CHAPTER III

RESEARCH METHOD

A. Research Design

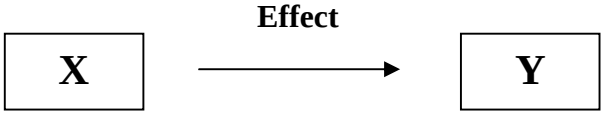
The method used in this research was experimental research. According to. Cresswell, "experimental is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable"[1]. The design of this research was pre-experiment research design, which uses the group pretest-post test design. In conducting this research, one class of the first at MA Hasanah Pekanbaru. The students were administrated by giving pretest at the beginning to know their abilities in reading comprehension. At the middle, they were given the treatment. During treatment, the researcher corporated with observer. At the end, they were given post test.

Table III.1

Research Design

Pre-test	Treatment	Post-test
X^1	T	X^2

Figure of Variables 1



[1] Jhon W. Creswell, *Educational Research: Planning. Conducting and Evaluating Quantitative and Qualitative Research*. USA. P 299

B. Time and Location of the Research

The Research was conducted to the first year students of MA Hasanah Pekanbaru, in 2013/2014 of academic year. The research did from March to April.

C. Subject and Object of the Research

Subject of this research was the students of the first year at MA Hasanah Pekanbaru and the object of this research was the effect of using Survey, Question, Read and Write strategy on Students reading comprehension in narrative text.

D. Population and Sample of the Research

The population of this research was the students of first year at MA Hasanah Pekanbaru in 2013/2014 academic years. It had 2 classes. There were X^1 and X^2 classes. The number of the first year students were 44 students. Here the researcher took X^2 class as sample. In this class there were 21 students. The reason why taking X^2 because the students' ability in reading comprehension was homogenous.

Table III.2

The Population Sample of the Research

NO	CLASS	TOTAL
1	X^1	23
2	X^2	21

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Here, there were 21 Students in X ^{2} but not all as sample of this research because a student did not follow and also often attended. So the numbers of the sample were 20 students. After that they had already to follow the treatment and Post-Test was given by the researcher.

E. Research Procedures

1) Pre-Test

The Pre- Test was carried out determine the ability of students as the sample. The number of items used for Pre-Test consisted of 25 items. The test was about reading comprehension which was appropriate with their in use curriculum. The test consisted of five passages with five questions for each.

2) Treatment

The treatment was given for experimental group only. The writer had conducted the treatment for X^2 class by using SQRW strategy in teaching reading. There were six meetings to apply the treatment.

3) Post-Test

After six meetings (including Pre-test), the Post – test was administrated. The result of the Post-Test was analyzed.

F. The Technique of Collecting Data

In the collecting data, the researcher used test, the test was distributed to measure the students' reading comprehension in narrative text. The test was divided into two tests. They were pre-test (before treatment) and post-

test (after treatment). The type of test was multiple choices that consisted of 25 items. Every multiple choice item consisted of four answer options.

Table III.3

Blue Print of Pre- Test

INDICATORS	**ITEMS**
1) Identify the main ideas of the text.	2,7,12,17,22
2) Finding the detail information	5,10,15,20,25
3) Identify the generic structure of narrative text.	3,8,13,18,23
4) Inferring meaning of an unknown word from the text.	4,9,14,19,24
5) Identify Pronominal References of the text	1,6,11,16,21

From table III above, it can be seen there were 5 indicators of the reading comprehension. The first was identify the main ideas of the text, that can found in the item number 2,7,12,17,22, the second was Finding the detail information that can found in the item number 5,10,15,20,25, the third was Identify the generic structure of narrative text, that can found in the item number 3,8,13,18,23, the fourth was Inferring meaning of an unknown word from the text, that can be found in the item number 4,9,14,19,24, the fifth was Identify Pronominal References of the text, that can be found in the item number 51,6,11,16,21

Table III.4

Blue Print of Post - Test

INDICATORS	ITEMS
1) Identify the main ideas of the text.	1,6,12,17,21
2) Finding the detail information	2,9,15,20,22
3) Identify the generic structure of narrative text.	3,7,13,18,23
4) Inferring meaning of an unknown word from the text.	4,8,14,19,24
5) Identify Pronominal References of the text	5,10,11,16,25

From table IV above, it can be seen there were 5 indicators of the reading comprehension. The first was identify the main ideas of the text, that can found in the item number 1,6,12,17,21, the second was Finding the detail information that can found in the item number 2,9,15,20,22, the third was Identify the generic structure of narrative text, that can found in the item number 3,7,13,18,23, the fourth was Inferring meaning of an unknown word from the text, that can found in the item number 4,8,14,19,24, the fifth was Identify Pronominal References of the text, that can found in the item number 5,10,11,16,25.

G. The Validity and Reliability of Test

a. Validity

There are some of validity namely; content validity, criterion related validity and construct validity, etc. this research applied

content validity, concerned during instruction period. The content validity of the must show that a test represent all materials obtained by the students. In giving the test for respondent, the test should be valid. The research instrument is measuring what the write wants to find out. Scarvia B. Anderson et.al in suharsimi claims that" a Test is valid if the measure what is purpose to measure. The value itself was used to find out the level of difficulties of each item.

The standard of value was ≥ 0, 30 and ≤ 0, 70.[2] The items that could not fulfill the standard value were replaced. The facility value under 0, 30 is considered difficult and above 0,70 is considered easy. The good instruments are between 30 and 70 scores.

According to Suharsimi Arikunto stated that the ranges of validity were[3].

Tabel III.5

NO	Classification	Score
1	Excellent	0,800-1,00
2	Good	0,600-0,800
3	Fair	0,400-0,600
4	Poor	0,200-0,400

[2] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendididkan Edisi Resvisi)*, Jakarta, Bumi Aksara, 2009 p.65

[3] *Ibid.,75.*

5	Very Poor	0,00-0,200

b. Reliability

Reliability is a necessary characteristic of a good test. It is possible that the test can be reliable but it is not valid, whereas the test is valid automatically reliable. In this research, the researcher did not have questions rejected. And then the researcher did not need to change the questions.

According to Doughlas Brown [4]Reliability have accuracy of measurement the kind of accuracy is reflected in the obtaining similar result when measurement is repeated on different occasion or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistently. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the mean and standard deviation of the test.

c. Normality of Data

Chi-square is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis. According to Sugyono stated that "before going to do the research we have to analysis the data to prove that whether the data of

[4] H. Doughlas Brown, *Language Assesment: Principles and Classroom Practices*, (New York: Pearson Education inc, 2003, Pp. 19-27

research was normal or not".[5] In addition by Sofian Siregar states that" if Frequency of expected (Fe) can not find, so it can use with this formula:[6]

Here was the formula of Chi Square this below: $X^2 = \sum \frac{(Fo - Fh)2}{Fh}$

Table III.6

Chi-Square Test

Post Test Score

	Observed N	Expected N	Residual
68	3	4.0	-1.0
72	2	4.0	-2.0
76	5	4.0	1.0
80	9	4.0	5.0
84	1	4.0	-3.0
Total	20		

Test Statistics

	Post Test Score
Chi-Square	10.000[b]
df	4

[5] Prof. Sugiyono. *Statistik untuk Penelitian*. (Alfabet : Bandung).2012 . p.80-82
[6] Syofian Siregar. *Statistika Deskriptif untuk Penelitian.* (Rajawali Pres. Jakarta)2010. P. 231

Asymp. Sig.	.040

H. Technique of Data Analysis

There are two variables correlated: the independent variable (X) and dependent variable (Y) which are both interval scales. In order to find out whether there is a significant effect of using SQRW strategy on reading comprehension of the first students at MA Hasanah Pekanbaru.

In analyzing data, the writer used score of pre- test and post test of the students. According to Hartono; formula is as follows:[7]

$$\mathbf{T_o} = \frac{\frac{\sum D}{N}}{\frac{SD_D}{\sqrt{N-1}}}$$

To = Test observation

$\sum D$ = Test table

N = Number of the students

SD = standard Deviation

Statistically hypothesis:

Ha: $t_o > t$ table

$H_o : t_o < t$ table

[7] Hartono.*Statistik untuk Pendidikan* (Pekanbaru: Pustaka Pelajar, 2004)p.181

Criteria of Hypothesis:

1. Ha is accepted if t_o > t table. It can be said that there is significant effect on reading comprehension of the first year students' at MA Hasanah Pekanbaru taught by using SQRW strategy.
2. Ho is an accepted if t_o < t table. It can be said that there is no significant effect on reading comprehension of the first year students' at MA Hasanah Pekanbaru taught without using SQRW strategy.