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CHAPTER III

RESEARCH METHODOLOGY

This section discusses the methodology which the writer followed in the present study. It includes research design, location and time, population and sample, technique of the data collection and technique of the data analysis.

A. Research Design

In conducting this research, the type of this research was an experimental research. Cresswell stated that experiment is you test an idea (or practice procedures) to determine whether it influences an outcome or dependent variable (2008:299). In this case, the researcher practiced Direct Reading-Thinking Activity (DR-TA) strategy to know whether it influences dependent variable or not. This research used a quasi-experimental design because the technique sampling that used was cluster random sampling not Random Assignment which purposed not disturbing the learning process that was running at school. Thus, this research used experimental and control class, which experimental class was given treatment by using Direct Reading-Thinking Activity (DR-TA) strategy, and control class treated without using Direct Reading-Thinking Activity (DR-TA) strategy. Both of the classes were provided with the same tests, those are pre-test and post-test. The scores were compared to determine the effectiveness of the treatment. This research was conducted during 6 meetings.

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When conducting this research, two classes of the eighth grade of Junior High School 3 Tualang were participated. First class was an experiment class treated by using Direct Reading-Thinking Activity (DR-TA) strategy and the second class was a control class treated without using Direct Reading-Thinking Activity (DR-TA) strategy. In brief, the research was designed in the following table (Cohen, 2007:283):

**RESEARCH DESIGN
TABLE III.1**

Group	Pre-Test	Treatment	Post-Test
Experimental	O1	X	O2
Control	O3	-	O4

Where:

- O1 = The students' reading comprehension before treatment of experimental class
- O3 = The students' reading comprehension before treatment of control class
- X = Teaching reading by using Direct Reading-Thinking Activity Strategy
- O2 = The students' reading comprehension after treatment of experimental class
- O4 = The students' reading comprehension after treatment of control class
- = No Treatment

After giving particular treatment to the experimental class by using Direct Reading-Thinking Activity (DR-TA) Strategy, the scores between experimental and control class were analyzed by statistical analysis. It aimed at knowing whether there is or not the significant difference between using and without using Direct Reading-Thinking Activity (DR-TA) Strategy on students' reading comprehension of narrative text.

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B. Location and Time of Research

This research had been carried out at the eighth grade of Junior High School 3 Tualang Siak Regency that was located at Datuk Srimaharaja Street KM 5.5 Perawang in 2017. The research had been conducted from March to April 2017.

C. Subject and Object of Research

The subject of this research was the eighth grade of students of Junior High School 3 Tualang Siak Regency. The object of the research was the effect of using Direct Reading-Thinking Activity (DR-TA) strategy on students' reading comprehension at eighth grade of Junior High School 3 Tualang Siak Regency.

D. Population and Sample of Research

1. Population

The population of this research was the students at the eighth grade of junior high school 3 Tualang Siak Regency. The students were divided into 10 classes. The number of students of Junior High School 3 Siak Regency was 296 students.

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TABLE III.2
TOTAL POPULATION OF RESEARCH

No	Class	Total
1	VIII 1	28
2	VIII 2	30
3	VIII 3	30
4	VIII 4	28
5	VIII 5	30
6	VIII 6	30
7	VIII 7	30
8	VIII 8	30
9	VIII 9	30
10	VIII 10	30
Total		296

2. Sample

Sample is subject of people and items from a larger population that we collect and analyze to make inferences. According to Hartono (2015: 208), if the population is more than 100 persons. The sample should be taken between 10-15% or 20-25% or more than it. Thus, the writer had taken two classes to be sample. The writer had used cluster random sampling technique in determining the sample of the research. According to Gay and Petteer Airasian (2000: 389), cluster sampling was sampling in which group, not individually; it can be communities, school district, and so on. The writer gave name card to the classes based on every eighth grade class in SMP 3 Tualang, they were: VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7, VIII 8, VIII 9, VIII 10. The writer mixed these cards and then took two cards randomly as the sample of the research. The chosen classes were VIII 5 and VIII 6. Class VIII 5 was

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experimental class, and class VIII 6 was control class. So the total number of sample was 60 students.

Table III.3
TOTAL SAMPLE OF RESEARCH

No.	Group	Class	Samples
1.	Experimental Class	VIII 5	30
2.	Control Class	VIII 6	30
Total			60

E. Technique of Collecting Data

1. Observation

According to Arikunto (2006, P. 156), observation is an activity that is concerned on some objects by using the five of senses. Observation is the way to get some data by observing the object of the research. In this research, the writer used reading test to collect the data on the application of Direct Reading-Thinking Activity (DR-TA) Strategy in teaching process. While, the writer did the treatment, teacher contributed as observer. She followed the treatment process and check whether the observation list ran or not. The observation list was collected and analyzed in order to consider how far the implementation of the treatment in the classroom is.

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TABLE III.4
Observation Checklist

No	Indicators of DR-TA Strategy	Yes	No
1	Teacher chooses a text, such as cinderella.		
2	Teacher gives text material to the students (cinderella). Teacher ask students to read the title of the text.		
3	Teacher tells the roles of DR-TA Strategy: <ol style="list-style-type: none"> 1) Teacher asks students to brainstorm a list of ideas that come to mind when they think about the title or topic. Write those ideas on the board. 2) Teacher asks students to make predictions about what they will read about in the narrative text. 3) Teacher asks students to read a section of the narrative text. Either have student volunteers read aloud, or have students read silently to themselves. If students are reading to themselves, be sure to indicate where students should stop reading. 4) The teacher should predetermine stopping points. They should be points in the text that lend themselves to making predictions. 5) Teacher asks students to confirm or revise prior predictions, and make new predictions 6) When students have finished reading, teacher asks questions that promote thinking and discussion. 		

2. Test

To collect the data, writer used tests. It was used to find the significant difference of using Direct Reading-Thinking Activity strategy on students' reading comprehension of narrative text. The writer used multiple choices test. Multiple choices could assess the students' comprehension in reading especially in narrative text. The test consisted of 25 items questions. Each text consisted of 5 questions designed based on the indicators of reading comprehension such as; find factual information, identify main idea, identify

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generic structure, identify the references, and identify inferences from the reading text. The writer then distributed pre and post-test to experimental and control class. Pre-test was done before teaching by using Direct Reading-Thinking Activity Strategy and post-test was to know the effect of using Direct Reading-Thinking Activity Strategy to get the data about students' reading comprehension.

The scores of pre-test and post-test either from experimental or control classes were measured by using the reading assessment of the English teacher at eighth grade of Junior High School 3 Tualang Siak Regency. The assessment can be seen as follows:

TABLE III.5
Assessment Aspects of Reading Narrative Text

Aspects of Assessment	Score
True Answer	2
False Answer	0

The following table presents the blue print of question items that were used in collecting the data, the data were described for each indicator:

TABLE III.6
Blue Print of the Reading Test

No	Indicator	Number
1	The students are able to find factual information from narrative text.	1, 6, 11, 16, 21
2	The students are able to find the main idea in each paragraph text.	2, 7, 12, 17, 22
3	The students are able to identify generic structure of narrative text.	3, 8, 13, 18, 23
4	The students are able to identify the references of narrative text.	4, 9, 14, 19, 24
5	The students are able to identify inference of narrative text.	5, 10, 15, 20, 25

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Validity and Reliability of Test

1. Validity

Validity is an important key to effective research (Cohen, 2000:105). A test is used to measure the ability, knowledge, achievement or performance of a person. The test must aim at providing a true measure of the particular skill intended to measure. According to Gay (2000:162-168), there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. In order to know the validity of reading comprehension test, the researcher used content validity to prove the validity of the test. The writer used the materials tested based on the materials that they learned; narrative text. It dealt with the School Based-Curriculum or Kurikulum Tingkat Satuan Pendidikan applied in students' handbooks. One of them was English in Focus; for Grade VIII Junior High School (SMP/MTs).

Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. The formula of item difficulty is as follows:

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

Where:

- P = Difficulty level
- B = The number of correct answer
- JS = Students tasking test

(Arikunto Suharsimi, 2013:223)

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The formula above was used to find out the difficulties of each item test that writer gave to the respondents. The items that did not reach the standard level of difficulty were excluding from the test and they were changed with the new items that were appropriate. The items are accepted with facility values between 0.30 and 0.70. It is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then the proportion is represented by P, whereas the proportion incorrect is represented by Q.

TABLE III. 7
Students are able to find factual information

Variable	Find Factual Information					N
Item No	1	6	11	16	21	30
Correct	28	10	9	12	9	
P	0.48	0.4	0.36	0.48	0.36	
Q	0.52	0.6	0.64	0.52	0.64	

Based on the table above, item number 1 shows the proportion of correct answer 0.48, item number 7 shows the proportion of correct answer 0.4, item number 11 shows the proportion of correct answer 0.36, item number 16 shows the proportion of correct answer 0.48, and item number 21 shows the proportion of correct answer 0.36. Based on the standard level of difficulty “p” < 0.30 and “q” > 0.70, it was found that item difficulty in average of each item number for finding factual information was accepted.

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TABLE III. 8
Students are able to identify main idea

Variable	Identify Main Idea					N
Item No	2	7	12	17	22	30
Correct	13	9	14	11	10	
P	0.48	0.36	0.52	0.56	0.4	
Q	0.52	0.64	0.48	0.44	0.6	

Based on the table above, item number 2 shows the proportion of correct answer 0.48, item number 8 shows the proportion of correct answer 0.36, item number 12 shows the proportion of correct answer 0.52, item number 17 shows the proportion of correct answer 0.56, and item number 22 shows the proportion of correct answer 0.4. Based on the standard level of difficulty “p” < 0.30 and “q” > 0.70, it was found that item difficulty in average of each item number for identify main idea was accepted.

TABLE III.9
Students are able to identify generic structure

Variable	Identify Generic Structure					N
Item No	3	8	13	18	23	30
Correct	12	9	9	13	11	
P	0.48	0.36	0.44	0.52	0.36	
Q	0.52	0.64	0.56	0.48	0.64	

Based on the table above, item number 3 shows the proportion of correct answer 0.48, item number 9 shows the proportion of correct answer 0.36, item number 13 shows the proportion of correct answer 0.44, item number 18 shows the proportion of correct answer 0.52, and item number 25 shows the proportion of correct 0.36. Based on the standard level of

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difficulty “p” < 0.30 and “q” > 0.70, it was found that item difficulty in average of each item number for identify generic structure was accepted.

TABLE III. 10
Students are able to Identify References

Variable	Identify References					N
Item No	4	9	14	19	24	30
Correct	10	9	11	12	12	
P	0.44	0.36	0.48	0.48	0.48	
Q	0.56	0.64	0.52	0.52	0.52	

Based on the table above, item number 4 shows the proportion of correct answer 0.44, item number 10 shows the proportion of correct answer 0.36, item number 14 shows the proportion of correct answer 0.48, item number 19 shows the proportion of correct answer 0.48, and item number 24 shows the proportion of correct answer 0.48. Based on the standard level of difficulty “p” < 0.30 and “q” > 0.70, it was found that item difficulty in average of each item number for identify reference was accepted.

TABLE III. 11
Students are able to identify inferences

Variable	Identify Inferences					N
Item No	5	10	15	20	25	30
Correct	12	11	9	12	14	
P	0.48	0.44	0.36	0.48	0.56	
Q	0.52	0.56	0.64	0.52	0.44	

Based on the table above, item number 5 shows the proportion of correct answer 0.48, item number 11 shows the proportion of correct answer 0.44, item number 15 shows the proportion of correct answer 0.36,

item number 20 shows the proportion of correct answer 0.48, and item number 25 shows the proportion of correct answer 0.56. Based on the standard level of difficulty “p” < 0.30 and “q” > 0.70, it was found that item difficulty in average of each item number for identify inferences was accepted.

2. Reliability

Reliability is a crucial component in a test. According to H. Douglas Brown (2003:19), the reliability has to do with accuracy of measurement. According to Gay (2000:169), reliability is the degree to which a test consistently measures what it is measuring. It means that a test can be said reliable if the instrument test can result the scores that consists of the same subject even though the test was given in different occasions.

To obtain the reliability of the test, it must be known the total variance and the mean score of the test. According to Siregar (2013:111), to obtain the reliability of the test given, the writer used the K-R 21 formula as:

$$r_{ii} = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{X(k-X)}{k \cdot V_t} \right\}$$

Where:

- r_{ii}*** : reliability of the instrument
k : total of questions
V_t : total variance
X : the mean score

Firstly, the writer calculated the total variance:

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$$V_t = \sum \frac{(x_1 - X)^2}{n - 1}$$

X_1 : total of score
 X : mean score
 n : total of respondents

$$V_t = \sum \frac{(x_1 - X)^2}{n - 1}$$

$$V_t = \frac{(440 - 14,67)^2}{30 - 1}$$

$$V_t = 14.66$$

Total variance was 14.66, and then the writer calculated the reliability.

$$r_{11} = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{X(k-X)}{k.V_t} \right\}$$

$$r_{11} = \left\{ \frac{25}{25-1} \right\} \left\{ 1 - \frac{14.67(25-14.67)}{25(14.66)} \right\}$$

$$r_{11} = (1.04) (0.59)$$

$$r_{11} = 0.61$$

To find out whether the test was reliable or not, the value of r_{11} should be compared with r product moment. The value of r_{11} must be higher than r table. From the calculation above the value of r_{11} was 0.61. Moreover, the standard reliability was considered as follows (Heaton, 1980:159):

0.00 – 0.20 = Reliability is low
 0.21 – 0.40 = Reliability is sufficient
 0.41 - 0.70 = Reliability is high
 0.70 = Reliability is very high

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In sum, the reliability of the test as calculated above (0.61) was categorized into high level.

G. Technique of Data Analysis

1. Test of Normality

Before analyzing the data, the writer had to find out the normality test of the data. The normality test of the data was analyzed by used Kolmogorof-Smirnov method as the formula to analyze the data. In this research, the writer analyzed the data by using SPSS (Statistical Product and Service Solutions) 17.0 version program. The SPSS result for Kolmogorov-Smirnov test is 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 result of normality of post test score in experiment and control class was computed by using SPSS version 17. It is presented in the following table:

TABLE III.12
Test of Normality

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Post-testexperimental	0.151	30	0.078	0.955	30	0.227
Post-testcontrol 1	0.139	29	0.159	0.955	29	0.241

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Based on the data above at significance kolmogorof-smirnov was 0.078 and 0.159. The probability was higher than 0.05. It means that the population has normal distribution or H_0 is accepted.

2. Test of Homogeneity

According to Siregar (2013:167), the purpose of homogeneity test is to know whether the object of the research has the same variance or not. The method used in this test was comparing the biggest variance with the smallest one. In this research, the writer assessed the homogeneity of data by using SPSS 17.0. The result of the test can be seen as follows:

TABLE III.13
Test of Homogeneity

Levene Statistic	df1	df2	Sig.
2.143	4	20	0.113

The result of the test can be seen as follows:

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

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

According to Siregar (2013:178), data are homogenous or variant when the value Sig. is higher than 0.05. From the table, it is known that the value of significance (sig.) was 0.113. It can be seen $0.113 > 0.05$. Based on

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the table, it is clear that Sig. was higher than 0.05 which indicated the homogeneity of the data. It means that the data were homogeneous.

3. Analysis Data

a. Independent sample t-test

According to Hartono (2015:177), the function of independent sample t-test is to find out whether there is significant difference between two variables or not. Then, Gay and Airasian (2000: 383) state that t-test is one of the statistics tests used to determine whether two meant are significantly different at a selected probability level. In this research, the data were analyzed by using SPSS 17.0 version. The significant value was employed to see whether or not there is a significant effect among the mean scores of both experimental and control classes. Statistical hypothesis:

$$H_0 = \text{sig. (2 tailed)} > 0.05$$

$$H_a = \text{sig. (2 tailed)} < 0.05$$

b. Effect Size

According to Pallant (2005:199), effect size is the strength of the difference between groups or the influence of independent variable. Then, the writer used Eta-Square formula to determine the effect size of using Direct Reading-Thinking Activity (DR-TA) strategy on students' reading comprehension at eighth grade of Junior High School 3 Tualang Siak Regency. The formula eta squared is as follows:

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

Where:

η^2 = Eta square

t^2 = t obtained

N = The number of students

Pallant (2010:210) adds that the guidelines for interpreting these values are:

TABLE III.14
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

c. Observation Data

In analyzing observation data, the writer used the following formula in order to get the percentage of the observation (Sudjiono, 2010:43):

$$P = \frac{F}{N} \times 100\%$$

Where : P = Percentage

F = Frequency of the score

N = Number of case

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To see the level of success in implementing learning process, there are five categories that can be seen in the following table:

TABLE III.15
Level of Success in Implementing Learning Process

No	Percentage	Categories
1	86 – 100%	Very High
2	71 – 85%	High
3	56 – 70%	Average
4	41 – 55%	Low
5	< 40%	Very Low

(adapted from Aqib:2009)