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## CHAPTER III

### RESEARCH METHODOLOGY

#### III. 1. Research Design

The research design of this research was aquasi-experimental research. Quasi-experimental research was only used when it was not feasible to use a true experimental design; Ary (2010:282) says that quasi experimental design was used where **true experimental** design was not feasible. In this research, two classes were used as sample, namely: an experimental group and a control group. The experimental group was **administered a pre-test**, treatment, and post-test. While, the control group **was administered a** pre-test and post-test only. The design of this research could be illustrated as follows:

**Table.2**  
**The Research Design**

<b>E</b>	<b>O1</b>	<b>X1</b>	<b>O2</b>
<b>C</b>	<b>O1</b>	-	<b>O2</b>

Figure (Gay, 2000:353)

- Explanation:
- E = Experimental Group
  - C = Control Group
  - X1 = Independent Variable 1
  - = Independent Variable 2
  - O1 = Pre-test
  - O2 = Post-test

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### III.2. The Location and the Time of the Research

The research was conducted at SMPN 10 tapung. It is located in Tapung, [Kampar](#) Regency. This research was conducted for 2 months starting from January 2017 to February 2017.

### III.4. The Subject and Object of the Research

The subject of this research was the students of the second year at SMPN 10 Tapung, and the object of this research was the effect of **the Herringbone Technique** to improve students' reading comprehension and writing ability.

### III.5. The Population and Sample

#### III.5.1. Population

The population of this research **was the eighth** grade students in SMPN 10 Tapung. Creswell (2005: 145) states a population is a group of individuals who have the same characteristics.

**Table 3. Population of the research**

Class	Number
VIII A	22
VIII B	20
VIII C	22
VIII D	20
VIII E	22
VIII F	22
<b>Total</b>	128

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### III.5.2. Sample

Creswell (2005: 146) states that a sample is sub-group of target population that the researcher plans to study for generalizing about the target population.

**Table 4. Sample of the research**

Class	Number
VIII E	22 (M=12,F=10)
VIII F	22 ( M=13,F=9)
<b>Total</b>	44

The technique used in this research was a cluster sampling. Gay (2000:129) stated that cluster sampling randomly select the groups, not individuals. All the members of selected groups have similar characteristics.

In this research, class VIII E as an Experimental Group was chosen and class VIII F as a Control group.

### II.6. Instruments

The research instruments used in this study were observed, reading test, and a writing test. The test applied pre test and post test. The post test aimed to find out the students' reading comprehension and writing ability after treatment. In treatment the students were taught by using Herringbone Technique.

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### III.7. Validity and Reliability Test

#### III.7.1. The Validity of Reading Test

Before the test was given to the sample, the test had been tried out for students of the eighth grade of SMPN 10 Tapung. The purpose of try out was to find out validity and reliability of the test. Validity is the most important characteristics of a test or measuring instrument can process. Brown (2001:387) explains that validity is the degree to which the test actually measures what it is intended to measure.

The points of difficulty level and discrimination index was analyzed by using a formula (Heaton, 1975: 178).

$$FV = \frac{R}{N} \times 100\%$$

Where :

FV : The index of difficulty

R: The number of correct answer

N : The number of respondents

To determine whether the test is valid or not, the value  $r_{\text{observed}}$  should be compared with  $r_{\text{table}}$ .

If the value of  $r_{\text{observed}} > r_{\text{table}} = \text{valid}$

If the value of  $r_{\text{observed}} < r_{\text{table}} = \text{invalid}$

**Table 5. Validity Statistic**

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	0
Total		20	100.0

**Table 6. Item Total Statistic Reading Test**

Number of Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation (Validity)	r table df = 20-2	Results
1	16,7500	103,566	,827	0.444	Valid
2	16,7500	103,566	,827	0.444	Valid
3	16,9500	103,208	,827	0.444	Valid
4	16,5500	108,366	,464	0.444	Valid
5	17,1500	107,397	,483	0.444	Valid
6	16,9500	103,208	,827	0.444	Valid
7	16,8000	104,274	,732	0.444	Valid
8	16,9500	103,208	,827	0.444	Valid
<b>9</b>	<b>16,7000</b>	<b>109,168</b>	<b>,270</b>	<b>0.444</b>	<b>Invalid</b>
<b>10</b>	<b>16,4500</b>	<b>110,261</b>	<b>,369</b>	<b>0.444</b>	<b>Invalid</b>
11	16,9500	103,208	,827	0.444	Valid
<b>12</b>	<b>16,6000</b>	<b>110,674</b>	<b>,139</b>	<b>0.444</b>	<b>Invalid</b>
<b>13</b>	<b>17,0500</b>	<b>108,787</b>	<b>,295</b>	<b>0.444</b>	<b>Invalid</b>
<b>14</b>	<b>16,6000</b>	<b>110,674</b>	<b>,139</b>	<b>0.444</b>	<b>Invalid</b>
15	16,9500	103,208	,827	0.444	Valid
16	16,9500	103,208	,827	0.444	Valid

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Number of Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation (Validity)	r table df = 20-2	Results
17	16,7500	103,566	,827	0.444	Valid
18	16,7500	103,566	,827	0.444	Valid
19	16,7500	103,566	,827	0.444	Valid
20	16,7500	103,566	,827	0.444	Valid
21	16,9500	103,208	,827	0.444	Valid
22	16,9500	103,208	,827	0.444	Valid
23	16,7500	103,566	,827	0.444	Valid
24	16,9500	103,208	,827	0.444	Valid
25	16,7500	103,566	,827	0.444	Valid
26	16,7500	103,566	,827	0.444	Valid
27	16,9500	103,208	,827	0.444	Valid
28	16,7500	103,566	,827	0.444	Valid
29	16,9500	103,208	,827	0.444	Valid
30	16,7500	103,566	,827	0.444	Valid

Table 6 describes that there is 5 were invalid and did not use in measuring the students' reading comprehension. While there are 25 items were valid and able to use in measuring students' reading comprehension. The conclusion is in this research the researcher used 25 items to measure the students' reading comprehension.

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### III.7.2. The Reliability of Reading Comprehension Test

Banyard (2007: 270) states that a test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Reliability refers to whether a test **measure something well**. Harmer (2001:322) says that reliability is a test should give consistent results. Furthermore, Singh et al (2006: 149) explains that reliability refers to the consistency of measurement, that is, how consistent test score or other assessment results are from one measurement to another. It means that, reliability is used to measure the quality of the test scores and the consistency of the test. In finding reliability of **the instrument this research** will be formula is taken from Heaton (1975: 164) **as follows** :

$$r_{ii} = \frac{N}{N-1} \left( 1 - \frac{m(N-m)}{N X^2} \right)$$

Where :  $M = \frac{\sum x}{N}$  and  $S^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$

$r_{ii}$  : Reliability of the test

N: The number of **items in the test**

M: The mean score of **all the tests**

$S^2$  : The standard deviation of all the test score

**Table 7. Criteria Coefisien of Reliability**

<b>Coefficient reliability</b>	<b>Criteria</b>
0,80 $r_{11}$ 1,00	Highest reliability
0,60 $r_{11}$ 0,79	High reliability

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0,40	$r_{11}$	0,59	Middle reliability
0,20	$r_{11}$	0,39	Low reliability
0,00	$r_{11}$	0,19	Lowest reliability

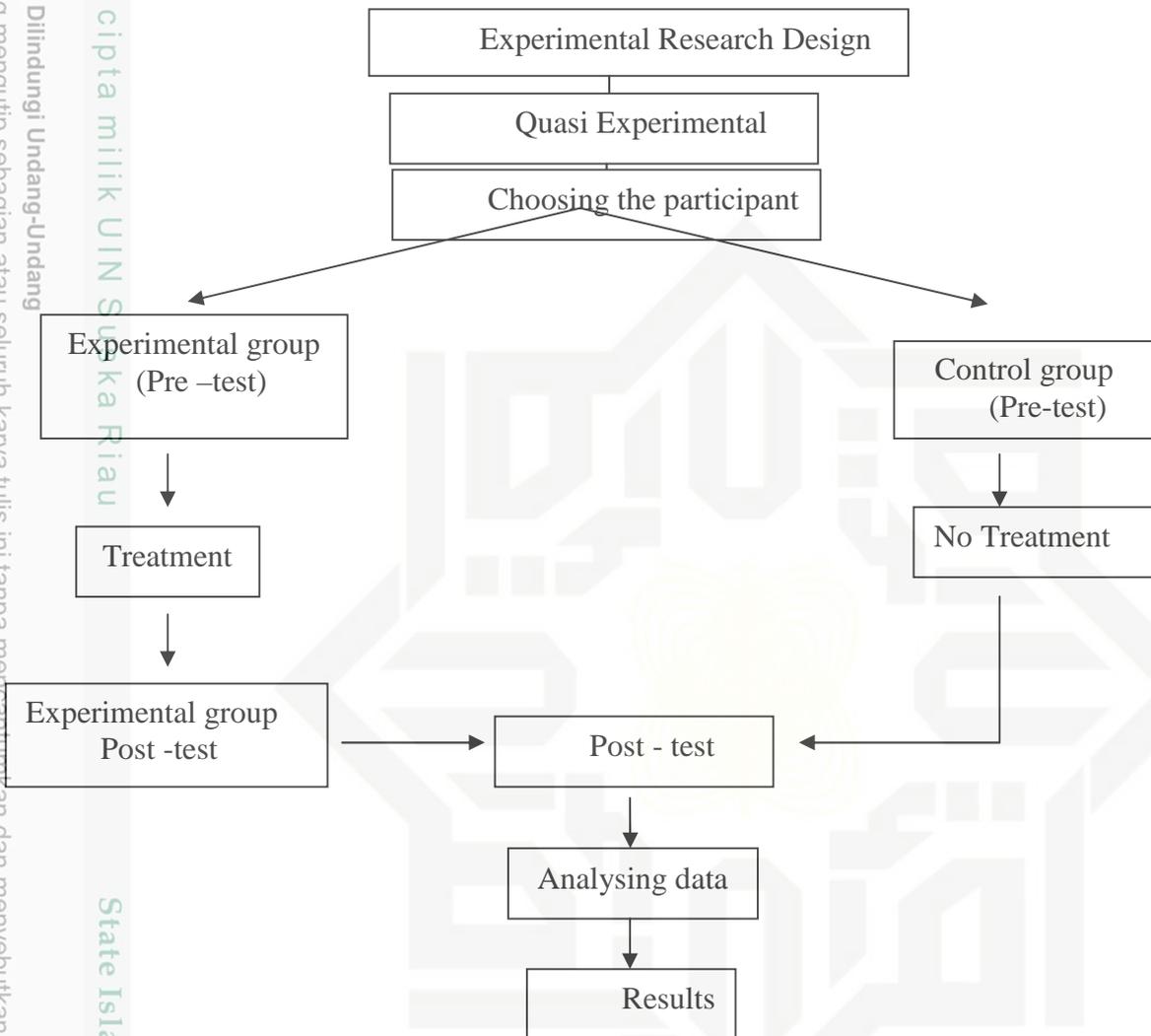
To determine the instrument, whether it is reliable or not, the value of Cronbach's alpha must be higher than 0.5. The reliability of Reading test is as follows:

**Table 8. Reliability Statistics of Reading Comprehension Test**

Cronbach's Alpha	N of Items
,970	30

Table 8 shows that the value of Cronbach's alpha in reading comprehension test is 0.970, it is bigger than 0.5. The data is reliable and it is categorized as high reliability.

### III.8. The Research Procedure



#### III.8.1. Preparation

In the preparation phase which consists of literature study, proposal design, and decide a school which is chosen as the research location.

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### III.8.2. Research

The research was started by testing of **students' ability in writing** ability and reading comprehension both control and experimental groups. After the test was given and stated that both of the classes have the same cognitive level, the classes were treated by different treatment. Herringbone technique was applied in the experimental group; on the other hand, non-Herringbone technique will be applied **to the control** group, in which they were conducted by the researcher. The researcher is not the teacher of English subject in those classes. The research was done **for 8 meetings in the classroom**.

### III.8.4. Assessment of writing

After 6 meetings in the classroom by applying **the herringbone** technique for experimental class and non-herringbone technique for control class, in the 6<sup>th</sup> meeting, the posttest was administered to identify the ability of students' ability. **At the end** of this activity, the data were reorganized, analyzed, and concluded the result of the research.

In this research, the data were collected by distributing the test to the students of participants. There were two techniques in collecting the data. They were pre-test and post-test. Pre-test was conducted to find the ability of students' writing ability before teaching by using Herringbone technique Writing Strategy. After giving **a pre - test**, the treatment that was done by using Herringbone technique Writing Strategy. During the

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treatment, the development of students` writing ability was seen. Then, post-test was conducted to find the effect of Herringbone technique Writing Strategy in teaching writing at SMPN 10 Tapung.

Brown`s scoring system was used to score the students` writing.

The scoring system is as follows:

**Table 9. The Aspects of Writing**

No	The aspect of writing	Score	Description	Weighting
1	Content	1	The topic is not clear and the details are not related to the topic.	3 x
		2	The topic is complete and clear but the details are not related to the topic.	
		3	The topic is complete and clear but the details are almost relating to the topic.	
		4	The topic is complete and clear and the details are related to the topic.	
2	Organization	1	Opening is not complete content and closing is arranged with misuse connections.	2 x
		2	Opening is not complete content and closing is arranged with few misuse connections.	
		3	Opening is not complete content and closing	

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No	The aspect of writing	Score	Description	Weighting
			is arranged with almost proper connections.	
		4	Opening is not complete content and closing is arranged with proper connections.	
3	Grammar	1	Frequent grammatical or agreement inaccuracies.	2x
		2	Numerous grammatical or agreement inaccuracies.	
		3	Few grammatical or agreement <b>inaccuracies, but not effect on meaning.</b>	
		4	Very few grammatical or agreement inaccuracies.	
4	Vocabulary	1	Very poor knowledge of words, word forms, are not understandable.	1,5 x
		2	Limited range confusing words and word form.	
		3	Few misuse of vocabularies, word forms, but not change the meaning.	
		4	Effective choice of words and word forms.	
5	Mechanics	1	It is dominated by errors of spelling, punctuation, and capitalization.	1,5 x

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No	The aspect of writing	Score	Description	Weighting
		2	It has frequent errors of spelling, punctuation, and capitalization.	
		3	It has occasional errors of spelling, punctuation, and capitalization.	
		4	It uses <b>the correct of</b> spelling, punctuation, and capitalization.	

(Brown 2010)

The writing scoring rubrics above is a scoring of writing as general. Because in this research only focus on writing , so the point of opening content and closing can be illustrated as orientation, event and the reorientation. Each of **the students will** get their score based on grammar, vocabulary, mechanic, form/ organization, and fluency in their writing test.

### III.9. The Technique of Collecting Data

The technique used in collecting data of this research is by using observation, reading test, **and writing tests**. In reading test the teacher gave the test which consisted of 25 questions in objective forms. While, in writing test, **the teacher gave** a writing test for the students to write a recount text in English form based **on a theme**. Then, the observation sheet consisted of the teacher's activities in teaching process was

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applied, whether the teacher applies the activity or the teacher did not apply the activity.

### III.10. The Technique of Data Analysis

The technique of data analysis used in this research is T-test formula by using SPSS (Statistical Package for the Social Sciences). In analyzing the data, it uses the checklist on the observation list and scores of post-test of experimental as well as the control group. These scores are analyzed statically. It uses scores of experimental class and control class, these following formulas:

#### 1) Independent sample t-test

To find out whether there is any significant difference or there is no significant difference between two or more variables can be analyzed by using an Independent Sample t test. Gay (2000:484) states that the t-test for independent sample is used to determine whether there is probable a significant difference between the means of two independent samples. The formula is as follows:

$$t = \frac{M_X - M_Y}{\sqrt{\frac{SD_X^2}{N_1-1} + \frac{SD_Y^2}{N_2-1}}}$$

Where:

t = The value of comparing two means

$M_X$  = Mean of the score in pre-test

$M_Y$  = Mean of the score in post-test

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$SD_x$  = Standard deviation of experimental group

$SD_y$  = Standard deviation of control group

$N_1$  = Number of the sample in pre-test

$N_2$  = Number of the sample in post-test

1 = The constant number

The t-table has the function to see if there is a significant difference among the means of the score of both experimental and control groups. The t-obtained value is consulted with the value of t-table at the degree of freedom ( $df = (N_1 + N_2) - 2$ ) which is hypothesized

$H_0$ :  $t_o < t$ -table

$H_a$ :  $t_o > t$ -table

$H_0$  is accept if  $t_o < t$ -table or there is no effect after giving the treatment using **the Herringbone Technique** on students' reading comprehension and writing ability.

$H_a$  is accept if  $t_o > t$ -table or there is any effect after giving the treatment using **the Herringbone Technique** on students' reading comprehension and writing ability.

## 2) Paired Sample t-Test

Paired Sample t-Test is known also as Non-independent sample t-test. Gay (2000: 488) states that t-test for non independent samples is used to compare groups that are formed by some type of matching or to compare a single group's performance on a pre- and post-test or on two different treatments.

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Pre-test and post-test scores are used for the experimental class in order to investigate the significant effect of the **Herringbone Technique on students' reading comprehension and writing ability** of the eighth grade students of SMPN 10 Tapung. To obtain the data, SPSS 20 is used.

The formula of paired-sample t-test:

$$t = \frac{\bar{D}}{\frac{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}{N}}$$

$D$ : Gain Score ( $D=X_2-X_1$ )

The t-table has the function to see if there is any significant difference among the mean of the score of both pretest and posttest. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) $N-1$  which is statistically hypotheses:

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

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

$H_0$  is accepted if  $t_o < t\text{-table}$  or there is no significant effect after giving the treatment using **the Herringbone Technique on students' reading comprehension and writing ability**.

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is a significant effect after giving the treatment using **the Herringbone Technique on students' reading comprehension and writing ability**.

Afterward, it is better to find the effect size of T-test by following **a formula**:

**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.

$$\tilde{\eta}^2 = \frac{t^2}{t^2+n-1}$$

$$\text{eta squared} = \tilde{\eta}^2 \times 100\%$$

Where:

i. *eta squared*: Coefficient effect

$\tilde{\eta}^2$ : Coefficient



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