

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The method of this research is an experimental research. According to L.R Gay and Airasian (2000,p.367) experimental research is the only type of research that can hypotheses to establish cause and effect relationship. The design of this research was quasi – experimental design. A quasi-experimental design in here by using the pretest-post-test non-equivalent group design (Lois, 2007:283).

In this design, the writer used two classes as the sample; control group and experimental group. Those classes were not choosen randomly. Both groups got a pretest and posttest. Only the experimental group received the treatment by using Group Summarizing strategy. While control class used conventional strategy/technique. However, the materials that were given to each group are the same. The design of research can be illustrated as follows:

TABLE III. 1

The Research Design
(Cresswell, 2002, p. 310)

Experimental	Pre – test	Experimental Treatment	Post – test
Control	Pre – test	No treatment	Post – test

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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

B. The Time Location of the Research

The research was conducted at the second grade of State Junior High School 14 Hangtuah Pekanbaru. It is located on Hangtuah Street, It was conducted on April 2017.

C. The Subject and the Object of the research

The subject of this research was the second grade students at State Junior High School 14 Hangtuah Pekanbaru and the object of this research was the effect of using group summarizing strategy on students' ability in reading comprehension of narrative text.

D. The Population and The Sample of The Research

1. The Population

In conducting research, the writer took the population of the second grade students at State Junior High School 14 Hantuah Pekanbaru. Which consisted of four classes (128 students).

Table III.2
The Total Population of the Second Grade Students at Junior High School 14 Hangtuah Pekanbaru

No	Class	Students		Total
		Male	Female	
1	VIII.1	13	18	31
2	VIII.2	15	19	34
3	VIII.3	15	17	32
4	VIII.4	14	17	31
Total		57	71	128

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. The Sample

The population was large enough to be all taken as sample of the research. Based on the total population above, the writer took two classes for the samples by using Cluster Sampling. Cluster sampling randomly selects groups, not individuals. All the member of selected groups had similar characteristics. According to Gay (2000, P.129), cluster sampling is most useful when the population is very large or spread out over a wide geographic area. The sample were class VIII.4 as experimental class and VIII.3 as control class. Therefore, the sample was 63 students.

Table III.3

The Sample of the Research

No.	Class	Type	Total
1	VIII.4	Experimental class	31
2	VIII.3	Control class	32
Total			63

E. The Technique of Collecting Data

In this research, the writer used test as instrument to collect the data. The test was used to find out the students' comprehension in reading. The data of this research were the score of the students' reading comprehension obtained by using reading test. There are numerous ways

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

of testing reading comprehension. According to Heaton (1988, p. 107), there are seven ways in assessing reading comprehension. They are matching items, true/false items, multiple choice items, completion items, rearrangement items, cloze procedures and open-ended and miscellaneous items. In this research, the writer used multiple choice test. It was one of the suitable tests for testing students' reading comprehension. The following table presents the blue print of question items used in collecting the data.

Table III.4
Blue Print of Reading Test

No	Indicators of items	Number of items	Items number
1.	Find the topic of narrative text	4 items	1, 7, 11, 19
2.	Find the detail information of narrative text	4 items	5, 10, 15, 20
3.	Identify the generic structure of narrative text	4 items	2, 6, 12, 17
4.	Identify word references of narrative text	4 items	3, 8, 13, 18
5.	Identify word meaning/ vocabulary of narrative text	4 items	4, 9, 14, 16

The test was given to each group after and before giving the treatment.

The test was divided into two phases:

1. Pre Test

Pre-test was given to the students before treatment of the strategy to both of the class experimental class and control class. This test was used to measure basic reading comprehension of narrative text.

2. Post Test

Post-test was given after doing the treatment of the strategy to the experimental class and control class which had not been given to the

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

students whether it made a difference or not in reading comprehension of narrative text.

The test consisted of 20 items questions. Each text consisted of 4 questions designed based on the indicators of reading comprehension such as; find the topic, find the detail information, identify generic structures, identify word refernce, identify word meaning/vocabulary from the reading text. The writer then distributed pre and post test to experimental and control classes.

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, p. 281), the classification of the students' score can be seen below:

Table III.5
The Classification of Students' Score

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

F. The Validity and Reliability of the Test

1. The Validity of the Test

Research is always related to a measurement. According to Brown (2004, p. 3), a test is a method to measure a person's ability, knowledge, or performance in a given domain. The more explanation is also explained by Brown that one of criteria for testing a test is validity. A valid test should be appropriate, meaningful, and useful in term of the

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

purpose of the assessment. There are three kinds of validity, they are content validity, criterion validity, and construct validity (Gay, 2000, p.163-167).

In this research, the writer used content validity to prove the validity of the test. Before giving a test to the experimental and control classes, the writer gave a try out, the purpose of try out was to obtain validity and reliability to the test. The level of difficulty was used to show how “easy” or “difficult” an item as suggested by Arikunto (2013, p. 223), the formula of item difficulty is as follows:

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

Where

- P : index of difficulty
 B : the number of correct answers
 JS : the number of students taking the test

The standard level of the difficulty used is >0.30 and <0.70 , it means that the level of difficulty is between 0.30 and 0.70 and it is rejected if the level of difficulty below 0.30 (difficult) and over 0.70 (easy). Then, the proportion of correct is represented by “p”, whereas the proportion of incorrect is represented by “q”, it can be seen in the following tables.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III.6
Students are Able to Find the Topic of Narrative Text

Variable	Find the Topic				N
Item No	1	7	11	19	31
Correct item	18	16	19	14	
P	0.58	0.52	0.61	0.45	
Q	0.42	0.48	0.39	0.55	

Based on the table III.6, item number 1 shows the proportion of correct 0.58, item number 7 shows the proportion of correct answer 0.52, item number 11 shows the proportion of correct answer 0.61, item number 19 shows the proportion of correct answer 0.45. Based on the standard level of difficulty “p” >0.30 and <0.70 , it can be concluded that the items of finding the topic were accepted.

Table III.7
Students are Able to Find the Detail Information of Narrative Text

Variable	Find the Detail Information				N
Item No	5	10	15	20	31
Correct item	20	15	11	15	
P	0.65	0.48	0.35	0.48	
Q	0.35	0.52	0.65	0.52	

Based on the table III.7, the proportion of correct answer for item number 5 shows 0.65, item number 10 shows 0.48, item number 15 shows 0.35, item number 20 shows 0.48. Based on the standard level of difficulty “p” >0.30 and <0.70 , it can be concluded that the items of finding the detail information were accepted.

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - 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.

Table III.8
Students are Able to Identify the Generic Structure of Narrative Text

Variable	Identifying the Generic Structure				N
Item No	2	6	12	17	31
Correct item	17	16	13	18	
P	0.55	0.52	0.42	0.58	
Q	0.45	0.48	0.58	0.42	

Based on the table III.8, the proportion of correct answer for item number 2 shows 0.55, item number 6 shows 0.52, item number 12 shows 0.42, item number 17 shows 0.58. Based on the standard level of difficulty “p” >0.30 and <0.70, it can be concluded that the items of identifying the generic structure were accepted.

Table III.9
Students are Able to Identify Word Reference of Narrative Text

Variable	Identifying Word Reference				N
Item No	3	8	13	18	31
Correct item	20	14	19	12	
P	0.65	0.45	0.61	0.39	
Q	0.35	0.55	0.39	0.61	

Based on the table III.9, the proportion of correct answer for item number 3 shows 0.65, item number 8 shows 0.45, item number 13 shows 0.61, item number 18 shows 0.39. Based on the standard level of difficulty “p” >0.30 and <0.70, it can be concluded that the items of identifying word reference were accepted.

Table III.10
Students are Able to Identify Word Meaning/Vocabulary of Narrative Text

Variable	Identifying word meaning/vocabulary				N
Item No	4	9	14	16	31
Correct item	13	11	14	17	
P	0.42	0.35	0.45	0.55	
Q	0.58	0.65	0.55	0.45	

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on the table III.10, the proportion of correct answer for item number 4 shows 0.42, item number 9 shows 0.35, item number 14 shows 0.45, item number 16 shows 0.55. Based on the standard level of difficulty “p” >0.30 and <0.70, it can be concluded that the items of identifying word meaning/vocabulary were accepted.

2. The Reliability of The Test

According to Cohen (2000, p. 117), reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. For research to be reliable it must demonstrate that if it is to be carried out on a similar group of respondents in a similar context (however defined), then similar results would be found.

Suharsimi (2009, p. 146) states that it is possible for the test is reliable but is not valid. Whereas the test is valid automatically, it is reliable. To obtain the reliability of the test given, the writer used Cronbach's alpha. In this research, the reliability of the tests was processed by SPSS (Statistical Product and Service Solution) 23 Version, it can be seen in the following table:

Table III.11

Case Processing Summary

		N	%
Cases	Valid	31	96.9
	Excluded ^a	1	3.1
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Reliability Statistics

Cronbach's Alpha	N of Items
.982	2

Based on the table above, it can be seen that the total number of the students consisted of 32. The score of Cronbach's Alpha was 0.982. According to Arikunto (2009), the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. He stated that reliability of test is considered as follows:

- 0.0-0.20 : reliability is poor
 0.21-0.40 : reliability is satisfactory
 0.41-0.70 : reliability is good
 0.71-1.0 : reliability is excellent

In short, the reliability of the tests as calculated above (0.982) was categorized into excellent level.

G. Techniques of Data Analysis**1. The Homogeneity and Normality of The Test**

In order to know whether the data have normal distribution or not, the writer used Kolmogorof-Smirnov method as the formula to analyze the data. In this research, the writer analyzed the data by using SPSS (Statistical Product and Service Solutions) 23 version program.

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - 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.

Hypothesis:

H_0 : The data are normally distributed

H_a : The data are abnormally distributed

Testing Criteria:

If the probability (sig) > 0.05 H_0 is accepted

If the probability (sig) < 0.05 H_0 is rejected

The result of normality of pre test score in experimental and control classes was computed by using SPSS version 23. It is presented in the following table:

Table III.12
Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
pre_test	Experiment	.112	31	.00*	.957	31	.248
	Control	.139	32	.119	.937	32	.063

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it was obtained that the significance level in Kolmogorov-Smirnov test of experimental class was 0.112; it means that $0.112 > 0.05$, and significance level of control class was 0.139; it means that $0.139 > 0.05$. In conclusion, the data are in normal distribution.

Furthermore, in order to know whether the objects researched had the same variance or not, the writer needed to describe the homogeneity analysis. Data homogeneity of variance test was calculated by using SPSS version 23. The SPSS result for Levene test was interpreted as follows:

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - 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.

Testing Criteria:

If the probability (sig) > 0.05, the data are homogenous.

If the probability (sig) < 0.05, the data are not homogenous.

The result of homogeneity test of pre-test data or Levene test was computed by using SPSS version 23 presented in the following table:

Table III.13
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
pre_test	Based on Mean	1,123	1	61	,293
	Based on Median	1,026	1	61	,315
	Based on Median and with adjusted df	1,026	1	56,665	,315
	Based on trimmed mean	1,139	1	61	,290

Based on the table above, it was found that the value of significance (sig.) was 0.29. According to Pallant (2010, p. 2070), data are homogeneous or variant when the value Sig. is higher than 0.05. Based on the table, it was clear that Sig. is higher than 0.05 which indicates the homogeneity of the data. The comparison can be stated that $0.29 > 0.05$.

After knowing that the data were normally distributed and having the homogenous variance. The writer needed to find out whether there is or no a significant difference between using Group Summarizing Strategy on students' reading comprehension and without using it of narrative text at the second grade of State Junior High School 14 Hangtuh Pekanbaru, the data were analyzed statistically. In this research, the writer used T-test

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

formula (independent sample t-test) and it was calculated by using software SPSS 23 Version. The SPSS result of Independent Sample T-test can be interpreted as follows:

Hypothesis:

H_0 : Variance population is identical

H_a : Variance population is not identical

Testing Criteria:

If the value in Sig. (2-tailed) ≤ 0.05 , then H_a is accepted.

If the value in Sig. (2-tailed) ≥ 0.05 , then H_0 is accepted.

Furthermore, in order to find out whether or not there is a significant effect of using Group Summarizing Strategy on students' reading comprehension of narrative texts, the writer needed to provide the effect size or (Eta Squared). Then, it can be interpreted based on the following criteria (Cohen, et all., 2007, p. 521).

0-0.20 = weak effect

0.21-0.50= modest effect

0.51-1.00= moderate effect

≥ 1.00 = strong effect