and X TKJ 3. The total population of this research is 88 students



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Table III.2
The Population of the Eleventh Grade Students of
State Senior High School 10 Pekanbaru

No	Class	Number of students
1	X TKJ 1	28
2	X TKJ 2	30
3	X TKJ 3	30
	Total	88

2. The Sample of the Research

Based on the population above, the researcher was took sample by using cluster sampling, according to Yougesh (2006) cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population. Therefore, the researcher selected two groups of students to be sample in this research. They were the students of X TKJ 1 as a control class and X TKJ 2 as an experimental class.

E. The Techniques of Collecting the Data

Collecting the data is one of the most important parts in a research. In this research, the researcher used test to collect the data. The test used to find out the students' reading comprehension. The type of the test was multiple choices, which consists of 25 multiple choices intended to obtain students' reading comprehension of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru.



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1. Blueprint

For further information about the instruction of the text, the writer showed the blueprint of both tests as follows:

Table III.3
The Blueprint of The Test

No	Indicators	Number of items	Total
1	Identifying generic structure in narrative text	1, 9, 13, 17, 23	5
2	Identifying specific information in narrative text	2, 8, 11, 16, 21	5
3	Identifying meaning of word in narrative text	3, 7, 12, 18, 22	5
4	Identifying the moral value in narrative text	4, 6, 14, 19, 24	5
5	Identifying the locating reference in narrative text	5, 10, 15, 20, 25	5
Total			25 Items

Research material of this research was taken from students' English books entitled in Focus published by Pusat Perbukuan Departemen Pendidikan Nasional, 2008 and from internet.

Then, the researcher took the total score from the result of the reading comprehension test. KKM (passing grade) for English subject is 75 at Vocational High School Muhammadiyah 2 Pekanbaru. According to Arikunto (2009), the classification of the students' score is shown below:

Table III.4
The Classification of Students' Score

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

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2. Validity of the Instrument

Before carrying out a test, it is necessary to know the validity of instruments. According to Hughes (2003) a test is said to be valid if it measures accurately what it is intended to measure. It means that a test is valid if it really measures what we actually want to measure.

In this research, the researcher wanted to measure the students' reading comprehension. Therefore, to measure the validity of test, the writer used content validity. Muijis (2004) also added content validity refers to whether or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes, etc) that we are trying to measure.

Finally, the writer determined the validity by referring to the material that was given to the students based on the students' text book. In other words, the test given to the students was based on the material that they had learned. To find out the validity of the test, researcher calculated it by using SPSS 16 version. The standard value of validity is $r_{\text{item}} > r_{\text{table}}$. Based on the try out result, it was determined that all of the items were valid. The result of try out is as follows:

UIN SUSKA RIAU

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Table III.5
The Item Validity of Try Out

Item Number	r -Item	r -Table	Result
1	0.59	0.36	Accepted
2	0.76	0.36	Accepted
3	0.73	0.36	Accepted
4	0.76	0.36	Accepted
5	0.44	0.36	Accepted
6	0.59	0.36	Accepted
7	0.64	0.36	Accepted
8	0.40	0.36	Accepted
9	0.64	0.36	Accepted
10	0.35	0.36	Accepted
11	0.56	0.36	Accepted
12	0.40	0.36	Accepted
13	0.70	0.36	Accepted
14	0.44	0.36	Accepted
15	0.76	0.36	Accepted
16	0.40	0.36	Accepted
17	0.49	0.36	Accepted
18	0.65	0.36	Accepted
19	0.69	0.36	Accepted
20	0.44	0.36	Accepted
21	0.38	0.36	Accepted
22	0.38	0.36	Accepted
23	0.59	0.36	Accepted
24	0.43	0.36	Accepted
25	0.43	0.36	Accepted
26	0.30	0.36	Rejected
27	0.44	0.36	Accepted
28	0.26	0.36	Rejected
29	0.39	0.36	Accepted
30	-0.30	0.36	Rejected

3. Reliability of the Instrument

A test must be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Brown (2004) said that a reliable test is consistent and dependable. It means the test should be similar result



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when the tester gives the same test to the same respondent on two different occasions. According to Cohen et.al,(2007) the guidelines for reliability is as follows:

Table III.6
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

In this research, the researcher used software SPSS 16 version to calculate the Reliability of test. There were two kinds of questions used in the test, so there were two calculation of reliability. The result of multiple choice test reliability is as follows:

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.906	.903	25

The score of Cronbach's Alpha was 0.906. It is categorized into very high reliability level.

F. The Technique of Data Analysis

In order to find out whether there is a significant difference of using self questioning strategy on readingcomprehension, the data of this research was analyzed



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statistically. In analyzing the data, the researcher used statistical method that is independent samples t-test formula by using SPSS.16 version. According to Pallant (2010), an independent samples t-test is used when a researcher want to compare the mean score, on some *continuous* variable, for *two* different groups of participants. So that researcher used independent samples t-test to compare the mean score in two different groups; control class and experimental class.

After finding the difference, the researcher found the effect size of the phenomenon. Pallant (2010) stated that effect size statistics provide 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 was used in this research is 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