

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research used quasi-experimental research. John Creswell stated that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly⁴⁴. The researcher used intact groups, the first class was as the experimental groups and the second was as the control group. Furthermore, Gay and Peter Airasian stated that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments⁴⁵.

In conducting quasi-experimental research, the researcher assigned intact groups, the experimental and control treatments, using pretest and post-test to both groups, conducting experimental treatment activities with the experimental group only. Both of class were given 8 meetings. In this research, the writer used two classes as a sample. The first class was as experimental group which was taught by TELLS Strategy and another one was as control group which was taught by Conventional Strategy. Both experimental and control group were treated in the same test.

It is suitable with Tucman's idea that "both of groups take a pretest and posttest, and only the experiment group takes the treatment. In working

⁴⁴John W Creswell. *Educational Research (Third Edition)*. United States: Pearson Prentice-Hall. 2008. p. 313.

⁴⁵L. R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*. New Jersey: Pearson Prentice-Hall. 2000. p. 394.

with such intact nonequivalent groups, the nonequivalent control group design, shown below⁴⁶.

| | |
|--------------------|-------------------|
| Experimental Group | O _____ X _____ O |
| Control Group | O _____ O |

O = Test

X = treatment by using the TELLs strategy

B. Time and Location of the Research

This research had been conducted from August and September 2013 at SMAN 2 Bangkinang, especially the second year students of SMAN 2 Bangkinang.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the first semester of the second grade students of State Senior High School 2 Bangkinang, in the academic year of 2013/2014.

2. Object of the Research

The object of this research was the effect of using TELLs strategy toward students' reading comprehension, especially in a narrative text.

⁴⁶Bruce W Tuckman. *Conducting Educational Research Fifth Edition*. New York: Harcourt Brace College Publisher. 1999. p.141

D. The Population and Sample of the Research

The population in this research was the second grade students of State Senior High School 2 Bangkinang.

TABLE 3.1
Number of Students

| No | Class | Number of Student |
|----|----------|-------------------|
| 1 | XI IPA 1 | 30 |
| 2 | XI IPA 2 | 30 |
| | Total | 60 |

In addition, Yogesh Kumar Singh states that to select the intact groups as a whole is known as a Cluster Sampling. In cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population⁴⁷. The writer choosed the class of IPA 1 and IPA 2 as the intact group. Based on preliminary study by asking the teacher in Senior High School 2 Bangkinang, the two classes was homogenous for the total of students in the class even the achievement in learning.

E. Validity and Reliability

The technique of test was multiple choices. Multiple choices techniques is a technique that was designed by using four choosing that respondent will choose one based on the question. The technique could assess the students' reading comprehension. Before questions awere given to the

⁴⁷Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International Publisher. 2006. p. 89

students, it had been tested about validity and reliability. According to Suharsimi Arikunto the form of validity and reliability are⁴⁸:

The formulation of validity

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - \sum X^2} \sqrt{N\sum Y^2 - \sum Y^2}}$$

- r_{XY} : Correlated of coefficient between X and Y
 X : Odd Items (1,3,5,7,9,11,13,15,17,19,21,23,25,27,29)
 Y : Even Items (2,4,6,8,10,12,14,16,18,20,22,24,26,28,30)
 N : Respondents

The formulation of reliability

$$r_{11} = \frac{2 r_{1/2 \ 1/2}}{1 + r_{1/21/2}}$$

F. Technique of Collecting the Data

In this research, the writer used test as the technique of collecting data. The students were tested by reading comprehension tests. The tests were given twice, they were Pre-Test and Post-Test, before and after teaching the students by using TELLS Strategy to the experimental class and using Conventional Strategy to the control class in reading comprehension.

⁴⁸Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2009. p. 70-88

The pre-test was done in order to know the students' ability in reading comprehension before taught by TELLS strategy, and the post-test was done in order to know students ability in reading comprehension after having been taught by using TELLS Strategy. To get the data about students' reading comprehension, the writer used the assessment based on the indicators of reading comprehension explained in operational concept. To obtain the data needed in this research, the writer used the techniques as follows:

1. Test

The writer used pre-test and post-test to experiment class and control class in order to know the effect of using the TELLS strategy toward reading comprehension in Narrative text at the second grade students at State Senior High School 2 Bangkinang. Before doing the test, the writer tried out the test items before students were given the test of this research. According to Heaton, the test is accepted if the degree of difficulty is between 0.30 – 0.70 and it is rejected if the degree of difficulty is less than 0.30 (too difficult) or bigger than 0.70 (too easy).⁴⁹ So, to know the degree of difficulty or index of difficulty (facility value) is generally expressed as the percentage of the students who answer the items correctly. In this case, the writer used the following the formula.

⁴⁹J.B. Heaton. *A Practical Guide for Teacher of English as a Second or Foreign Language*. London: Longman. 1975.

TABLE 3.2
The Classification of Students' Score
(taken from Harris)⁵⁰

| No. | Score | Level of Ability |
|-----|--------|------------------|
| 1 | 81-100 | Excellent |
| 2 | 61-80 | Good |
| 3 | 41-60 | Fairly Good |
| 4 | 21-40 | Fair |
| 5 | 0-20 | Poor |

2. Observation

Observation was used to get data about the implementation of the TELLs strategy in teaching reading narrative text; it was done to make sure that the strategy was given procedurally.

G. The Technique of Data Analysis

The data was analysed by using quasi-experimental research, the writer used T-test. T-test was used in order to find out whether there was a significant effect of TELLs Strategy toward students' reading comprehension, especially in Narrative text. The technique of data analysis used in this research in independent sample T-test formula was by using SPSS 17.0 version. Hartono says that T-test is one of statistic test using to know have or not the different significant of two respondents of mean in two variables⁵¹.

⁵⁰David.P Harris. *Testing Practice as Second Language*. New York: Mc. Grow Hill.1975

⁵¹ Hartono. 2009. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka pelajar. p.178.

The t-table was employed to see whether there was a significant difference between the differences mean score of both experiment and control group. The t-obtained value was consulted with the value of t-table at the degree of freedom $(df) = (N_1 + N_2) - 2$ statically hypothesis:

1. H_0 is accepted if $t_o < t - \text{table}$ or there is no significant difference.
2. H_a is accepted if $t_o > t - \text{table}$ or there is any significant difference.
3. H_0 is accepted if $\text{Significant}_{\text{value}} > \text{Significant} (0.05)$ or there is no significant difference.
4. H_a is accepted if $\text{Significant}_{\text{value}} < \text{Significant} (0.05)$ or there is any significant difference.

H. The Research Procedure

Since TELLS strategy is a strategy to improve students' reading comprehension that helps teachers to achieve the goals of teaching and learning process, the procedures of this research were divided into two phases:

1. Procedure of Collecting Data for Experimental Group

a. Pre-test

The pre-test was carried out to determine the ability of the students selected as the respondent. Items used for pre-test consisted of 30 items. The test was about reading comprehension, appropriate with their curriculum. The test consisted of three passages of which ten questions for each.

b. Treatment

The treatment was conducted for experimental group only. The treatment used TELS strategy in teaching reading comprehension. The length of time to apply the strategy was about eight meetings.

c. Post-test

After the eighth meeting (including pre-test), the post-test had been administrated. The results of the post-test for experimental group were analyzed and used as final data for this research.

2. Procedure of Collecting Data for Control Group**a. Pre-test**

The goals, items, and procedures of the pre-test for control group were same as those conducted for experimental group.

b. Conventional Strategy

In this case, the teacher taught reading comprehension for control group by using conventional strategy. The strategy used in the classroom was characterized as follows:

1. The teacher asked the students to read the passages on the text.
2. The teacher asked the students to find out the meaning of unfamiliar words.
3. The teacher asked the students to answer the questions based on the text.

4. The teacher collected the students' assignments.

c. Post-test

Post-test for both control and experimental group had been administrated after giving the treatment. The results of the post-test for both control and experimental group were analyzed and used as the final data for this research.