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CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this research was a quasi experimental research that is testing an idea or procedure to determine whether it influences an outcome or dependent variable (Creswell, 2012: 229). According to Gay and Airasian (2010:367), experimental research is the only type of the research that can test hypotheses to establish cause and effect relationship

This research was conducted by using pre-test and post-test nonequivalent group design. There were two variables in this research, first was annotation strategy as independent variable (x variable), second was reading comprehension as the dependent variable (y variable). There were two classes in this research; control and experimental classes. The treatment was given to experimental class by using annotation Strategy. The treatment given to control class was not annotation Strategy. There were pretest and post-test for both classes. By the end of the pre-test, the condition of students was identified. The design can be seen in the following table:

Table III.I

Group	Pre- test	Treatment	Post - test
Experimental	XI ¹	T	Y1
control	XI ²	-	Y2

Research Design

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Where: XI¹ : Pre-test in experimental group
 XI² : Pre-test in control group
 Y1 : Post-test in experimental group
 Y2 : Post-test in control group
 T : Treatment

B. Subject and Object of the Research.

The subject of this research was the eleventh grade students at Islamic Senior High School Dar-El Hikmah Pekanbaru and the object of this research was the Effect of using Annotation Strategy on Students' Reading Comprehension of Exposition text at the eleventh grade of Islamic Senior High School Dar-El Hikmah Pekanbaru.

C. Time and Location of The Research

The research was conducted to the eleventh grade students of Islamic Senior High School Dar-El Hikmah Pekanbaru and it was done from February to March 2017.

D. Population and Sample of the Research

The population of this research was the eleventh grade students at Islamic Senior High School Dar-El Hikmah Pekanbaru that consisted seven classes. There were 185 students of the eleventh grade students in this school.

The following table is the details:

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Table III.2

**The Total population of the Islamic Senior High School Dar-El Hikmah
Pekanbaru.**

No.	Class	Total Students
1	XI 1	25
2	XI 2	25
3	XI 3	26
4	XI 4	27
5	XI 5	30
6	XI 6	28
7	XI 7	24
Total		185

Consider that the population was big, thus the researcher tried to pick up the sample of population. Because the design of the research was one group pretest – post test, so the researcher used cluster sampling technique. Gay and Airisian (2000: 129) stated that cluster sampling randomly selects group not individual. Having the sample, the researcher used lottery by passing out the small rolled paper marked by the sequence name of the class, they were XI¹, XI², XI³, XI⁴, XI⁵, XI⁶, and XI⁷. Then after passing out the paper, the samples for the research were class XI¹ as an experimental class and XI² as a control class.

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Table III.3

The Total Sample of the Islamic Senior High School Dar-El Hikmah

Pekanbaru

NO	Class	Total
1	XI 1 (experimental)	25
2	XI 2 (control)	25
Total		50

E. The technique of Collecting data

In order to get the data which were needed to support this research, the researcher used the technique as follows:

1. Observation

Observation was used to know whether this method had been applied based on procedures or not. Besides, it was used to collect data about the implementation of using annotation strategy. The researcher had a list of observational item to be observed in experimental class during teaching and learning process.

Table III.4
Observation Checklist

No	Indicator of variable x	Yes	No
1.	Teacher demonstrated the strategy		
2.	Teacher made a simple text of analytical exposition		
3.	Teacher asked students to read the text comprehensively		
4.	Teacher asked students to annotate the text		
5.	Teacher asked and helped students to discuss their annotation		
6.	Teacher asked students to share the final product and discuss the text		
7.	Teacher asked students to reflect their comprehension of the text		
Total			

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Test

The data collection of this research was conducted by using tests (pre and post). According to Brown (2007:3), test means that a method of measuring of a person's ability, knowledge or performance in given domain. The writer used multiple choice questions form. Multiple choice questions require the students to select the best answer out of a number option. The test was given twice. The first was pre-test and the last was post-test. The test consisted of 20 items. The researcher constructed or adopted the test from the book and sources related. In this research, the test was divided into two ways; pre-test was given before the treatment and post-test was given after doing treatment.

TABLE III.5
THE BLUE PRINT TEST

No	Indicators	Number of Items
1	The students identify word meaning of the text	3,7,12,17
2	The students identify the topic of the text.	5,13,14,19
3	The students identify information or issues of analytical exposition text.	2,6,10,15
4	The students identify writers' argumentation in the text.	4,8,11,20
5	The students identify purpose of the text.	1,9,17,18
Total Items		20

Then, the researcher took the total score from the result of the reading comprehension test. According to Arikunto (2007:245), score of students can be analyzed through a table of classified score. So, the score of students was classified as follows:

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Table III. 6
The Clasification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
45-0	Fail

F. Validity and Reliability of the Test
1. Validity

Before the test was given to the sample of this research, the researcher tried out the test item. The test given to the students was considered not too difficult or not too easy. The purpose of the try out was to obtain validity and reliability of the test. According to Hughes (1989:22), the test is said to be valid if it measures accurately what is intended to measure. In this research the researcher used content validity. Furthermore, Hughes (1989:22) said that a test is said to have content validity if its content constitutes a representative sample of the language skill, structure, etc., with which it is meant to be concerned. It means that the test given to the students was based on the material that they had learned. It was determined by finding the difficulty level of each item.

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Arikunto (2009:208) said that the easy or difficulty level of each item can be determined by following formula

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

Where:

P : Index of difficulty

B : The number of correct answer

JS : The number of students taking test

Furthermore, Arikunto (2007:210) stated that the standard level of difficulty used is > 0.30 and < 0.70 . It means that the items are 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 is represented by “P”, whereas the proportion incorrect is represented by “q”. It can be seen from the following tables:

Table III. 7
Identify word meaning of the Text

Variable	Identify word meaning of the text				N
Item no.	3	7	12	17	30
Correct	16	17	19	16	
P	0,53	0,56	0,63	0,53	
Q	0,47	0,44	0,37	0,47	

Based on the table above, the proportion of correct answers for item number 3 obtained the proportion of correct 0.53, item number 7 obtained the proportion of correct 0.56, item number 12 obtained the proportion of correct 0.63, and item number 17 obtained the proportion of correct 0.53. Based on level of difficulty “p” < 0.30 and “q” > 0.70 , it

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was pointed out that the items for identifying word meaning of the text were accepted.

Table III. 8
Identify the topic of the Text

Variable	identify the topic of the text				N
Item no.	5	13	14	19	30
Correct	17	19	12	16	
P	0.56	0.63	0.4	0.53	
Q	0.44	0.37	0.6	0.47	

Based on the table above, the proportion of correct answers for item number 5 obtained the proportion of correct 0.56, item number 13 obtained the proportion of correct 0.37, item number 14 obtained the proportion of correct 0.40, and item number 19 obtained the proportion of correct 0.53. Based on level of difficulty “p” < 0.30 and “q” > 0.70, it was pointed out that the items for identifying the topic of text were accepted.

Table III. 9
Identify the Information or Issues of Analytical Exposition Text

Variable	Identify the Information or Issues of Analytical Exposition Text				N
Item no.	2	6	10	15	30
Correct	18	17	19	18	
P	0,60	0.56	0.63	0.60	
Q	0.40	0.44	0.37	0.40	

Based on the table above, the proportion of correct answers for item number 2 obtained the proportion of correct 0.60, item number 6 obtained the proportion of correct 0.56, item number 10 obtained the proportion of correct 0.63, and item number 15 obtained the proportion

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of correct 0.60. Based on level of difficulty “ p ” < 0.30 and “ q ” > 0.70 , it was pointed out that the items for identifying the information or issues of analytical exposition text were accepted.

Table III. 10
Identify Writers’ Argumentation in the Text

Variable	Identify Writers’ Argumentation in the Text				N
Item no.	4	8	11	20	30
Correct	20	19	16	16	
P	0.66	0.63	0.53	0.53	
Q	0.34	0.37	0.47	0.47	

Based on the table above, the proportion of correct answers for item number 4 obtained the proportion of correct 0.66, item number 8 obtained the proportion of correct 0.63, item number 11 obtained the proportion of correct 0.53, and item number 20 obtained the proportion of correct 0.53. Based on level of difficulty “ p ” < 0.30 and “ q ” > 0.70 , it was pointed out that the items for identifying writers’ argumentation in the text were accepted.

Table IV. 1
Identify purpose of the Text

Variable	Identify purpose of the Text				N
Item no.	1	9	17	18	30
Correct	12	16	15	17	
P	0.40	0.53	0.50	0.56	
Q	0.60	0.47	0.50	0.44	

Based on the table above, the proportion of correct answers for item number 1 obtained the proportion of correct 0.40, item number 9

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obtained the proportion of correct 0.53, item number 17 obtained the proportion of correct 0.50, and item number 18 obtained the proportion of correct 0.56. Based on level of difficulty “p” < 0.30 and “q” > 0.70, it was pointed out that the items for identifying purpose of the text were accepted.

2. Reliability of the Test

A test must first be reliable as measuring instrument. Brown (2003:20) defined that a reliable test is a test which is consistent and dependable. It means that we can say the test is reliable if the test has similar result or consistent.

Reliability is a necessary characteristic of any good test. The Reliability coefficients for good identified kinds of text, structure text, and reading comprehension test were expected to exceed 0.0 and closed 1.00.

According to Timbunan in Ratnasari (2016:51), the reliability of the test was considered as follows:

1. **0.0 – 0.20 : Reliability is Low**
2. **0.21 – 0.40 : Reliability is Sufficient**
3. **0.41 – 0.70 : Reliability is High**
4. **0.71 – 1.0 : Reliability is Very high**

Sugiyono (2015:359) stated that to obtain the reliability of the test, we can use kr-20 formula. So, the researcher used kr-20 formula as follows:

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$$KR20: r_i = \frac{k}{(k-1)} \left\{ \frac{st^2 - \sum pq}{st^2} \right\}$$

Where:

- k : number of items in the instrument
 P : proportion of students who answered the item correctly
 Q : proportion of students who answered the item wrong (1-pi)
 $\sum PQ$: the multiplication result between p and q
 St^2 : total variance

Firstly, the researcher calculated the total variance:

$$st^2 = \frac{x^2}{n}$$

Where:

- n : number of respondents

$$\begin{aligned}
 x^2 &= \sum xt^2 - \frac{(\sum xt)^2}{n} \\
 &= 4055 - \frac{(335)^2}{30} \\
 &= 4055 - \frac{112225}{30} \\
 &= 4055 - 3740.8 \\
 &= 314.2
 \end{aligned}$$

$$st^2 = \frac{x^2}{n}$$

$$\begin{aligned}
 st^2 &= \frac{314.2}{30} \\
 &= 10.5
 \end{aligned}$$

$$ri = \frac{k}{k-1} \left\{ \frac{St^2 - \sum P_i q_i}{S_t^2} \right\}$$

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$$r_i = \frac{30}{(30 - 1)} \left\{ \frac{10.5 - 4.84}{10.5} \right\}$$

$$r_i = \frac{30}{29} \left\{ \frac{5.66}{10.5} \right\}$$

$$r_i = 1.03 \times 0.54$$

$$r_i = 0.56$$

Based on the result above, it can also be stated that the reliability was “**High**”

G. Technique of Data Analysis

In analyzing the students’ reading comprehension, the researcher used minimum passing grade of English lesson in Islamic Senior High School Darel Hikmah Pekanbaru. It was 75 for the students’ reading comprehension of analytical exposition text.

It means that for those who get score > 75 , they reach the passing grade; while those get score < 75 they don’t reach the passing grade.

1. Normality of the Data

Before analyzing the data by using t-test formula, the researcher had to find out the normality test of the data. According to Priyatno (2012:33), the normality of the data test can be analyzed by using lilliefors and One Sample Kolmogorov Smirnov. In this research, the researcher used lilliefors through SPSS.16 version.

Analysis:

If the probability > 0.05 Ho is accepted

If the probability < 0.05 Ho is rejected (Priyatno, 2012:36)

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2. Homogeneity of the Data

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.

3. Analysis Data

In analyzing the data, the researcher used students' post-test score in experimental and control classes. This score was analyzed statistically. In this research the researcher used these formulas:

a. Independent sample t-test

Hartono (2009: 208) said that to find out whether or not there is a significant difference between two or more variables that can be analyzed by using independent sample t-test. Gay (484) added that the t-test for independent sample is used to determine whether or not there is probably a significant difference between the means of two independent samples. Independent sample t-test was used to know whether there is a significant effect on students' comprehension in reading analytical exposition text taught by using and without using Annotation Strategy.

In this research, the data were analyzed by using SPSS 16.0 Version. The significant value was employed to see whether or not there is a significant difference between the mean scores of both experimental and control classes. Statistical hypothesis:

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1. $H_0 = \text{sig. (2 tailed)} > 0.05$
 2. $H_a = \text{sig. (2 tailed)} < 0.05$
- b. Effect Size

According to Pallant (2005:199), effect size is the strength of the difference between groups or the influence of independent variable. There are a number of different effect size statistics, the most commonly used is eta squared. Eta squared can range from 0 to 1 and represent the proportion of variance in the dependent variable that is explained by the independent (group) variable. The formula for eta squared is as follows

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

Where :

- η^2 = eta squared
 t^2 = t o
 N_1 = Number of students