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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was an experimental study. It was a quasi-experimental research. According to Cresswell (2008, p. 299), this research was an experimental research, Cresswell explained that experimental research is testing an idea (practice) to determine whether or not it influences an outcome or dependent series. According to Cohen (2007, p. 275), a quasi-experimental is one where the treatment variable is manipulated but group not equated prior to manipulation of the independent variable, and a research design having some but not entire characteristics of true experiment.

In conducting this research, the researcher took two classes. The first class was used as an experimental group (E) taught by using Question Answer Relationship strategy and the second class was used as a control group (C) taught without using Question Answer Relationship strategy. Both of two classes were given pre-test and post-test, but only the experimental class was treated by using Question Answer Relationship. According to Cresswell (2008, p. 314), in brief, this research is designed as in the following table :

Table III.1
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

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Where:

O1 = Pre-test for Experimental Class.

O2 = Post-test for experimental Class.

O3 = Pre-test for Control Class.

O4 = Post-test for Control Class.

X = Treatment by using Question Answer Relationship strategy

B. Time and Location of the Research

The research was conducted at Senior High School 3 Mandau which is located in Tuanku Tambusai street. This research was started from March-April 2017.

C. Subject and Object of the Research

The subject of the research was the first year students at Senior High School 3 Mandau, and the object of this research was the effect of using Question Answer Relationship strategy on students' reading comprehension of descriptive text at the first year of Senior High School 3 Mandau.

D. The Population and the Sample of the Research

The population of this research was the first year students of Senior High School 3 Mandau .The total number of population was 405 students. They were divided into 10 classes. The researcher took two classes as sample by using cluster sampling. According to Gay & Airasian (2002, p. 129), cluster sampling selects based on group not individually, all the members of selected group have similar characteristics. In this research, the researcher took the groups by using lottery. The researcher made the paper roll, and then

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selected it randomly. The class MIPA 1 was for experimental class which consisted of 40 students and MIPA 2 was for control class which consisted of 40 students. So, the total number of sample was 80 students.

For being clearer about the population and sample of this research, here is the table:

Table III.2

**The Total Population of the First Year Students of
Senior High School 3 Mandau**

NO.	CLASSES	POPULATION
1	X MIPA 1	40 STUDENTS
2	X MIPA 2	40 STUDENTS
3	X MIPA 3	40 STUDENTS
4	X MIPA 4	41 STUDENTS
5	X MIPA 5	40 STUDENTS
6	X IPS 1	42 STUDENTS
7	X IPS 2	41 STUDENTS
8	X IPS 3	40 STUDENTS
9	X IPS 4	41 STUDENTS
10	X IPS 5	40 STUDENTS
TOTAL		405 STUDENTS

Source: Curriculum section of State Senior High School 3 Mandau

Table III.3

The Sample of the Research

No	Class	Male	Female	Total
1	X MIPA 1	13 Students	27 Students	40 Students
2	X MIPA 2	15 Students	25 Students	40 Students
TOTAL				80 Students

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E. The Technique of Collection Data

Collecting data is the most crucial thing in a research. In this research, the writer used test in collecting the data. The researcher gave treatment for four meetings and two meetings for collecting the data. The treatment was about teaching reading comprehension by using Question Answer Relationship strategy and the instrument was tried out. The type of test was multiple choices that consisted of twenty five items. It was divided into two types, pre-test and post-test. Pre-test and post-test were given to both of classes.

1. Pre-test

The test was written test and the type was multiple choice. There were five indicators of reading comprehension; each indicator was represented by five questions, so, the total number of the test was twenty five items. This test was given to both of the classes, control and experiment class-before each class was given the treatment.

2. Post-test

The test was written test and the type was multiple choice. There were five indicators of reading comprehension; each indicator was represented by five questions, so, the total number of the test was twenty five items. This test was given to both of the classes, control and experiment class after each class was given the treatment. For further information about the instruction of the text, the writer shows the blueprint of both tests as follows:

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Table III.4
The Blue Print of test

No	Indicators	The number of question
1	The students are able to find out the main idea of the descriptive text	1,6,11,16 and 21
2	The students are able to identify information of the descriptive text	2,7,12,17 and 22
3	The students are able to identify inference of the descriptive text	3,8,13,18 and 23
4	The students are able to identify generic structure of descriptive text.	4,9,14,19 and 24
5	The students are able to identify language features of the descriptive text	5,10,15,20 and 25

After the students did the test, then the researcher took the total score from the result of the reading comprehension test. According to Arikunto (2009, p. 245), the interpretation of students' score is classified as follows:

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Table III.5

The classification of students' score

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Poor
30-39	Fail

F. Validity and reliability of the instrument

1. Validity

Every test should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill in which it is intended to measure. Heaton (1988, p. 159) states that the validity of a test refers to appropriateness of given test or any of its component parts as extent that is measured what it is supposed to measure. The test given to students was considered not too difficult or too easy, often showing the low reliability. Item difficulty was determined as the proposition of correct responses. This was held pertinent to the index difficulty; it was generally expressed as the percentage of the students who answered the question correctly.

The formula of item difficulty (Hartono, 2010, p. 8) is as follows:

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

Where :

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P : index of difficulty or facility value

B : the number of correct answer

N :the number of students taking test

Before the test was given to the sample of this research, the researcher did try out for the test items. The test given to the students was considered not too difficult or not too easy. According to Arikunto (2008, p. 208), the test is accepted if the level of difficulty is between 0.30-0.70. It means that the instrument of the research is called valid if the instrument has been examined from the experience such as tryout. It was determined by finding the difficulty level of each item.

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that did not reach the standard level of difficulty were excluding from the test and they were changed with new items that were appropriate. The standard level of difficulty used was >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).

Table III.6
Index Difficulty Level of Instrument

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

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The facility value under 0.30 is considered difficult and above 0.70 is considered easy. The items categorized in the level of easy or difficult ($p < 0.30$ or $p > 0.70$) should be modified. Therefore, the standart value of the proportion of correct is between 0.30 and 0.70. In this research, researcher used item category average with proportion correct (p) $0.30 \leq P \leq 0.70$

Table III.7

The Ability of Students to Find Out Main Idea of Descriptive text

Variable	To Find out Main Idea					N
	Multiple Choice					
Item no.	1	6	11	16	21	37
Correct	25	20	22	19	25	
P	0.68	0.54	0.59	0.51	0.68	
Q	0.32	0.46	0.41	0.49	0.32	

Based on the table III.7, item number 1 obtained the proportion of correct 0.68, item number 6 obtained the proportion of correct 0.54, item number 11 obtained the proportion of correct 0.59, item number 16 obtained the proportion of correct 0.51, item number 21 obtained the proportion of correct 0.68. Based on the standard level of difficulty “p” > 0.30 and < 0.70 , it is pointed out that item difficulty level of each item number for finding out the main idea of descriptive text were accepted.

Table III.8

The Ability of Students to Identify Specific Information of Descriptive text

Variable	To Identify Information					N
	Multiple Choice					
Item no.	2	7	12	17	22	37
Correct	17	23	20	13	21	
P	0.46	0.62	0.54	0.35	0.57	
Q	0.54	0.38	0.46	0.65	0.43	

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Based on the table III.8, item number 2 obtained the proportion of correct 0.46, item number 7 obtained the proportion of correct 0.62, item number 12 obtained the proportion of correct 0.54, item number 17 obtained the proportion of correct 0.35, item number 22 obtained the proportion of correct 0.57, Based on the standard level of difficulty “p” >0.30 and <0.70 , it is pointed out that item difficulty level of each item number for identifying the information of the descriptive text were accepted.

Table III.9

The Ability of Students to Identify Inference of Descriptive text

Variable	To identify inference					N
	Multiple Choice					
Item no.	3	8	13	18	23	37
Correct	14	19	14	15	14	
P	0.38	0.51	0.38	0.41	0.38	
Q	0.62	0.49	0.62	0.59	0.62	

Based on the table III.9, item number 3 gained the proportion of correct 0.38, item number 8 gained the proportion of correct 0.51, item number 13 gained the proportion of correct 0.38, item number 18 gained the proportion of correct 0.41, item number 23 gained the proportion of correct 0.38. Based on the standard level of difficulty “p” >0.30 and <0.70 , it is pointed out that item difficulty level of each item number for identifying the inference of descriptive text were accepted.

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Table III.10

The ability of Students to Identify Generic Structure of Descriptive text

Variable	To Find out Main Idea					N
	Multiple Choice					
Item no.	4	9	14	19	24	37
Correct	15	17	22	12	15	
P	0.41	0.46	0.59	0.32	0.41	
Q	0.59	0.54	0.41	0.68	0.59	

Based on the table III.10, item number 4 got the proportion of correct 0.41, item number 9 got the proportion of correct 0.46, item number 14 got the proportion of correct 0.59, item number 19 got the proportion of correct 0.32, item number 24 got the proportion of correct 0.41, Based on the standard level of difficulty “p” >0.30 and <0.70 , it is pointed out that item difficulty level of each item number for identifying the generic structure of descriptive text were accepted.

Table III.11

The ability of Students to Identify Language Features of Descriptive text

Variable	To identify language features					N
	Multiple Choice					
Item no.	5	10	15	20	25	37
Correct	15	20	16	18	22	
P	0.41	0.54	0.43	0.49	0.59	
Q	0.59	0.46	0.57	0.51	0.41	

Based on the table III.11, item number 5 obtained the proportion of correct 0.41, item number 10 obtained the proportion of correct 0.54, item number 15 obtained the proportion of correct 0.43, item number 20 obtained the proportion of correct 0.49, item number 25 obtained the

proportion of correct 0.59, Based on the standard level of difficulty “p” >0.30 and <0.70 , it is pointed out that item difficulty level of each item number for identifying the language features of descriptive text were accepted.

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Table III.12
Validity test

Question no	Score	Result
1	0.68	Valid
2	0.46	Valid
3	0.38	Valid
4	0.41	Valid
5	0.41	Valid
6	0.54	Valid
7	0.62	Valid
8	0.51	Valid
9	0.46	Valid
10	0.54	Valid
11	0.59	Valid
12	0.54	Valid
13	0.38	Valid
14	0.59	Valid
15	0.43	Valid
16	0.51	Valid
17	0.35	Valid
18	0.41	Valid
19	0.32	Valid
20	0.49	Valid
21	0.68	Valid
22	0.57	Valid
23	0.38	Valid
24	0.41	Valid
25	0.59	Valid

2. Reliability

A test must be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton (1988, p. 159) explains

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that reliability is of primary importance in the use of public achievement, proficiency and classroom tests. The mean and standard deviation of the test must be known for obtaining the reliability of the test. According to Siregar (2013, p. 111), to know the reliability of the test given, the researcher used the formula KR-21 formula as follows:

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

Where:

r_{ii} : Reliability of the instrument

k : Total of questions

V_t : Total of variance

X : The mean score

Firstly, the researcher calculated the total of variance :

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

X_1 : Total of score

X : Mean score

n : Total of respondents

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

$$V_t = \frac{(448-12.11)^2}{37-1}$$

$$V_t = 12.11$$

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Total of variance was 12.11, and then the researcher calculated the reliability.

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

$$r_{ii} = \left(\frac{25}{25-1} \right) \left(1 - \frac{12.11(25-12.11)}{25 \cdot 12.11} \right)$$

$$r_{ii} = \left(\frac{25}{24} \right) \left(1 - \frac{12.11(12.89)}{302.75} \right)$$

$$r_{ii} = 1.04 \left(1 - \frac{156.0979}{302.75} \right)$$

$$r_{ii} = 1.04 (1 - 0.52)$$

$$r_{ii} = (1.04) (0.48)$$

$$r_{ii} = 0.5$$

The standard reliability was considered as follows (Heaton, 1980, p. 159):

0.00 – 0.20 = Reliability is low

0.21 – 0.40 = Reliability is sufficient

0.41 - 0.70 = Reliability is high

0.70 - 1.00 = Reliability is very high

Based on the result above, the reliability value was 0.5 categorized into high category.

6. The Normality and Homogeneity Test

1. The Normality of the Test

In order to know whether the data has 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

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(Statistical Product and Service Solutions) 16.0 version program. The SPSS result for Kolmogorov-Smirnov Z test would be interpreted as follows:

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

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

The result of normality of post test score in experiment and control class was computed by using SPSS version 16.0. It is presented in the following table:

Table III.13
Tests of Normality

GROUP		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SCORE	EXPERIMENTAL	.123	40	.128	.946	40	.057
	CONTROL	.129	40	.090	.945	40	.053

a. Lilliefors Significance Correction

Based on the data above at significance kolmogorof-smirnov experimental class got 0.128 and control class got 0.090. The probability was higher than 0.05. It means that the population has normal distribution or H_0 is accepted.

2. The Homogeneity of the test

The homogeneity test was used to measure whether the data are correlate from true population or not. Data homogeneity of variance test was calculated by using SPSS version 16.0. The SPSS result for Levene test is interpreted as follows:

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

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p -value (Sig.) < 0.05 = the data is not homogeneous

The result of homogeneity test of post-test data or Levene test which was computed by using SPSS version 16.0 is presented in the following table:

Table III.14
Test of Homogeneity of Variances

SCORE			
Levene Statistic	df1	df2	Sig.
2.578	1	78	.112

To find out the homogeneity of the test, the writer used SPSS 16. Referring to the table above, it was found that sig was $0.112 > 0.05$ (5%). In conclusion, the data of test is homogenous.

H. The technique of Data Analysis

In analyzing the data, the researcher used score of pre-test and post-test of the experimental and control class. The researcher used pre-test and post-test in the classroom and reading assessed based on school's reading assessment. SPSS 16.0 is software that was used to analyze the data. In this research, the researcher used Independent sample T-test formula which means a statistic test used to find out whether there is a significant difference or there is no significant different between two or more variables (Hartono 2015, p. 178).

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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:

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

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 Julie Pallant (2001, p. 184) can be read as follows:

Table III.15
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:

Ha = to > t-table

Ho = to < t-table

Criteria for hypothesis:

Hak Cipta Diindungi Undang-Undang

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. H_a is accepted if $t_o > t_{table}$ or there is a significant effect of using Question Answer Relationship on students' reading comprehension of descriptive text at Senior High School 3 Mandau.
- b. H_o is accepted if $t_o < t_{table}$ or there is no significant effect of using Question Answer Relationship on students' reading comprehension of descriptive text at Senior High School 3 Mandau.

