

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The design of this research was quasi experimental design. According to Cohen (2007: 34), quasi experimental is a reasearch design having some but not the entire characteristic of true experiment.

There were two classes in this research; control and experimental classes. The treatment given to experimental class was Marginal Notes Strategy. The treatment given to control class was without Marginal Notes Strategy. There were pre-test and post-test for both classes.

In brief, this research is design in the following table (Craswell, 2012: 326):

**Table III.1  
Research Design**

Class	Pre-test	Treatment	Post-test
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>1</sub>	-	O <sub>2</sub>

Note:

O<sub>1</sub> : pre- test to experiment class and control class

O<sub>2</sub> : Post-test to experiment class and control class

X : Receiving treatment, that is using Marginal Notes strategy

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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

The research was conducted at As-shofa Islamic Junior High School Pekanbaru which is located in Tuanku Tambusai Street. In addition, it was conducted from March to April 2017.

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

The subject of this research was the eighth grade students of As-shofa Islamic Junior High School Pekanbaru in 2016/2017 academic year and the object of this research was using Marginal Notes strategy on students' reading comprehension.

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

The population of this research was all the eighth grade students of As-shofa Islamic Junior High School Pekanbaru. The eighth grade in this junior high school consists of six classes. The total number of population is 150 students. The specification of the population can be seen on the table below:

UIN SUSKA RIAU

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table III.2**  
**The Population and Sample**

No.	Class	Population	Sample
1.	VIII.1	24 Students	24 Students
2.	VIII.2	25 Students	
3.	VIII.3	25 Students	
4.	VIII.4	25 Students	
5.	VIII.5	25 Students	25 students
6.	VIII.6	26 Students	
<b>Total</b>		<b>150 Students</b>	<b>49 Students</b>

The population of 150 students was large enough to be taken as sample. Because all samples had the same characteristic, Cohen, Manion, and Morrison (2007: 110) suggest that the writer can use cluster random sampling. So, the writer selected two groups of students to be taken as samples.

Cluster random sampling is used for two reasons, first, each member of the population under study has an equal chance of being selected and second, it is also used when the population is large and widely dispersed, Cohen, Manion and Morrison (2007: 110-111).

All of the samples had the same opportunity to be taken as the representatives of all samples. Furthermore because they were homogenous, the writer was randomly chose class VIII.1 as an experimental group and class VIII.5 as a control group. The number of the students in those classes

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

was 49 students. So, 49 students were be representative enough to be sample of this research.

The specification of the sample can be seen on the table below:

**Table III.3.**  
**The Sample of the Research**

No	Class	Population		Total students
		Male	Female	
1	VIII.1 (Experimental class)	12	12	24
2	VIII.5 (Control class)	15	10	25
TOTAL		27	22	49

#### E. The Technique of Collecting Data

In order to get some data needed to support this research, the writer used test as techniques. The test was used once post-test to determine the student's reading comprehension. The type of the test was multiple choice tests that consisted of 20 items. The Pre-test was given before the treatment to the experimental class and control class. The post test was given after the treatment in experimental and control class to know the effect of using Marginal Notes strategy on students' reading comprehension on narrative text of The eighth grade students at As Shofa Islamic Junior High School Pekanbaru.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

After the students did the test, the writer then took the total score from the result of the reading comprehension test. The classification of the students' score was shown below (Arikunto: 1997: 208):

**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

## F. The Validity and Reliability of the Test

### 1. Validity of the Test

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

The test was tried out before it was given to the sample in order to consider the difficulty of the test. The difficulty of test means that each of the items in the test is not too easy or difficult. According to Arikunto, the test is



## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

accepted if the degree of difficulty is between 0.30 – 0.70 (2008: 245). It was determined by finding the difficulty level of each item. The formula for item difficulty is as follows Arikunto, 2008: 245):

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

Where:

- P : Index of difficulty  
 B : The number of correct answer  
 JS : the number of students

The difficulty level of an item shows how easy or difficult a particular item is 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 between 0.30 and 0.70. It means that an item is accepted if the level of difficulty is between 0.30 and 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). The proportion of correct is represented by “P”, whereas the proportion of incorrect is represented by “Q”.

The data were gotten from try out; the evaluation of the test includes the indicators of reading comprehension. They were:

- a. The students were able to identify the social function from the narrative text

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. The students were able to identify the generic structure from the narrative text
- c. The students were able to identify the meaning of certain words from the narrative text
- d. The students were able to identify the reference from the narrative text

The calculation of item difficulty can be seen from the following table:

**Table III. 5**  
**The Students are Able to Identify the Social Function of Narrative Text**

Variable	State the Social Function					N
Item no	3	7	13	17	20	24
Correct	15	14	15	16	14	
P	0. 62	0.58	0. 62	0.67	0.58	
Q	0.38	0.42	0.38	0.33	0.42	

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

$$Q = 1.00 - P$$

Based on the table III.4 above, it can be seen that the correct answer is 15 for item number 3, and index of difficulty is 0. 62. The correct answer is 14 for item number 7, and index of difficulty is 0.58. The correct answer is 15 for item number 13, and index of difficulty is 0. 62. The correct answer is 16 for item number 17, and index of difficulty is 0.67. The correct answer is 14 for item number 20, and index of

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

difficulty is 0.58. And the total number of the students is 24 students. In short, each item of stating the social functions on narrative text is accepted because the value of index difficulty is in between 0.30 and 0.70.

**Table III. 6**  
**The Students are Able to Identify the Generic Structure of Narrative Text**

Variable	Identify the generic structure					N
Item no	1	4	8	11	14	24
Correct	16	15	16	11	16	
P	0.70	0.62	0.67	0.45	0.67	
Q	0.30	0.38	0.33	0.50	0.33	

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

$$Q = 1.00 - P$$

Based on the table III.6 above, it can be seen that the correct answer is 16 for item number 1, and index of difficulty is 0.67. The correct answer is 15 for item number 4, and index of difficulty is 0.62. The correct answer is 16 for item number 8, and index of difficulty is 0.67. The correct answer is 11 for item number 11, and index of difficulty is 0.45. The correct answer is 16 for item number 14, and index of difficulty is 0.67. And the total number of the students is 24 students. In short, each item of identify generic structure on narrative text is accepted because the value of index difficulty is in between 0.30 and 0.70.



## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III. 7

**The Students are Able to Identify the Meaning of Certain word of Narrative Text**

Variable	Identify the meaning of certain word					N
Item no	2	6	9	16	19	24
Correct	15	16	15	15	15	
P	0. 62	0.67	0. 62	0. 62	0. 62	
Q	0.38	0.33	0.38	0.38	0.38	

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

$$Q = 1.00 - P$$

Based on the table III.7 above, it can be seen that the correct answer is 15 for item number 2, and index of difficulty is 0. 62. The correct answer is 16 for item number 6, and index of difficulty is 0.67. The correct answer is 15 for item number 9, and index of difficulty is 0. 62. The correct answer is 15 for item number 16, and index of difficulty is 0.62. The correct answer is 15 for item number 19, and index of difficulty is 0.62. And the total number of the students is 24 students. In short, each item of identifying the meaning of certain word on narrative text is accepted because the value of index difficulty is in between 0.30 and 0.70.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table III. 8**  
**The Students are Able to Identify the Reference of Narrative Text**

Variable	Identify the reference					N
Item no	5	10	12	15	18	24
Correct	14	16	13	16	16	
P	0.58	0.67	0.54	0.67	0.67	
Q	0.42	0.33	0.45	0.33	0.33	

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

$$Q = 1.00 - P$$

Based on the table III.8 above, it can be seen that the correct answer is 14 for item number 5, and index of difficulty is 0.58. The correct answer is 16 for item number 10, and index of difficulty is 0.67. The correct answer is 13 for item number 12, and index of difficulty is 0.54. The correct answer is 16 for item number 15, and index of difficulty is 0.67. The correct answer is 16 for item number 18, and index of difficulty is 0.67. And the total number of the students is 24 students. In short, each item of identifying the reference on narrative text is accepted because the value of index difficulty is in between 0.30 and 0.70.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 2. Reliability of the test

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Reliability refers to whether a test measures something well (Miles & Banyard, 2007: 270). The reliability coefficients for good identified kind of structure text and reading comprehension test was expected to exceed 0.0 and closed 1.00. Heaton states that (Heaton, 1988: 168), the reliability of the test was considered as follows:

- a. 0.0-0.20 = reliability is low
- b. 0.21-0.40 = reliability is sufficient
- c. 0.41-0.70 = reliability is high
- d. 0.71-1.0 = reliability is very high

The researcher used SPSS 20 to find out the Reliability of the. The result was as follows:

**Table III.9**  
**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,512	,513	20

The table above shows that the reliability of the test is 0.512. so, it is clear that the test instrument is reliable and the level of reliability is high.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - 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.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 5 The Technique of Analyzing Data

In order to find out whether there was a significant difference of using marginal notes strategy on students' reading comprehension or not, the writer used independent sample t-test. While the data were analyzed by using SPSS 20.

Independent sample T test was used to examine whether there was significant difference or not of students' pretest scores between experimental and control group and students' posttest scores between experimental and control group.

Statistical hypothesis:

$$H_0 = \alpha > 0.05$$

$$H_a = \alpha < 0.05$$

Criteria of hypothesis:

1.  $H_a$  was rejected if  $\alpha > 0.05$  or it could be said that there was no significant difference of using marginal notes strategy on students' reading comprehension at As Shofa Islamic Junior High School Pekanbaru.
2.  $H_a$  was accepted if  $\alpha < 0.05$  or there was significant difference of using marginal notes strategy on students' reading comprehension at As Shofa Junior High School Pekanbaru.