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CHAPTER III

THE RESEARCH METHOD

A. The Research Design

The design of this research is an experimental research, which is used when the researcher wants to establish possible cause and effect between the independent and the dependent variables (Creswell, 2008, p. 299). It means there are difference contexts that will produce cause and effect result. The design of this research is a quasi-experimental design.

This research applied pre-test and post-test non-equivalent group design. This research used experimental and control class. There are two variables in the research, the first one is a dependent variable refers to students' reading comprehension and the second one is an independent variable refers to Anticipation-reaction Guide Strategy.

The procedure of this research can be simply explained that the experimental class was treated by Using Anticipation-Reaction guide Strategy and also the experimental class was provided with pre-test, treatment, and post-test. The control class was treated without Using Anticipation-reaction Guide Strategy and also was provided with pretest and posttest. While the last result of the test was analyzed by using T-Test formula. The design can be seen in the following table:

TABLE III.1
The Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	X1	T	Y1
Control	X2	-	Y2

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Where: E : Experimental group

C : Control group

X1 : Pre-test in experimental group

X2 : Pre-test in control group

Y1 : Post-test in experimental group

Y2 : Post- test in control group

T : Treatment

B. The Time and Location of the Research

This research was conducted at Islamic Junior High School Syahrudiniyah Sungai Pagar Kampar Regency. The research was done for two months; from April to May 2017.

C. The Subject and Object of Research

Subject of the research was the second year students of Islamic Junior High School Syahrudiniyah Sungai Pagar Kampar Regency. The object of the research was the effect of using Anticipation-reaction Guide Strategy on student's reading comprehension in narrative text.

D. The Population and Sample of the Research

1. Population

The population of the research was the second year students of Islamic Junior High School Syahrudiniyah Sungai Pagar Kampar Regency. It consisted of 6 classes. The number of the second year students of Islamic Junior High School Syahrudiniyah Sungai Pagar Kampar Regency was 187 students. The description can be seen in the following table:

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TABLE III.2
The Total Population of the Eighth Grade Students of Islamic Junior High School Syahrudinayah Sungai Pagar of Kampar Regency

NO	CLASS	TOTAL
1	VIII 1	31
2	VIII 2	30
3	VIII 3	32
4	VIII 4	30
5	VIII 5	30
6	VIII 1	34
TOTAL		187

2. Sample

Based on the total population above, the writer took two classes that had the similarity of characteristics. It was by using cluster sampling technique. According to Gay, Cluster sampling randomly selects groups, non individuals. All the members of select groups have similar characteristics (Gay, 2000, p. 125). Therefore, the writer took two classes to represent the population having similar characteristics.

The similar characteristics intended for the both of classes were: the students taught by the same teacher of English, having the same students' level, and they had the same material about learning reading. The first class VIII4 was control class and the second class VIII5 was an experimental class.

No	Class	Population		Total students
		Male	Female	
1	VIII4 (control class)	17	13	30
2	VIII5 (Experimental class)	15	15	30
TOTAL		32	28	60

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E. The Technique of Collecting Data

1. The Instrument of the Data Collection

In this research, the researcher used test to collect the data. Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003, p. 3). The test was used to know and measure the students' ability in reading comprehension about the narrative text. The type of the test was multiple choices item. It consisted of 20 items. It was used to select the correct answers from the questions. The data used in this research were the result of the scores of students' reading comprehension in narrative text. The test was done twice; the first one was before the treatment known as pretest and the second one was after the treatment known as posttest.

Table III.3
Blue Print of Students' Reading Comprehension in Narrative Text

No	Indicators	Test Items
1.	Students are able to identify main idea in narrative text.	1, 6, 11, 16
2.	Students are able to identify the generic structure of narrative text.	2, 7, 12, 17
3.	Students are able to identify the pronominal reference of narrative text.	3, 8, 13, 18
4.	Students are able to identify supporting detail of narrative text.	4, 9, 14, 19
5.	Students are able to infer the meaning of unknown word from context.	5, 10, 15, 20

2. The Procedure in Collecting the Data

Anticipation-Reaction Guide Strategy was used in learning process; it helped to measure the students' comprehension in reading text.

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There were two procedures in this research that was used by researcher for collecting the data.

a. Procedures of collecting data for Experimental Group

1) Pre-test

The pre-test was used to measure the students' ability in reading comprehension before the treatment was given. The question consists of 20 questions of reading comprehension that were appropriate with the syllabus of the curriculum used by the school.

2) Treatment

The treatment was applied only for the experimental group. The treatment was the Anticipation-reaction Guide Strategy in teaching reading comprehension as part of learning English subject.

3) Post-test

After six meetings, the pre and posttest were done. The result of experimental group score was analyzed and used as final data for the research.

b. The Procedures of Collecting Data for Control Group

1) Pre-test

The aims, items, questions, and procedures of the test for control group were the same as those that was conducted to experimental group.

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2) Conventional technique

In this study, the teacher taught reading by using common ways or conventional technique of classical method.

3) Post-test

The post-test was administrated for both of experimental and control group after giving the treatment to the experimental group. The result of the post-test of experimental and control group were analyzed and used as final data for this research.

F. The Validity and Reliability of Instruments**1. The Validity**

Before the test was given to the sample of this research, the test was tried out to 30 students of the eighth grade students at Islamic Junior High School Syahrudiniyah Sungai Pagar. The purpose of this try out was to obtain validity and reliability of the test. The test can be valid if it measures accurately what it is intended to measure (Hughes, 2003, p. 26). It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows (Arikunto, 2009, p. 209):

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

Where:

P: Index of difficulty or facility value

B: The number of correct answers

JS: The number of examinees or students

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The difficulty level of an item shows how easy or difficult a particular item in a test is. 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 and 0.70. 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).

The validity of the test can be seen in the following tables:

Table III.4
The Students are Able to Identify the Main Idea in Narrative Text.

Indicator	Identifying the main idea in narrative text.				N
Item No	4	9	15	20	25
Correct Item	15	15	12	14	
P	0.60	0.60	0.48	0.56	
Q	0.40	0.40	0.52	0.44	

Based on the table III.4 above, the proportion of the correct answer for item no. 4 is 0.60, item no. 9 is 0.60, item no. 15 is 0.48, and item no. 20 is 0.56. Based on the standard of difficulty, $p > 0.30$ and < 0.70 , all items of this indicator are valid and accepted.

Table III.5
The Students are Able to Identify the Generic Structure of Narrative Text.

Indicator	Identifying the generic structure of narrative text.				N
Item No	6	11	16	17	25
Correct Item	8	16	8	14	
P	0.32	0.64	0.32	0.56	
Q	0.68	0.36	0.68	0.44	

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Based on the table III.5 above, the proportion of the correct answer for item no. 6 is 0.32, item no. 11 is 0.64, item no. 16 is 0.32, and item no. 17 is 0.56. Based on the standard of difficulty, $p > 0.30$ and < 0.70 , all items of this indicator are valid and accepted.

Table III.6
The Students are Able to Identify the Pronominal Reference of Narrative Text.

Indicator	Identifying the Pronominal Reference of Narrative Text.				N
Item No	1	2	12	14	25
Correct Item	17	8	14	15	
P	0.68	0.32	0.56	0.60	
Q	0.32	0.68	0.44	0.40	

Based on the table III.6 above, the proportion of the correct answer for item no. 1 is 0.68, item no. 2 is 0.32, item no. 12 is 0.56, and item no. 14 is 0.60. Based on the standard of difficulty, $p > 0.30$ and < 0.70 , all items of this indicator are valid and accepted.

Table III.7
The Students are Able to Identify Supporting Detail of Narrative Text.

Indicator	Identifying Supporting Detail of Narrative Text.				N
Item No	7	13	18	19	25
Correct Item	14	17	14	13	
P	0.60	0.68	0.60	0.52	
Q	0.40	0.32	0.40	0.48	

Based on the table III.7 above, the proportion of the correct answer for item no. 7 is 0.60, item no. 13 is 0.68, item no. 18 is 0.60, and item no. 19 is 0.52. Based on the standard of difficulty, $p > 0.30$ and < 0.70 , all items of this indicator are valid and accepted.

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Table III.8

The Students are Able to Infer the Meaning of Unknown Word from Context.

Indicator	Infer the Meaning of Unknown Word from Context				N
Item No	3	5	8	10	25
Correct Item	19	16	14	19	
P	0.76	0.64	0.56	0.76	
Q	0.24	0.36	0.44	0.24	

Based on the table III.8 above, the proportion of the correct answer for item no. 3 is 0.76, item no. 5 is 0.64, item no. 8 is 0.56, and item no. 10 is 0.76. Based on the standard of difficulty, $p > 0.30$ and < 0.70 , all items of this indicator are valid and accepted.

2. The Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Reliability is of primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:

- a. They are extent of the sample of material selected for testing
- b. The administration of the test, clearly this is an important factor in deciding reliability.

The guidelines for the coefficient can be seen in the following table (Cohen et al., 2007, p.506):

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Table III.9
The Level of Reliability

No	Reliability	Level of Reliability
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 Reliable

In this research, the researcher used the Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test (Arikunto, 2011, p.100).

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where :

R₁₁ = Reliability of the test

P = Proportion subject that answer the true of item

Q = Proportion subject that answer the false of item (q= 1-p)

∑pq = Total equals between p and q

n = Total of the item

S = Standard Deviation

$$S = \sqrt{\frac{\sum fx^2}{N}} = \sqrt{\frac{6058.118}{60}} = 10.968$$

N = 60

∑pq = 6.05

$$\begin{aligned} \text{So, } R_{11} &= \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right) \\ &= \left(\frac{60}{60-1} \right) \left(\frac{10.968^2 - 6.05}{10.968^2} \right) \\ &= (1.017)(0.949) \\ &= 0.965 \end{aligned}$$

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Based on the table III.9, the reliability of the test is categorized very highly reliable because the reliable score obtained was 0.965 which is in the range of score bigger than 90. It can be interpreted that the test was reliable and could be used as the instrument of the research.

G. The Technique of Analyzing the Data

The T-Test formula was used as the technique of data analysis. The researcher used independent sample t-test in order to find out the difference of using Anticipation-Reaction Guide Strategy in reading comprehension taught and without taught by using Anticipation-Reaction Guide Strategy, the data were analyzed statistically. In analyzing the data, the writer used score of pre-test and post-test. There are some categories to evaluate the students' comprehension in reading text (Arikunto, 2009, p. 245). The students' score category can be seen from the table below:

Table III.10
The Classification of Students' Score

The Score of Reading Comprehension Level	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Based on the table III.10, the students' reading comprehension would be fail if they obtained score in the range 30 to 39, the students' reading comprehension would be less good if they obtained score in the range 40 to 55, the students' reading comprehension would be enough if they obtained score in the range 56 to 65, the students' reading comprehension would be

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good if they obtained score in the range 66 to 79, and the students' reading comprehension would be very good if they obtained score in the range 80 to 100.

Furthermore, the collected data or score of students' reading comprehension would be analyzed by using t-test (paired sample and independent sample) which was calculated by using SPSS 22.0 version. The different mean was analyzed by using independent sample T-test formula which the samples that must be measured: post-test of control group and post-test of experimental group which they do not correlate each other. The t-test is employed to see whether there is a significant difference between the mean score of both experimental and control class or not.

The researcher used Paired sample T-Test. Meaning that the sample that must be measured: pre-test and post-test of experimental group which they correlate each other or the same samples. Afterward, it was better to find the effect size of T-test by following formula:

$$\tilde{\omega}^2 = \frac{t^2}{t^2 + (N.1 + N.2) - 2}$$

$$\text{eta-squared} = \tilde{\omega}^2 \times 100\%$$

Where: $\tilde{\omega}^2$: Coefficient