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## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. The Method of the Research

The writer applied experimental research design in this research. According to Cresswell, the experiment is you test an idea (or practice procedures) to determine whether it influences an outcome or dependent variable (2008: p. 299). The method used in this research was quasi-experimental research with pre-test and post-test non-equivalent control group design. This design involved two groups, one group for experimental and another group for control. This research was conducted after the school time is over, and it sometimes called extracurricular activity. The reason was the researcher did not want to break the teacher's concentration in teaching.

This research consisted of two variables, Two Stay Two Stray Strategy is independent variable and symbolized by X, while students' reading comprehension is dependent variable and symbolized by Y. The research could be designed in brief by following table:

**Table III. 1**  
**Research Design**

Group	Pre-Test	Treatment	Post-Test
Experiment	O <sub>1</sub>	X	O <sub>1</sub>
Control	O <sub>2</sub>	--	O <sub>2</sub>

The researcher took two classes as the sample in conducting this research. One class is for experimental and another class is for control class.

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Both of classes were given pre-test, then were given treatment differently, then were given post-test for both of classes. Treatment meant that the experimental class was taught by using Two Stay Two Stray Strategy and control class was taught by using the usual strategy that was used by the English teacher.

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

This research was conducted in Islamic Junior High School Al-Huda Pekanbaru, it was located on Jl. Soebrantas Panam. In addition, the time of the research was from February to March of 2017.

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

The subject of this research was the second year students of Islamic Junior High School Al-Huda Pekanbaru. Then, the object of the research was the effect of using two stay two stray strategy on students' reading comprehension of the second year students of Islamic Junior High School Al-Huda Pekanbaru.

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

The population of this research was all the second year students of Islamic Junior High School Al-Huda Pekanbaru. They consisted of nine classes. It was VIII A - VIII I. The total number of population is 342 students. The writer took two classes as sample by using cluster random sampling.

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According to Gay and Airasian, cluster sampling selects based on group not individually, all the members of selected group have similar characteristics (2002: p. 129). It meant that the sample was chosen in group not individually. After doing the cluster sampling, the writer then used class VIII A and VIII I as the sample of this research. The total of sample is 76 students. The specification of the population could be seen on the table below:

**Table III. 2**  
**The Population of the Second Year Students of**  
**Islamic Junior High Al – Huda Pekanbaru**

No	Classes	Population	Sample
1	VIII A	38 Students	38 Student
2	VIII B	38 Students	
3	VIII C	38 Students	
4	VIII D	38 Students	
5	VIII E	38 Students	
6	VIII F	38 Students	
7	VIII G	38 Students	
8	VIII H	38 Students	
9	VIII I	38 Students	38 Students
<b>Total</b>		342 Students	76 Students

### E. The Technique of Collecting Data

In this research, the writer used the test as instrument to collect the data. The test was used to find out the students' comprehension in reading narrative text. The data of this research were the score of the students' reading comprehension obtained by using reading test. And for the test, the researcher used multiple choices which were consisted of 25 items based on the indicator of reading comprehension. The test was divided into two sessions.

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1. Pre-Test

Pre-test was used to collect the data about students' reading comprehension on narrative text before taught by using two stay two stray strategy. The writer did one pre-tests to get the accurate result of the research.

2. Post-Test

Post-test was used to collect the data about students' reading comprehension on narrative text after taught by using two stay two stray strategy. The writer did two post-tests to get the accurate result of the research.

## F. The Validity and Reliability of the Test

1. Validity of the Test

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

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 accepted if the degree of difficulty is between 0.30 – 0.70.

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It was determined by finding the difficulty level of each item. The formula for item difficulty is as follows (2008: p. 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 are:

- a. The students are able to state main idea on narrative text
- b. The students are able to identify generic structure on narrative text
- c. The students are able to make inference on narrative text
- d. The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story.

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- e. The students are able to analyze the meaning of certain words on narrative text (Barrett).

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

**Table III. 3**  
**The Students are Able to State Main Idea**  
**on Narrative Text**

Variable	State main idea					N
Item no	5	9	13	18	23	38
Correct	17	22	23	16	17	
P	0.45	0.58	0.61	0.42	0.45	
Q	0.55	0.42	0.39	0.58	0.55	

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

$$Q = 1.00 - P$$

Based on the table III. 5 above, it can be seen that the correct answer is 17 for item number 5, and index of difficulty is 0.45. The correct answer is 22 for item number 9, and index of difficulty is 0.58. The correct answer is 23 for item number 13, and index of difficulty is 0.61. The correct answer is 16 for item number 18, and index of difficulty is 0.42. The correct answer is 17 for item number 23, and index of difficulty is 0.45. And the total number of the students is 38 students. In short, each item of state main idea on narrative text is accepted because the value of index difficulty is in between 0.30 and 0.70.

**Table III. 4**  
**The Students are Able to Identify Generic**  
**Structure on Narrative Text**

Variable	Identify generic structure					N
Item no	3	6	14	19	22	38
Correct	12	15	15	23	16	
P	0.32	0.39	0.39	0.61	0.42	
Q	0.68	0.61	0.61	0.39	0.58	

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

$$Q = 1.00 - P$$

Based on the table III. 6 above, it can be seen that the correct answer is 12 for item number 3, and index of difficulty is 0.32. The correct answer is 15 for item number 6, and index of difficulty is 0.39. The correct answer is 15 for item number 14, and index of difficulty is 0.39. The correct answer is 23 for item number 19, and index of difficulty is 0.61. The correct answer is 16 for item number 22, and index of difficulty is 0.42. And the total number of the students is 38 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.

**Table III. 5**  
**The Students are Able to Make Inference**  
**on Narrative Text**

Variable	Make inference					38
Item no	2	10	16	21	25	
Correct	16	16	13	15	17	
P	0.42	0.42	0.34	0.39	0.45	
Q	0.58	0.58	0.66	0.61	0.55	

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

$$P = 1.00 - P$$

Based on the table III. 7 above, it can be seen that the correct answer is 16 for item number 2, and index of difficulty is 0.42. The correct answer is 16 for item number 10, and index of difficulty is 0.42. The correct answer is 13 for item number 16, and index of difficulty is 0.34. The correct answer is 15 for item number 21, and index of

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difficulty is 0.39. The correct answer is 17 for item number 25, and index of difficulty is 0.45. And the total number of the students is 38 students. In short, each item of make inference 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 Locate or Identify Facts Such As the names of Characters, the Time of the Story or The Place of The Story**

Variable	Locate or identify facts					
Item no	4	7	8	15	20	38
Correct	19	13	17	17	14	
P	0,5	0,34	0,45	0,45	0,37	
Q	0,5	0,66	0,55	0,55	0,63	

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

$$P = 1.00 - P$$

Based on the table III. 8 above, it can be seen that the correct answer is 19 for item number 4, and index of difficulty is 0.5. The correct answer is 13 for item number 7, and index of difficulty is 0.34. The correct answer is 17 for item number 8, and index of difficulty is 0.45. The correct answer is 17 for item number 15, and index of difficulty is 0.45. The correct answer is 14 for item number 20, and index of difficulty is 0.37. And the total number of the students is 38 students. In short, each item of locate or identify facts on narrative text is accepted because the value of index difficulty is in between 0.30 and 0.70.

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**Table III. 7**  
**The Students are Able to Analyze the Meaning of**  
**Certain Words on Narrative Text**

Variable	Analyze the meaning of certain words					N
Item no	1	11	12	17	24	38
Correct	15	13	18	14	19	
P	0.39	0.34	0.47	0.37	0.5	
Q	0.61	0.66	0.53	0.63	0.5	

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

$$P = 1.00 - P$$

Based on the table III. 9 above, it can be seen that the correct answer is 15 for item number 1, and index of difficulty is 0.39. The correct answer is 13 for item number 11, and index of difficulty is 0.34. The correct answer is 18 for item number 12, and index of difficulty is 0.47. The correct answer is 14 for item number 17, and index of difficulty is 0.37. The correct answer is 19 for item number 24, and index of difficulty is 0.5. And the total number of the students is 24 students. In short, each item of analyze meaning of certain wordson narrative text is accepted because the value of index difficulty is in between 0.30 and 0.70.

## 2. Reliability of the test

Miles and Banyard stated that a test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Reliability refers to whether a test measure something well (2007: p. 270). Arikunto stated that The researcher used K-R 20 to find out the Reliability of the test (2009: p. 87). The formula was as follows:

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

Where :

$R_{11}$  = 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)

$\sum pq$  = Total equals between p and q

n = Total of the item

S = Standard Deviation

Then to find out the reliability of the test, the writer calculated below:

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

From the formula above, it is known that:

$$n = 38$$

$$\sum pq = 6.00 \text{ (see appendix)}$$

To find out standard deviation (S), the writer used SPSS Statistics 16.0.

The result is a like in the following table:

**Table III. 8**  
**Statistics**

		Try-Out
N	Valid	38
	Missing	0
Std. Deviation		6.93

From the table III.above, it is known that

$$s = 6.93$$

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So,

$$\begin{aligned}
 R_{11} &= \left( \frac{38}{38-1} \right) \left( \frac{6.93^2 - 6.00}{6.93^2} \right) \\
 &= \left( \frac{38}{37} \right) \left( \frac{48.02 - 6.00}{48.02} \right) \\
 &= (1.03)(0.87) \\
 &= 0.90
 \end{aligned}$$

To find out the degree of freedom (df):

$$\begin{aligned}
 df &= n-1 \\
 &= 38 - 1 \\
 &= 37
 \end{aligned}$$

The statistical counting above, the score of reliability of the test is 0.89. To know the reliability of the test, it must be compared with  $r$  product moment.  $r_{ii}$  must be higher than  $r_t$ . Then  $r_t$  at significant level 5% with  $df=37$  is 0.304, while in the significant level 1% is 0.393. So, it can be stated that  $r_{ii}$  is higher than  $r_t$  or  $(0.304 < 0.90 > 0.393)$ . On the other word, the instrument was reliable.

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

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d. 0.71-1.0 = reliability is very high

From the explanation above, the writer concludes that the test instrument was reliable and the level of reliability is very high.

### The Technique of Analyzing Data

In order to find out whether there is a significant effect of using two stay two stray strategy students' reading comprehension on narrative text or not. According Hartono the writer used independent sample t-test. Then the formula is (2004: p. 207-208):

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

- $t_o$  : The value of  $t_{obtained}$
- $M_x$  : Mean score of experimental class
- $M_y$  : Mean score of control class
- $SD_x$  : Standard deviation of experimental class
- $SD_y$  : Standard deviation of control class
- $N$  : Number of the students

After computing t-test, it obtained the degree of freedom that is used to determine whether the t-obtained is significant or not. The obtained value is consulted with the value of t-table by using degree of freedom (df) = N-2, then statically hypothesis:

1.  $H_0$  is accepted if  $t_o < t_{table}$  or there is no significant effect of using two stay two straystrategy on students' reading comprehension on narrative text at Islamic Junior High School Al – Huda Pekanbaru.
2.  $H_a$  is accepted if  $t_o > t_{table}$  or there is any significant effect of using two stay two stray strategy on students' reading comprehension on narrative text at Islamic Junior High School Al – Huda Pekanbaru.

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