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CHAPTER III

THE RESEARCH METHOD

A. The research design

The research was designed systematically in order to analyze the data of the respondents of the research on their reading comprehension. This Research was a kind of experimental research. Marguerite G et al. (2010, p.24) explain that “Experimental research is designed to determine cause-effect relationship”. This research is quasi experimental research. According to Creswell (2012, p.109) “Quasi-experiments include assignment, but not random assignment of participants to groups”.

This research consisted of two variables, they were: independent variable (variable x) refers to the effect of TRAVEL strategy and dependent variable (variable y) refers to students’ reading comprehension of Narrative text. In conducting this research, the writer used two classes. The first class was used as experimental class which was taught by using TRAVEL strategy. The second class was used as the control class which was not taught by using TRAVEL strategy. Both of the classes took pretest and posttest and only the experimental class got the treatment. The treatment which was given to the experimental class was 6 times and 2 times was pretest and posttest. The total meeting was 8 times. The research design can be drawn as in the following:



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Table III.1

The Figure of the Research Design

Group	Pre-test	Treatment	Post-test
E	T1	√	T1
C	T2	-	T2

Where:

E = Experimental Group

C = Control Group

√ = Treatment of experimental group by using TRAVEL strategy

T1= Pre test for both experimental group and control group

T2= Post test for both experimental group and control group

B. The Time and the Location of the Research

This research was conducted at the first year students of Senior High School PGRI Pekanbaru, in 2017/2018 of academic year. This research was conducted from Maret to April 2017.

C. The Subject and The Object of The Research

The subject of this research was the first year students of Senior High School PGRI Pekanbaru, while the object of this research was the effect of using TRAVEL Strategy on students' reading comprehension of narrative text at Senior High School PGRI Pekanbaru.



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D. The Population and The Sample of The Research

The population of this research was the first year students of Senior High School PGRI Pekanbaru in 2017/2018 academic year. It had 3 classes which consisted of 1 class of natural science and 2 classes of social science. The total number of population was 104 students.

They were assumed to have the same level of proficiency and the same background. The technique used in taking the sample was random sampling. Having the sample, the writer used lottery technique by passing out small rolled paper marked by the sequence name of the class. Then, after passing out the paper, the samples for the research were class X IPA 1 as experimental class and X IPS 2 as the control class. The data can be seen in the table 1 and table 2 as follows:

Table III.2
The Population of the First Year Students of Senior High School PGRI Pekanbaru

No	Class	Number of Student
1	X IPA 1	33
2	X IPS 1	38
3	X IPS 2	33
TOTAL		104

Table III.3
The Sample of the Research

No	Class	Number of Student
1	X IPA 1	33
2	X IPS 2	33
TOTAL		66



E. The Technique of Collecting Data

Collecting data is the most important one in research in order to support the research. In this research, the writer used test in collecting the data. The test was used to determine the students' reading comprehension. The type of the test was multiple choices that consisted twenty five items both pre-test and post-test. Pre-test and post-test were taken from fifty items of test that have been tried out in the second grade students of Senior High School PGRI. The blue print of the test can be seen in the Appendix. According to Harmer (2000, p.323), multiple choice is one of indirect tests that is commonly used.

The test was given to the experimental class and the control class in order to know the effect of using TRAVEL Strategy on the students' reading comprehension of Narrative text at the first year of Senior High School PGRI Pekanbaru.

After the students did the test, the writer then took the total score from the result of the reading comprehension test. Arikunto (2009, p.245) points out that the classification of the students' score will be shown below.



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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

Before the tests were given to the sample of this research, both of the tests were tried out to 30 students of second year in the natural science major. The purpose of the try out was to obtain validity of the test. According to Arthur (2003, p.26), “the test is said to be valid if it measures accurately what it is intended to measure”. It was determined by finding the difficulty level of each item. According to Arikunto (2009, p.208), the formula of item difficulty is as follows:

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

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. 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 0.30-0.70 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 calculation of item difficulty can be seen from the following table:

Table III.5
The students are able to find factual information

Variable	Finding Factual Information										N
Item No.	1	6	11	16	21	26	31	36	41	46	30
Correct	20	19	18	20	17	20	18	20	16	20	
P	0.66	0.63	0.6	0.66	0.56	0.66	0.6	0.66	0.53	0.66	
Q	0.33	0.36	0.4	0.33	0.43	0.33	0.4	0.33	0.46	0.33	

Based on the table, the item numbers of question for finding the factual information are 1, 6, 11, 16, 21, 26, 31, 36, 41, and 46. It shows that the proportion of correct answer for finding factual information of test item number 1 is 0.66, the proportion of correct answer for test item number 6 is 0.63, the proportion of correct answer for test item number 11 is 0.6, the proportion of correct answer for test item number 16 is 0.66, the proportion of correct answer for test item number 21 is



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0.56, the proportion of correct answer for test item number 26 is 0.66, the proportion of correct answer for test item number 31 is 0.6, the proportion of correct answer for test item number 36 is 0.66, the proportion of correct answer for test item number 41 is 0.53 and the proportion of correct answer for test item number 46 is 0.66. The total correct answer of finding factual information is 0.63. Then, based on the standard level of difficulty, all items for finding factual information or “p” is >0.30 and <0.70 . So, the items of finding factual information are accepted.

Table III.6
The students are able to identify main idea

Variable	identify main idea										N
Item No.	2	7	12	17	22	27	32	37	42	47	30
Correct	20	18	19	16	20	18	19	17	18	18	
P	0.66	0.6	0.63	0.53	0.66	0.6	0.63	0.56	0.6	0.6	
Q	0.33	0.4	0.36	0.46	0.33	0.4	0.36	0.43	0.4	0.4	

Based on the table, the item numbers of question for identifying main idea are 2, 7, 12, 17, 22, 27, 32, 37, 42, and 47. It shows that the proportion of correct answer for identifying main idea of test item number 2 is 0.66, the proportion of correct answer for test item number 7 is 0.6, the proportion of correct answer for test item number 12 is 0.63, the proportion of correct answer for test item



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number 17 is 0.53, the proportion of correct answer for test item number 22 is 0.66, the proportion of correct answer for test item number 27 is 0.6, the proportion of correct answer for test item number 32 is 0.63, the proportion of correct answer for test item number 37 is 0.56, the proportion of correct answer for test item number 42 is 0.6 and the proportion of correct answer for test item number 47 is 0.6. The total correct answer of identifying main idea is 0.61. Then, based on the standard level of difficulty, all items for identifying main idea or “p” is >0.30 and <0.70 . So, the items of identifying main idea are accepted.

Table III.7
The students are able to identify reference

Variable	identify reference										N
Item No.	3	8	13	18	23	28	33	38	43	48	30
Correct	19	19	18	16	15	17	15	16	18	17	
P	0.63	0.63	0.6	0.53	0.5	0.56	0.5	0.53	0.6	0.56	
Q	0.36	0.36	0.4	0.46	0.5	0.43	0.5	0.46	0.4	0.43	

Based on the table, the item numbers of question for identifying reference are 3, 8, 13, 18, 23, 28, 33, 38, 43 and 48. It shows that the proportion of correct answer for identifying reference of test item number 3 is 0.63, the proportion of correct answer for test item number 8 is 0.63, the proportion of correct answer for test item number 13 is



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0.6, the proportion of correct answer for test item number 18 is 0.53, the proportion of correct answer for test item number 23 is 0.5, the proportion of correct answer for test item number 28 is 0.56, the proportion of correct answer for test item number 33 is 0.5, the proportion of correct answer for test item number 38 is 0.53, the proportion of correct answer for test item number 0.6, the proportion of correct answer for test item number 43 is 0.6 and the proportion of correct answer for test item number 48 is 0.56. The total correct answer of identifying reference is 0.56. Then, based on the standard level of difficulty, all items for identifying reference or “p” is >0.30 and <0.70 . So, the items of identifying reference are accepted.

Table III.8
The students are able to locate meaning of vocabulary

Variable	locate meaning of vocabulary										N
Item No.	4	9	14	19	24	29	34	39	44	49	30
Correct	18	16	18	17	18	18	18	17	17	18	
P	0.6	0.53	0.6	0.56	0.6	0.6	0.6	0.56	0.56	0.6	
Q	0.4	0.43	0.4	0.43	0.4	0.4	0.4	0.43	0.43	0.4	

Based on the table, the item numbers of question for locating meaning of vocabulary are 4, 9, 14, 19, 24, 29, 34, 39, 44 and 49. It shows that the proportion of correct answer for locating meaning of vocabulary of test item number 4 is 0.6, the proportion of correct answer



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for test item number 9 is 0.53, the proportion of correct answer for test item number 14 is 0.6, the proportion of correct answer for test item number 19 is 0.56, the proportion of correct answer for test item number 24 is 0.6, the proportion of correct answer for test item number 29 is 0.6, the proportion of correct answer for test item number 34 is 0.6, the proportion of correct answer for test item number 39 is 0.56, the proportion of correct answer for test item number 44 is 0.56 and the proportion of correct answer for test item number 49 is 0.6. The total correct answer of locating meaning of vocabulary is 0.58. Then, based on the standard level of difficulty, all items for locating meaning of vocabulary or “p” is >0.30 and <0.70 . So, the items of locating meaning of vocabulary are accepted.

Table III.9
The students are able to make inference

Variable	make inference										N
Item No.	5	10	15	20	25	30	35	40	45	50	30
Correct	20	18	18	17	16	18	18	18	15	19	
P	0.66	0.6	0.6	0.56	0.53	0.6	0.6	0.6	0.5	0.63	
Q	0.33	0.4	0.4	0.43	0.43	0.4	0.4	0.4	0.5	0.36	

Based on the table, the item numbers of question for making inference are 5, 10, 15, 20, 25, 30, 35, 40, 45 and 50. It shows that the proportion of correct answer for making inference of test item number 5

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is 0.66, the proportion of correct answer for test item number 10 is 0.6, the proportion of correct answer for test item number 15 is 0.6, the proportion of correct answer for test item number 20 is 0.56, the proportion of correct answer for test item number 25 is 0.53, the proportion of correct answer for test item number 30 is 0.6, the proportion of correct answer for test item number 35 is 0.6, the proportion of correct answer for test item number 40 is 0.6, the proportion of correct answer for test item number 45 is 0.5 and the proportion of correct answer for test item number 50 is 0.63. The total correct answer of making inference is 0.59. Then, based on the standard level of difficulty, all items for making inference or “p” is >0.30 and <0.70 . So, the items of making inference are accepted.

2. Reliability

According to Harmer (2000, p.322), Reliability is a necessary characteristic of good test. He also mentions that reliability means a good test should give a consistent result. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

To obtain the reliability of the test given, the writer used SPSS 22.0 to find out whether the test is reliable or not.



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Table III.10
Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
,824	2

According to Pallant (2007, p.98) if the value in the table of Cronbach's Alpha showed 0.8 suggests very good internal consistency reliability of the instruments and values above 0.7 are considered acceptable. Related to the table III.10 the Cronbach's Alpha showed 0.824 means that the instruments were reliable.

G. The Normality and Homogeneity Test

1. The Normality of the Test

In order to know whether the data have normal distribution or not, the researcher used Kolmogorof-Smirnov method as the formula to analyze the data. In this research, the researcher analyzed the data by using SPSS (Statistical Product and Service Solutions) 22.0 version program. The SPSS result for Kolmogorov-Smirnov Z test would be interpreted as follows:

$p\text{-value (Sig.)} > 0.05$ = the data are in normal distribution

$p\text{-value (Sig.)} < 0.05$ = the data are not in normal distribution



The results of normality of post test score in experimental and control class was computed by using SPSS version 22.0. It was presented in the following table:

Table III.11
Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
experiment	,120	33	,200 [*]	,940	33	,067
Control	,148	33	,065	,928	33	,032

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data above at significance kolmogorof-smirnov is 0.200 and 0.065. The probability was higher than 0.05. It means that the population has normal distribution.

2. The Homogeneity of the test

The homogeneity test used to measure whether the data are correlated from true population or not. Data homogeneity of variance test was calculated by using SPSS version 22.0. The SPSS result for Levene test was interpreted as follows:

$p\text{-value (Sig.)} > 0.05$ = the data are homogeneous

$p\text{-value (Sig.)} < 0.05$ = the data are not homogeneous

The result of homogeneity test of post-test data or Levene test which was computed by using SPSS version 22 presented in the following table:



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Table III.12
Test of Homogeneity of Variances

Test of Homogeneity of Variances			
experiment			
Levene Statistic	df1	df2	Sig.
1,276	5	26	,304

To find out the homogeneity of the test, the writer used SPSS 22.

Referring to the table above, it could be seen that sig is $0.304 > 0.05$ (5%). In conclusion the data of test were homogenous.

H. The Technique of Data Analysis

In this research, the writer statistically analyzed the data by using SPSS 22.0 version. First, the writer analyzed the data by using independent sample t-test to know whether the result of the research is statistically significant or not. According to Pallant (2001, p.184), the results presented in the analysis of the above independent sample t-test will obtain we choose two sets of score which were unlikely to occur by chance, because it does not tell the magnitude of the intervention's effect.

The data of the research was analyzed by using T-test formula. T-test was obtained by considering the degree of freedom (df) = $(N1+N2) - 2$. Therefore, in calculating the effect size for independent sample t-test, the writer used the following formula:

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Eta Square (η^2)

$$\eta^2 = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

Where:

t = the value will be found

n = number of students

In order to interpret the eta squared values, the guideline quoted from Cohen (1988) in Pallant (2001:184) can be read as follows:

Table III.13
Interpretation of Eta Squared for Effect Size

No.	Value	Effect
1.	0.01	Small Effect
2.	0.06	Moderate Effect
3.	0.14	Large Effect

* Adapted from Cohen (1988)

Statistically the hypotheses are:

$H_a = t_o > t_{\text{table}}$

$H_o = t_o < t_{\text{table}}$

Criteria for hypothesis:

1. H_a is accepted if $t_o > t_{\text{table}}$ or there is significant effect of using TRAVEL strategy on students' reading comprehension of narrative text at Senior High School PGRI Pekanbaru.
2. H_o is accepted if $t_o < t_{\text{table}}$ or there is no significant effect of using TRAVEL strategy on students' reading comprehension of narrative text at Senior High School PGRI Pekanbaru.