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CHAPTER III

THE RESEARCH METHOD

A. Research Design

This research was quasi-experimental research. Creswell (645, p. 2008) states that “quasi-experiments are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment. The writer used intact groups, the first class was as the experimental group and the second class was as the control group. Gay (394, p. 2000) also states that quasi-experimental design is not possible to randomly assign individual participants to groups in several cases. For example, researcher can get permission to do research in a school if he keeps students in existing classroom intact.

This research operated two variables, they were independent variable and dependent variable. Independent variable refers to group work technique which is symbolized by X, and dependent variable refers to students' reading comprehension which is symbolized by Y. The research design can be presented in the table below (Cresswell, 2008, p. 310)

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Table III.I
Research design

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

Where :

O₁ = Pre-test for Experimental Class

O₂ = Pre-test for Control Class

O₃ = Post-test for Experimental Class

O₄ = Post-test for Control Class

X = Treatment by Using Group Work Technique

B. Location and Time of the Research

The research was conducted at the first year of SMA N 4 MANDAU. This research was conducted from April to May 2017.

C. Subject and Object of the Research

The subject of this research was the first year students of SMA N 4 MANDAU, and the object of this research was the effect of using group work technique on students' reading comprehension of Narrative text.

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D. The Population and the Sample of the Research

The population of this research was the the first year students of SMA N 4 MANDAU in 2016-2017 academic year. It had 10 classes. The total number of the first year students at SMA N 4 MANDAU was 325 students. The specification population and sample can be seen in the table below:

Table III.2
The Population of the First Year Students of SMA N 4 MANDAU

No	CLASSES	POPULATION	SAMPLE
1	X1	34 STUDENTS	
2	X2	33 STUDENTS	
3	X3	29 STUDENTS	
4	X4	35 STUDENTS	
5	X5	32 STUDENTS	
6	X6	30 STUDENTS	30 STUDENTS
7	X7	34 STUDENTS	
8	X8	34 STUDENTS	
9	X9	30 STUDENTS	30 STUDENTS
10	X10	34 STUDENTS	
	TOTAL	325 STUDENTS	60 STUDENTS

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Based on the table III.2, the population was large enough to be taken as sample of the research. Based on the total population, the writer took two classes for the samples by Using Cluster Random Sampling. According to Gay (2000, p. 29), cluster random sampling is most useful when the population is very large or spread out over a wide geographic area. So, the writer used cluster random sampling which selected groups, not individuals.

Based on the explanation, to find out the sample, the writer used lottery by passing out small rolled paper marked by sequence name of the class, they were X^1 , X^2 , X^3 , X^5 , X^6 , X^7 , X^8 , X^9 , X^{10} . Then, after passing out the paper, the samples of this research were X^9 as control class and X^6 as experiment class.

E. The Technique of Collecting Data

Collecting data is the most important one in research in order to support the research. The writer applied several techniques of data collection. They are as follows:

a. 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.

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b. 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.

F. The Validity and Reliability of the Test**1. Blueprint Test**

For further information about the instruction of the text, the writer shows the blueprint of both tests as follows :

No	Indicator of items	Number of items	Items Number
1	The students can find out main idea of Narrative text.	5	1,6,11,16,21
2	The students are able to make inference of narrative text	5	2,7,12,17,22
3	The students are able to find out meaning of certain words of narrative text	5	3,8,13,18,23
4	The students are able to identify generic structure of narrative text.	5	4,9,14,19,24
5	The students are able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story of narrative text.	5	5,10,15,20,25

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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

Suharsimi Arikunto (2009, p. 245)

2. Validity of the Test

Validity is the text extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms on the purpose of the assessment (Brown, 2004, p. 22). A validity of the test is achieved if the test really measures the test takers' ability.

According to Arikunto (2011, p. 82-84), the validity has four kinds, they are content validity, construct validity, concurrent validity and predictive validity. In this research, the writer used content validity. content validity is 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 had learned. The test given to students was considered not too difficult or too easy. It was determined by finding

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the difficulty level of each item. Regarding with this, Arikunto suggests two fomulas of 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 the difficulty level of each item test that the writer gave to the respondents. The items that did not reach the standard 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 is between $0.30-0.70$ and it is 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 as the proportion incorrect is represented by “Q”, it can be seen in the following tables.

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Table III.5

The Ability of Students to find out Main Idea of Narrative Text

Variable	To Find out Main Idea					N
	Multiple Choice					
Item no	1	6	11	16	21	30
Correct	18	13	17	16	17	
P	0.6	0.43	0.57	0.53	0.57	
Q	0.4	0.57	0.43	0.47	0.43	

Based on the table III.5, the proportion of correct answer for item number 1 0.6, item number 6 shows 0.43, item number 11 shows 0.57, and the item number 16 shows 0.53. Meanwhile, the question in number 21 shows 0.43. 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 of narrative text are accepted.

Table III.6

The Ability of Students to make inference of Narrative text

Variable	To make inference of Narrative text					N
	Multiple Choice					
Item no	2	7	12	17	22	30
Correct	11	15	18	19	13	
P	0.37	0.50	0.6	0.37	0.43	
Q	0.63	0.50	0.4	0.63	0.57	

Based on the table III.6, the proportion of correct answer for item number 2 shows 0.37 item number 7 0.50, item number 12 0.6, and the item number 17 shows 0.37. Meanwhile, the question in number 22 shows 0.43. 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 making inference of narrative text are accepted.

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Table III.7
The Ability of Students to Find out Meaning of
Certain Words of Narrative text

Variable	To Find out Meaning of Certain Words on					N
	Narrative text					
	Multiple Choice					
Item no	3	8	13	18	23	30
Correct	13	20	19	20	12	
P	0.43	0.67	0.63	0.67	0.4	
Q	0.57	0.33	0.37	0.33	0.6	

Based on the table III.7, the proportion of correct answer for item number 3 shows 0.43, item number 8 shows 0.67, item number 13 shows the proportion of correct 0.63, and the item number 18 shows 0.67. Meanwhile, the question in number 23 shows 0.4. 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 Meaning of Certain Words of Narrative text are accepted.

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Table III.8
The Ability of Students to Identify Generic Structure
of Narrative Text.

Variable	To Identify Generic Structure on Narrative Text.					N
	Multiple Choice					
Item no	4	9	14	19	24	30
Correct	15	11	19	14	13	
P	0.50	0.37	0.63	0.47	0.43	
Q	0.50	0.63	0.37	0.53	0.57	

Based on the table III.8, the proportion of correct answer for item number 4 shows 0.50 item number 9 shows 0.37, item number 14 shows 0.63, and the item number 19 shows 0.47. Meanwhile, the question in number 24 shows 0.43. 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 Generic Structure of Narrative Text are accepted.

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Table III.9
The Ability of Students to Identify General or Specific
Information of Narrative Text

Variable	To Identify General or Specific Information on Narrative Text					N
	Multiple Choice					
Item no	5	10	15	20	25	30
Correct	20	17	20	18	13	
P	0.67	0.43	0.67	0.40	0.43	
Q	0.33	0.57	0.33	0.60	0.57	

Based on the table III.9, the proportion of correct answer for item number 5 shows 0.67 item number 10 shows 0.57, item number 15 shows 0.67, and the item number 20 shows 0.60. Meanwhile, the question in number 25 shows 0.43. 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 General for Specific Information of Narrative Text are accepted.

3. Reliability of the Test

According to Brown (2004, p. 19), reability has to do with accuracy of measurement. Reability is also a crucial component in a test. Reability is quantitative research that is essentially a synonym for dependability, consistency and replicability over time, over instuments

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and over groups of respondent (Cohen, 2007 : 146). As a result, a test will not be valuable if it is not consistent and produced different results every time.

To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. According to Siregar (2013, p. 111), to obtain the reliability of the test given, the researcher used the K-R 21 formula as follows.

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

r_{ii} : Reliability of the Instrument

k : Total of question

V_t : Total of Variance

X : The mean score

Firstly, the writer calculated the total of variance:

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

X₁ : total of score

X : mean score

n : total of respondents

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

$$vt = \frac{(407 - 13.56)^2}{30-1}$$

$$vt = 13.56$$

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Total of variance was 13.56, and then the writer calculated the reliability.

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

$$r_{ii} = \left\{ \frac{25}{25-1} \right\} \left\{ 1 - \frac{13.56(25-13.56)}{25(13.56)} \right\}$$

$$r_{ii} = (1.04)(0.54)$$

$$r_{ii} = 0.56$$

Based on the result above, the reliability value was **0.56** categorized into high category. It also can be depicted that to know whether the test was reliable or not, the value of r_i must be compared with r product moment. The value of r_i must be higher than r table. From the calculation above, the value of r_i was 0.56. Then, the r_t at 5% level of significance is 0.361, while r_i at 1% level of significance is 0.463. So, it can be concluded that $0.361 < 0.56 > 0.463$. In other words, the instrument was reliable because the value of r_{ii} was higher than r_i

G. The Normality Test

In order to know whether the data had normal distribution or not, the writer used Kolmogorov-Smirnov method as the formula to analyze the data. In this research, the writer analyzed the data by using SPSS (Statistical Product and Service Solution) 16 version program. The SPSS result for Kolmogorov-Smirnov Z test would be interpreted as follows:

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

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

The result of normality of pre and post test score in experimental and control class was computed by using SPSS version 16. It is presented in the following table :

Table 111.10
The Normality of The Test

GROUP		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
SCORES	EXPERIMENT	.128	30	.200*	.958	30	.277
	CONTROL	.134	30	.180	.944	30	.116

a. Lilliefors Significance Correction

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

Based on the table 111.10, it shows that the significant level in Kolmogorov-Smirnov test of post test data of experiment class was 0.200, it means that $0.200 > 0.05$, and post test data of control class was 0.180, it means that $0.180 > 0.05$. in conclusion, the data were in normal distribution.

H. Technique of Data Analysis

In analyzing the data, the writer used score of pre-test and post-test of the experimental and control class. The writer used pre-test and post-test in the classroom and reading assessed based on school's reading assessment SPSS software that was used to analyze the data. In this

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research, the writer 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 difference between two or more variables which is analyzed by using independent sample t-test (Hartono, 2015, p. 178)

Also, to determine effect size of the result, the researcher adopted Eta squared formula. According to Pallant (2010, p. 247), the formula of eta square is presented below:

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

Additionally, 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.

Then, to find out whether H_a and H_0 is rejected or accepted, the hypotheses are statistically formulated as follows:

$$H_a = t_o > t\text{-table}$$

$$H_0 = t_o < t\text{-table}$$

1. H_a is accepted if $t_o > t\text{-table}$ or there is a significant effect of using Group Work Technique on students' reading comprehension of narrative text at the first year of Senior High School 4 Mandau.
2. H_0 is accepted if $t_o > t\text{-table}$ or there is no significant effect of using Group Work Technique on students' reading comprehension of narrative text at the first year of Senior High School 4 Mandau.