



## CHAPTER III

### THE METHOD OF THE RESEARCH

#### A. The Research Design

This research design was an experimental design. Experimental design is traditional research approach to quantitative research. (John W. Creswell: 2008). Experimental designs are procedures in quantitative research in which the investigator determines whether an activity or material make a difference in result for participants. The design of this research was quasi experimental research. He also stated that quasi-experimental research includes assignment, but not random assignment of participant to groups. This research involves two classes; they are control and experimental classes. Both of them were given pre-test and post-test. Meanwhile, the experimental class was treated by using Recognizing Story Structure Strategy but in the control class was not.

There were two classes in this research, experimental and control class. The researcher gave the treatment to the experimental class; in the control class the researcher did not give the treatment to the class. It can be seen in the illustration.

#### B. The Location and the Time of the Research

The research conducted a research at the eighth grade students of The Islamic Junior High School Darel Hikmah Pekanbaru. It is located at jln Hr. Suberantas Pekanbaru. It was done on February 2017.

## C. The Subject and the Object of the Research

Subject of the research was the eighth grade students of The Islamic Junior High School Darel Hikmah Pekanbaru. The object of this research was the effect of using recognizing story structure strategy on students' reading comprehension of narrative text.

#### **D. The Population and The Sample of the Research**

## 1. Population

The population of this research was the eighth grade students of The Islamic Junior High School Darel Hikmah Pekanbaru in 2016-2017 academic years. It had 11 classes that consist of 6 classes for boys' students and 5 classes for girls' students. The number of the eighth grade students of The Islamic Junior High School was 304 students.

## 2. The Sample

## E. The Technique of Collecting Data

In the research, the researcher used test to collect data. The test was used to find out the students' reading comprehension of narrative text. The researcher used pre-test and post-test in collecting data. Pre-test was used to know students' reading comprehension before doing treatment. In the activity of pre-test the students will read the story in narrative text and find out the important information in the text for 40 minutes. After that, the researcher began to do the treatment by using Recognizing Story Structure Strategy and give them exercise. In the last meeting, the researcher gave the students post-test.

There are three activities that are crucial in collecting data by using the experimental research, they are:

- 1. Pre-test** : Pre-test was given by the researcher to the students taught before using Recognizing Story Structure Strategy for experimental class and without using Recognizing Story Structure Strategy for control class. It was done at the first meeting.
  - 2. Treatment** : The treatment was conducted for experimental class only by using Recognizing Story Structure Strategy. It was given after the students are done pre-test.
  - 3. Post Test** : Post-test was given to the students after they were taught by using Recognizing Story Structure Strategy for experimental class and without using Recognizing Story Structure Strategy for control class. It was used to know students' reading comprehension of narrative text after being taught by using Recognizing Story Structure Strategy.

**Table III.1****The Blue Print of The Test**

<b>Indicator</b>	<b>Total Item</b>	<b>Number of Item</b>
Identifying the main idea	5	1,6,9,11,16
Finding the factual information	5	2,8,15,20,18
Identifying the generic structure	5	3,5,7,12,20
Identifying inference words	5	4,10,13,14,19

According to Arikunto (2009), there is a classification to maintain the students' score as follows:

**Table IV.I****The Classification of Students' Score**

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

**a. Validity of the Test**

Fraenkel and Norman (2006, pp. 150-152) have stated that the term of validity in the research refers to appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect.

**b. Reliability of the Test**

Gay and Airsian (2000, p.169) stated that reliability is the degree to which a test consistently measures whatever it is measuring. The testing of students' reading comprehension must have reliability

in order to get the same scores obtained when the test is consistent and dependable. It can be concluded that reliability is used to measure quality of the test score and consistency of the test.

According to Putriani (2012, p.35), the following table is category of reliability test used in determining the level of reliability of the test.

**Table V.1**

**The Level of Reliability**

No	Reliability	Level of Reliability
1	0.0 - 0.20	Low
2	0.21 - 0.40	Sufficient
3	0.41 - 0.70	High
4	0.71 - 1.0	Very High

## F. The Technique of Data Analysis

In order to find out whether or not there is a significant effect of using recognizing story structure strategy on students' reading comprehension of narrative text, the data were analyzed statistically. In analyzing the data, the researcher used score of post-test of the experimental and control class. In order to get the answer, the researcher analyzed the data by using SPSS 20 as follows:

### 1. Independent Sample T-test

According to Hartono (2010), T-test is used to measure the significant difference between two mean samples from two variables. Hence, Miles and Philip (2007) also defined that the Independent sample t-test is usually the most powerful and this test can spot significant differences in data. In using independent sample t-test, the researcher has to make three assumption about the data:



- a. The data are measured on a continuous.
- b. The data within each group are normally distributed.
- c. The standard deviations of the two groups are equal.

According to Hartono (2015 , p.177), the function of independent sample t-test is to find out whether there is a significant difference between two variables or not. To know about that, the researcher can look at the sig. (2-tailed) which appears under the section labeled t-test for Equal of Means. When the value in the sig. (2-tailed) is equal or less than  $\alpha$  (0,5),  $H_a$  is accepted but when the value in the sig. (2-tailed) is above  $\alpha$ (0,5),  $H_a$  is rejected.

## 2. Effect Size

In the other hand, the researcher used effect size in this research to find out if there is a significant effect of using recognizing story structure strategy on students' reading comprehension at The Islamic Junior High School Darel Hikmah Pekanbaru. According to Field (2009) effect size is really more useful when we want to describe a focused effect. If the correlation coefficient of 0 means there is no effect, and if the correlation coefficient has a value of 1 means that there is a strong or perfect effect. So the researcher decided to use effect size also in this research.

According to Pallant (2010), the formula of eta squared is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

Where:  $\eta^2$  = eta squared

$$T^2 = t^2$$

$N$  = number of students

Dilarang mengungkapkan sebagian atau seluruh isi pada lembar kerja dan penilaian peserta didik tanpa izin UIN Suska Riau.

Mengutip, merujuk, menyalin, memperbaharui, menyusun ulang, menerjemah, menerbitkan kembali, serta melakukan tindakan yang dianggap melanggar hukum dan etika akademik.

are:

The guidelines proposed by Cohen (1998, pp. 284-287) quoted in Pallant for interpreting these value

- Hak Cipta milik UIN Suska Riau
- 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: = small effect
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. = moderate effect

- 01 06 14. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau. = large effect