

## CHAPTER III

### THE RESEARCH METHOD

#### A. The Research Design

This research is an experimental research that consists of two variables. They are independent variable (X) that refers to using Written Conversation strategy, and (Y) refers to students' comprehension in reading narrative text as dependent variable. Louis Cohen, Lawrence Manion and Keith Marrison stated that an experiment involves making a change in the value of one variable – called the independent variable – and observing the effect of that change on another variable – called the dependent variable.<sup>1</sup>

This research was designed as a quasi-experimental research intended to find out the significant difference of using Written Conversation Strategy on students' comprehension in reading narrative text. This quasi-experimental design was focused on Nonequivalent Control Group Design. In conducting this research, the writer used two classes. The first class was used as experimental class treated by using Written Conversation Strategy and another class as a control class was treated without Written Conversation Strategy. Both of two classes were given pre-test and post-test, but only the experimental class was treated by

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<sup>1</sup>Louis Cohen, Lawrence Manion and Keith Marrison. *Research Methods in Education Sixth Edition.* (USA and Canada: Routledge.2007), p.272

Written Conversation Strategy. In brief, this research was designed by the following table:<sup>2</sup>

**Table III.1**

**The Research Design**

<b>Class</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
Experiment	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>	-	O <sub>4</sub>

Where:

O<sub>1</sub> = pre-test of experimental class

O<sub>2</sub> = post-test of experimental class

O<sub>3</sub> = pre-test of control class

O<sub>4</sub> = post-test of control class

X = treatment , that is using Written Conversation Strategy

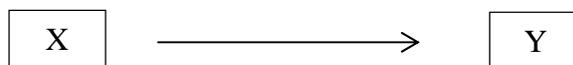
**Variable Relationship**

In this research, independent variable (X) referred to using Written Conversation Strategy, meanwhile dependent variable (Y) referred to students' comprehension in reading narrative text. In brief, this relationship variables are designed as follows:<sup>3</sup>

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<sup>2</sup>*Ibid.*, 283

<sup>3</sup>Nanang Martono, *Metode Penelitian Kuantitatif: Analisis Isi dan analisis Data Sekunder*. (Purwokerto: PT Raja Grafindo Persada, 2012), p. 75



### **B. The Location and The Time of the Research**

This research was conducted to the eleventh grade students at State Islamic Senior High School Kampar Regency. It is located at Ahmad Rahman Samad street, Kuok Kampar Regency. This research was conducted from April to May 2014

### **C. The Subject and The Object of the Research**

The subject of this research was the eleventh grade students of State Islamic Senior High School Kuok Kampar Regency. The object of this research was the effect of using Written Conversation Strategy on students' comprehension in reading narrative text.

### **D. The Population and The Sample of The Research**

The population of this research was the eleventh gradestudents of State Islamic Senior High School Kuok. The number of the eleventh gradestudents of State Islamic Senior High School Kuok was 174 students, which consisted of five classes.

**Table III. 2**

**The Population of the Eleventh Grade Students of State Islamic Senior High School Kuok Kampar Regency**

<b>No</b>	<b>Class</b>	<b>Total</b>
<b>1</b>	<b>XI IPA 1</b>	<b>33</b>
<b>2</b>	<b>XI IPA 2</b>	<b>33</b>
<b>3</b>	<b>XI IPS 1</b>	<b>36</b>
<b>4</b>	<b>XI IPS 2</b>	<b>36</b>
<b>5</b>	<b>XI IPS 3</b>	<b>36</b>
<b>TOTAL</b>		<b>174</b>

Based on the population above, the technique used in this research was cluster sampling. According to Gay, Cluster sampling randomly selects group, not individuals. All the members of selected groups have similar characteristics.<sup>4</sup> Therefore, the writer took two classes (experimental class and control class) that had same chance as sample in this research. The XI IPA 1 as control class and XI IPA 2 as experimental class.

### **E. The Technique of Collecting the Data**

The data for this research were obtained by using test as instrument to collect the data. A test is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>5</sup> To obtain the students'

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<sup>4</sup>L.R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application: Sixth Edition* (New Jersey: Prentice Hall, 2000), p. 129

<sup>5</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (San Francisco: Longman, 2003), p.3

reading comprehension by using Written Conversation strategy, the students were given a test. The test was multiple choice test, divided into two stages. The first was pre-test, It was given before the treatment. The second was post-test, it was given after the treatment. According to J. Charles Alderson, multiple choice questions are a common device for testing students' comprehension<sup>6</sup>. The test was used to collect the data that consisted of 20 items in the form multiple choice questions, and each item was given score 5. The test was used to know the score of students' reading comprehension.

The description of the test used in this research can be seen from the blue print below:

#### **Blue Print of the Test**

<b>No</b>	<b>Indicators</b>	<b>Item Number</b>
<b>1</b>	Finding Factual Information	1, 6, 11, 16
<b>2</b>	Identifying Main Idea	2, 7, 12, 17
<b>3</b>	Identify meaning of the words	3, 8, 13, 18
<b>4</b>	Identifying Reference	4, 9, 14, 19
<b>5</b>	Making Inferences from Reading Text	5, 10, 15, 20

After the students were administered the test, the writer took the total score from the result of the reading comprehension test. According to

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<sup>6</sup>J. Charles Alderson, *Assessing Reading* (New Jersey: Cambridge University Press , 2001), p. 211

Suharsimi Arikunto, there are some categories to evaluate the students' comprehension in reading text.<sup>7</sup> The students' score can be seen from the table below:

**Table III.3**  
**The Classification of Students' Score**

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

The data of this research were taken from the scores of students' posttest. The procedures of collecting data:

1. Pretest

At the beginning of this research, every participant both experimental and control group was given the pretest. The pretest to determine the ability of the students.

2. Treatment

Treatment was conducted for experimental class only. Treatment was using Written Conversation Strategy in teaching English part reading comprehension. The length of the time to apply the technique was about six meetings and every meeting was about 45 minutes.

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<sup>7</sup>SuharsimiArikunto, *Dasar- dasar EvaluasiPendidikan, Edisi Revisi.*( Jakarta: BumiAksara, 2009), p. 245

### 3. Posttest

After six meetings (including pretest), the post was done. The result of the posttest for experimental class was analyzed used as final data for this research.

Before giving the test to the research participants, the writer gave try out to other class to find out the validity and reability of the test.

#### a. Validity

Before the test was given to the sample of this research, both of the tests were tried out to 25 studentstwelve grade students at State Islamic Senior High School Kuok-Kampar. The purpose of this try out was to obtain validity and reliability of the test. The test can be valid if it measures accurately what it is intended to measure.<sup>8</sup>It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows.<sup>9</sup>

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

Where:

P : index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students

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<sup>8</sup>Arthur Hughes, *Testing For Language Teacher, 2<sup>nd</sup> Edition*. (New York: Cambridge University Press, 2003 ), P.26

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that do not reach the standard level of difficulty are excluded from the test and they are replaced with new items that are appropriate.

The standard level of difficulty used was  $<0.30$  and  $>0.70$ . It means that an item is accepted if the level of difficulty is between  $0.30-0.70$  and it is rejected if the level of difficulty is less than  $0.30$  (the item is too difficult) and over than  $0.70$  (the item is too easy).

## **2. Reliability**

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

- a. They are extent of the sample of material selected for testing.
- b. The administration of the test, clearly this is an important factor in deciding reliability.

## **F. The Technique of Data Analysis**

Quasi-experimental research was used to analyze the data. The T-Test formula was used as the technique of data analysis. The researcher used independent sample t-test. In order to find out the effect of using Written Conversation Strategy on students' reading comprehension, the

data were analyzed statistically. In analyzing the data the writer used the experimental and the control groups. In analyzing the data, the writer used score of pre-test and post-test. The different mean was analyzed by using SPSS 16 Version.