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CHAPTER III

THE RESEARCH METHODOLOGY

A. Research Design

This research was an experimental research. According to Creswell (2012: 295), the experimental research was conducted when the researcher intended the possible cause and effect between independent variable (variable X) and dependent variable (variable Y). It consisted of two variables; the first was the TPRC (Think, Predict, Read, and Connect) strategy as variable X and the second was the students' reading comprehension on descriptive text as variable Y. Because the population of this research was large, the researcher used the quasi-experimental design. In this research, quasi-experimental design had experiment group and control group. There were two kinds of test; pre-test and post-test. Pre-test was given before treatment and post-test was given in the last of treatment.

The design can be seen in the following table below Creswell (2012: 300)

Table III.1
Table of Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	X ₁	T	Y ₁
Control	X ₂	-	Y ₂



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Where:

X_1 = Pre-test of experimental group

X_2 = Pre-test of control group

Y_1 = Post-test of experimental group

Y_2 = Post-Test of control group

T = Treatment

B. The Procedures of Implementation Research

In conducting this research the writer followed some steps. Firstly, Pre implementation step where the writer wrote research proposal and joined the examination. Next, the writer gave try out to the students in order to find out the validity and reliability of the test, then the writer gave pre test to experimental and control class.

Secondly, implementing step where the writer gave treatment 6 times in experimental class, the treatment was given on March 28th, March 31st, April 4th, April 7th, April 2nd, April 11th and April 14th 2017. In giving treatment the writer applied Think, Predict, Read, Connect (TPRC) strategy. While in control class the writer did not do treatment.

Thirdly, post implementation step where the writer gave post test to experimental class and control class, next the writer scored the result of the students' post test to find out the normality and homogeneity of the test. Then, the writer analyzed students' post test score in experimental and control class in order to know



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the differences score of students' reading comprehension taught by using Think, Predict, Read, Connect (TPRC) strategy and taught without using Think, Predict, Read, Connect (TPRC) strategy. After that, the writer analyzed students' pre test and post test score by using independent sample t-test to know the effect of using Think, Predict, Read, Connect (TPRC) strategy on students' reading comprehension. Lastly, the writer wrote the thesis.

C. The Location and Time of The Research

This research was conducted at Vocational High School Multi Mekanik Masmur Pekanbaru. It was located on Pekanbaru regency. The time of this research was started from March to April 2017.

D. The Subject and Object of The Research

The subject of this research was the tenth grade students of Vocational High School Multi Mekanik Masmur Pekanbaru, while the object of this research was TPRC (Think, Predict, Read, and Connect) strategy on reading comprehension.

E. The Population and Sample of The Research

The target of population of this research was the tenth grade students of Vocational High School Multi Mekanik Masmur Pekanbaru. The total number of second year students was 91. It could be seen in following table population below:

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Table III.2
Population of the Research

No	Class	Students
1	X TKR 1	32
2	X TKR 2	31
3	X TKR 3	32
4	X TKJ 1	31
5	X TKJ 2	32
6	X RPL 1	31
Total		190

Considering that this population of the research was large. Thus, the writer took the sample of the population of the research. In this research, the writer used random sampling technique, especially cluster random sampling. According to Gay and Airasian (2010:123), random sampling was the process of selecting a sample in such way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Gay and Airasian (2010:129) continue their explanation that Cluster randomly selects the groups, not individuals. It used lottery to choose two samples in this research. The writer took two classes as the samples in this research. Class X TKR 1 and X TKR 3 were chosen. The class TKR 1 was experimental class and class X TKR 3 was control class. Both class X TKR 1 and X TKR 3 consisted of 32 and 32 students, so, the total sample of this research was 64 students.



F. Technique of Collecting Data

In order to get the data which were needed to complete this research, the writer used the techniques by the observation and test.

1. Test

In this research, the data was collected by using test. According to Brown (2007:3), test means that a method of measuring of a person's ability, knowledge, or performance in given domain. To obtain the students' reading comprehension by using Think, Predict, Read, Connect (TPRC) strategy, the writer gave the test. The test was done twice, the first was pre-test that was given before treatment, and the second was posttest that was given after treatment intended to obtain students' reading comprehension of the eighth grade at Vocational High School Multi Mekanik Masmur Pekanbaru.

Moreover, the type of the test was multiple choice items. Multiple choices are standardized test that will be the inevitable result (Paris, 2005:16). The writer decided the multiple choice items as the research instrument because of some considerations; reliability, efficiency, and also rather sophisticated. It is also supported by Siregar (2013: 87), the research instrument should be valid and reliable, and the multiple choice items can cover those requirements. The result of the test cannot be denied by the people. The result of the post test was analyzed as the final data of this research. The test consisted of 20 items. The writer adopted the test from the books and sources that were related. The blue print of the reading comprehension test (pre-test and post-test) is as follows:

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Table III.3
The Blueprint of The Test

No	Indicators	Number of items
1	Students are able to find factual information from the text.	1,6,11,16
2	Students are able to find the main idea from the text	2,7,12,17
3	Students are able to find the meaning of vocabulary from the text.	3,8,13,18
4	Students are able to identify reference from the text	4,9,14,19
5	Students are not able to make inference from the text.	5,10,15,20
	Total Items	20

After the students did the test, then the writer took the total score from the result of the reading comprehension test. According to Arikunto (2013: 281), the classification of the students' score can be seen below:

Table III.4
The Classification of Students' Score

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

G. Validity and Reliability

1. Validity

According to Siregar (2013: 75), a valid measure if it successfully measured the phenomenon. Validity is the core of the test. Moreover, Siregar said that there are four kinds of validity. They are face validity, content validity, criterion validity, and construct validity. Each of them has different usage and function.

Based on the definition above, to measure whether the test was valid or not, the writer used content validity. In other words, tests were given based on material that they had learned, concerning five components:

1. Students are able to find factual information from the text.
2. Students are able to find the main idea from the text.
3. Students are able to find the meaning of vocabulary from the text.
4. Students are able to identify reference from the text.
5. Students are able to make inference from the text.

The formula for item difficulty is as follows Heaton (1998:178):

$$FV = \frac{R}{N}$$

Where:

- FV : index of difficulty of facility value
 R : the number of correct answer
 N : the number of examinees or students taking the test

The formula above was used to find out the easy or difficulty of each item test that the writer gave to the respondents. The items that did not reach the standard

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level of difficulty were excluded from the test and they were replaced by the new appropriate items. The standard level of difficulty is <0.30 and >0.70 . It means that the item test is accepted if the level of difficulty was between 0.30-0.70 and it was rejected if the level of difficulty is under 0.30, assumed difficult question and over 0.70, assumed as easy question. Then, the proportion correct is represented by “P”, whereas the proportion incorrect is represented by “Q”, it can be seen in the following tables:

TABLE III.5
The Students’ Ability to find out factual information from the text

Variable	Finding factual information from the text				N
Item no.	1	6	11	16	32
Correct	18	13	15	17	
P	0.56	0.40	0.46	0.53	
Q	0.44	0.60	0.54	0.47	

Based on the table III.5, the item number **1** shows the proportion of correct **0.56**, item number **6** shows the proportion of correct **0.40**, item number **11** shows the proportion of correct **0.46**, and item number **16** shows the proportion of correct **0.53**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each item number for finding out the main idea are accepted.

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TABLE III.6
The Students' Ability to find out the main idea from the text

Variable	Finding main idea from the text				N
Item no.	2	7	12	17	32
Correct	15	16	16	13	
P	0.46	0.5	0.5	0.40	
Q	0.54	0.5	0.5	0.60	

Based on the table III.6, the item number **2** shows the proportion of correct **0.46**, item number **7** shows the proportion of correct **0.5**, item number **12** shows the proportion of correct **0.5**, and item number **17** show the proportion of correct **0.40**. Based on the standard level of difficulty "p" <0.30 and >0.70 , it is pointed out that item difficulties in average of each item number for getting the meaning of word references or similar meaning are accepted.

TABLE III.7
The Students' Ability to find out the meaning of vocabulary from the text.

Variable	Finding the meaning of vocabulary from the text				N
Item no.	3	8	13	18	32
Correct	11	14	11	19	
P	0.34	0.43	0.34	0.59	
Q	0.66	0.57	0.66	0.41	

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Based on the table III.7, the item number **3** shows the proportion of correct **0.34**, item number **8** shows the proportion of correct **0.43**, item number **13** shows the proportion of correct **0.34**, and item number **18** shows 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 difficulties in average of each item number for finding out the information are accepted.

TABLE III.8
The Students’ Ability to identify reference from the text

Variable	Identifying reference from the text				N
	4	9	14	19	
Item no.	4	9	14	19	32
Correct	16	15	15	17	
P	0.5	0.46	0.46	0.53	
Q	0.5	0.54	0.54	0.47	

Based on the table III.8, the item number **4** shows the proportion of correct **0.5**, item number **9** shows the proportion of correct **0.46**, item number **14** shows the proportion of correct **0.46**, and item number **19** show the proportion of correct **0.53**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for identifying the language features are accepted.

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TABLE III.9
The Students' Ability to make inference from the text

Variable	Making inference from the text				N
	5	10	15	20	
Item no.	5	10	15	20	32
Correct	12	13	15	17	
P	0.37	0.40	0.46	0.53	
Q	0.63	0.60	0.54	0.47	

Based on the table III.9, the item number **5** shows the proportion of correct **0.37**, item number **10** shows the proportion of correct **0.40** item number **15** shows the proportion of correct **0.46**, and item number **20** show the proportion of correct **0.53**. Based on the standard level of difficulty "p" < 0.30 and > 0.70 , it is pointed out that item difficulties in average of each item number for identifying the generic structure are accepted.

2. Reliability

In everyday English, reliability means dependability or trustworthiness. According to Gay (2000: 169), reliability is the degree to which a test consistently measures whatever it is measuring. However, Douglas Brown (2003:19) stated that reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining similar results when measurement was repeated on different occasions or with different instruments or by different persons. The characteristic of reliability was sometimes termed consistency. Briefly, the test

was reliable when an examinee's results were consistent on repeated measurement. 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 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 variance

X : the mean score

Firstly, the writer calculated the total variance:

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

X_1 : total of score

X : mean score

n : total of respondents

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

$$V_t = \frac{(298 - 9,375)^2}{32-1}$$

$$V_t = 9.31$$

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Total variance was 11.7, and then the writer calculated the reliability.

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

$$r_{11} = \left\{ \frac{20}{20-1} \right\} \left\{ 1 - \frac{9.37(20-9.37)}{20(9.31)} \right\}$$

$$r_{11} = (1.05) (0.53)$$

$$r_{11} = 0.56$$

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 0.56. Then the r_t at 5% level of significance is 0.349, while r_t at 1% level of significance is 0.449. So, it can be concluded that $0.349 < 0.56 > 0.449$. In other words, the instrument was reliable because the value of r_{11} was higher than r_t . 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

In sum, the reliability of the test as calculated above (0.486) was categorized into high level.

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H. 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 (Statistical Product and Service Solutions) 23 version program. The SPSS result for Kolmogorov-Smirnov Z test would be 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 23. It is presented in the following table:

Table III.10
The Normality of the Test

State Islamic University of Sultan Syarif Kasim Riau	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experiment	.152	32	.059	.940	32	.074
	Control	.124	32	.200	.954	32	.188

Based on the table above it showed that the significance level in Kolmogorov-Smirnov test of pretest control class was 0.200 ; it means that $0.200 > 0.05$, and significance level of pre-test experimental class was 0.59; it means that $0.59 > 0.05$. Significance level of post-test control class was 0.188 ; it means that $0.188 > 0.05$, and significance level of post-test experimental class was

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0.074; it means that $0.074 > 0.05$. In conclusion, the data were in normal distribution.

2. The Homogeneity of the test

According to Siregar (2013:167), the purpose of homogeneity test is to find out whether the object of the research has the same variance or not. The writer assessed the homogeneity of data by using SPSS 23. The result of the test can be seen as follows:

p -value (Sig.) > 0.05 = the data are homogeneous

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

The result of homogeneity test which was computed by using SPSS version 17 presented in the following table:

Table III.11
The Homoginity of the test

Levene Statistic	df1	df2	Sig.
.180	1	62	.673

According to Siregar (2013:178) data are homogenous or variant when the value Sig. is higher than 0.05. From the table, it was known that the value of significance (sig.) was 0.673. It can be seen $0.673 > 0.05$. Based on the table, it was clear that Sig. is higher than 0.05 which indicates the homogeneity of the data. It means that the data were homogeneous.

I. Technique of Analyzing Data

In order find out whether there is or no significant effect of using Think, Predict, Read, Connect (TPRC) strategy on students' reading comprehension, the data were analyzed statistically. To analyze the data, the writer took score of pre-test and post-test of the experimental and control classes.

The writer used Independent Sample T-Test and and Paired Sample T-Test formula through software SPSS 23 version.

1. Independent Sample T-test to test the first and the second hypotheses.
2. Paired Sample T-Test to test the third hypothesis.

To determine effect size of the result, the writer adopted Eta squared formula. Pallent (2010: 247) mentions the formula of eta square as presented below.

$$Eta\ Squared = \frac{t^2}{t^2 + (N - 1)}$$

Pallant (2010:210) also informed that the guidelines for interpreting this value are 0.01= small effect, 0.06= medium effect, 0.14= large effect.

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