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CHAPTER III

METHOD OF RESEARCH

The type of the research was a quasi-experimental research. According to Gay and Airaisian (2000:367), experimental research is “the only type of the research that can test hypotheses to establish cause-and-effect relationship.

Then, Cresswell (2008:151) states that experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.

The design of the research was *pre* and *post test* design, which used two groups as a sample. In conducting the research, the first year students of SMK Negeri Pertanian Terpadu Riau were participants. The students pre-test at the beginning in order to know their abilities in reading comprehension. After that they were given the treatment in the middle. At the end, they were given post-test. In this research, the pre-test and post-test were compared in order to determine the effect of using Preview, Brainstorm, Predict strategy on students’ reading comprehension.

1. Procedures of collecting data for experimental class

a. Pre-test

The pre-test was carried out to determine the students’ reading comprehension with their score.

b. Treatment

The treatment was conducted for the experimental class. This used preview, brainstorm, and predict strategy applied for about eight meetings.

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c. Post-test

After conducting the treatment, the post-test was administered and it was analyzed as final data for this research. The test given was the same test as given in the pre-test.

2. Procedures of collecting data for control class

a. Pre-test

The control class was given pre-test to know their reading comprehension. The test was the same as experimental class.

b. No treatment

The treatment was conducted toward the control class. This was treated class without using Preview, Brainstorm, Predict (PBP) strategy

c. Post-test

Post-test was also given to control class and it also had some applications when they were conducted in a classroom. The purpose of this posttest was to know students' reading comprehension.

A. The Location and Time of the Research

This research was conducted from January to February 2017 at SMK Negeri Pertanian Terpadu Riau. It is located on Kaharudin Nasution Marpoyan, Pekanbaru.

B. The Subject and Object of the Research

The Subject of the research was the first year students of SMK Negeri Pertanian Terpadu Propinsi Riau. The object of the research was using Preview, Brainstorm, Predict strategy toward students' reading comprehension of narrative text.

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C. The Population and the Sample of the Research

Gay (2000:102) has stated that population is the group of interest researched; the group to which she or he like the results of the study to be generalize able.

1. Population

The population of this research was the first year students of SMK NegeriPertanaianTerpadu Riau There were 11 classes of the first year students and the total of them was315 students. The specification of the population can be seen in the table below:

Table 1.
**The Population of the first Year of SMK Negeri
PertanianTerpadu Riau**

No	Class	Population
1	X ATP 1	29 students
2	X ATP 2	31 students
3	X ATP 3	32 students
4	X ATP 4	27 students
5	X ATPH 1	31 students
6	X ATPH 2	30 students
7	X APT	25 students
8	X MP	23 students
9	X APKJ	30 students
10	X TPHP 1	28 students
11	X TPHP 2	29 students

2. Sample

According to Cresswell(2012: 142), a sample iasome groups of the target population that the researcher plans to study for generalizing about the target population.

So, the population was large enough to be all taken as sample of the research. Based on the total population above, the writer used cluster random sampling technique to take two classes as sample of the research.

Gay (2000:394) says that cluster sampling randomly selects groups, not individuals. Having the sample, the writer used lottery by passing out the small roiled paper marked by the sequence name of the class. All the member of selected groups has similar characteristics. Cluster sampling is most useful when the population is very large or spread out over a wide geographic area. Writer has selected two groups, they were class X ATP 3 as experimental class and X ATP 2 as a control class. Therefore, the sample was 63 students. The specification of sample can be seen on the table below:

Table 2.
The Sample of the Research

No	Class	Type	Total
1	X ATP 3	Experimental class	32
2	X ATP 2	Control class	31
Total			63

D. The Technique of Collecting Data

1. Test

According to Brown (2007, p.3), test means that a method of measuring of a person's ability, knowledge or performance in given domain. Writer took the data from pretest and posttest. Pretest was administered to the subject before applying Preview, Brainstorm, and Predict Strategy in teaching Narrative Text. Meanwhile posttest was administered

after applying Preview, Brainstorm, and Predict (PBP) Strategy in teaching Narrative Text.

The researcher taught 6 (six) meetings for the treatment and 2 (two) meetings for giving pre test and posttest that was twice a week.

The data were obtained from the students' reading comprehension of narrative text from pretest and posttest for both experimental class and control class. The students had been given five (5) texts and twenty five (25) questions. Each text consisted of five questions based on indicators of reading comprehension of narrative text. The research procedures of this research are as follows:

1. Before administering the test, the researcher examined whether the test was reliable or not
2. The researcher gave pre and posttest to X ATP 3 and X ATP 2 class. The researcher asked the students to answer some questions based on the text given, the text was narrative text.
3. Based on the result of pretest. It was found that X ATP 3 as an experimental class, and X ATP 2 as a control class. Then, the researcher gave treatments to the experimental class for six meetings
4. After giving treatments to the experimental class, the researcher used the same format of questions but in different narrative text to test students' reading comprehension for the post test of experimental class. While the control class was taught without using treatment. The researcher used the same format of questions and different narrative text for their posttest.

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Pretest and posttest contained the same test items. They were just different in time allocation. These pretest and posttest were taken by giving written test. Then, the writer was using these items as the pretest and posttest which used three steps. Those are pretest, treatment, and posttest.

- a. Pretest

The pretest was administered before the writer used Preview, Brainstorm, and Predict (PBP) Strategy in Narrative Text. It is aimed to know students' reading comprehension.

- b. Treatment

The researcher as a teacher treated the students by applying Preview, Brainstorm, and Predict Strategy in Narrative Text.

- c. Posttest

Posttest was administered after applying treatment. The posttest items were the same as pretest items. Pretest and posttest also had the same application when they were conducted in a classroom. The purpose of this posttest was to know students' reading comprehension.

E. Technique of Analyzing Data

In order to find out whether there is a significant difference of using Predict, Brainstorm, Predict Strategy toward reading narrative text, the data were analyzed statistically. In analyzing the data, the writer analyzed the data of the research from the scores of pre-test and post-test by using independent sample T-test.

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The t-test formula had two variants: the t-test for independent sample and the t-test for related (or paired) samples.

1. Independent sample t-test

According to Gay (2012:351), the t-test for independent samples is a parametric test of significance used to determine whether, at a selected probability level, a significant difference exists between the mean of two independent samples.

a. Test Blueprint

For further information about the instruction of the text, the writer showed the blueprint of the test as follows:

Table III.4
The Blueprint of the Test

Number	Indicator of Items	Number of items	Items number
1.	Identify main idea	5 items	1,6,13,16,21
2.	Meaning of vocabulary	5 items	2,10,14,18,22
3.	Identify generic structure	5 items	3,7,11,19,25
4.	Identify reference	5 items	4,8,15,20,23
5.	Identify inference	5 items	5,9,12,17,24

2. The Effect Size

According to Pallant (2005, p.208), effect size statistics provides an indication of the magnitude of the differences between the groups (not just whether the difference could have occurred by chance). The effect size was analyzed from the result of t test and the number of students. It was obtained by using the formula as follows:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

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F. Validity of the Instrument

Before carrying out a test, it is necessary to know the validity of instruments. According to Hughes (2003: 26) a test is said to be valid if it measures accurately what it is intended to measure. It means that a test is valid if it really measures what we actually want to measure.

In this research, the writer wanted to measure the students' reading comprehension. Therefore, to measure the validity of test, the writer used content validity.

Finally, the writer determined the validity by referring to the material that was given to the students based on the students' text book. In other words, the test given to the students was based on the material that they have learned. Arikunto (2009: 209) stated the formula for 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 taking the test

The formula above was used to find out easy or difficult test items that writer gave to the respondents. Arikunto (2009: 245) also added the standard value of the proportion of correct can be seen in the table below:

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Table III.5
Index Difficulty Level of Instruments

Proportion correct (p)	Item category
$P > 0.70$	Easy
$0.30 \leq P \leq 0.70$	Average
$P < 0.30$	Difficult

Where:

p: The proportion of the students making correct answers was divided by the total number of the students

q: The proportion of the students making incorrect answers was divided by the total number of the students.

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is $<0, 30$ and $>0, 70$. It means that the item test that is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

Based on the try out result, it was determined that there were some items tests rejected because those items were too easy. It means that they should be revised with new items that were appropriate ones. The result of try out is as follows:

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Table III.7
The Item Difficulty of Try Out

Item number	Item difficulty	Result
1.	0.52	Accepted
2.	0.48	Accepted
3.	0.66	Accepted
4.	0.62	Accepted
5.	0.62	Accepted
6.	0.59	Accepted
7.	0.61	Accepted
8.	0.72	Rejected/easy
9.	0.62	Accepted
10.	0.70	Accepted
11.	0.62	Accepted
12.	0.51	Accepted
13.	0.49	Accepted
14.	0.70	Accepted
15.	0.70	Accepted
16.	0.79	Rejected/easy
17.	0.51	Accepted
18.	0.74	Rejected/easy
19.	0.62	Accepted
20.	0.57	Accepted
21.	0.75	Rejected/easy
22.	0.67	Accepted
23.	0.66	Accepted
24.	0.67	Accepted
25.	0.66	Accepted

Some items rejected were item number 8, 16, 18 and 21. They had been revised.

b. Reliability of the Instrument

A test must be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Brown (2004: 20) said that a reliable test is consistent and dependable. It means the test should be

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similar result when the tester gives the same test to the same respondent on two different occasions.

The mean and standard deviation of the test must be known for obtaining the reliability of the test. Arikunto (2006: 187) said to know the reliability of the test, the researcher writers used the formula KR-20:

$$r_{ii} = \left(\frac{k}{k-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right)$$

Where:

r_{ii} : Instrument reliability

k : Number of items

$\sum pq$: The multiplication result between p and q

s : Total variance

According to Grant Henning (1987: 74), reliability is thus a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of a particular examination. If reliability is associated with accuracy of measurement, it follows that reliability will increase as error measurement is made to diminish. We actually quantify reliability so that we can be aware of the amount of error present in our measurement and the degree of confidence possible in score obtained from the test.