**CHAPTER III**

**METHODOLOGY OF THE RESEARCH**

1. **The Research Method**

In this research the writer used experimental method. According to Arikunto , experimental research is a research which is intended to determine whether there is a result of something imposed on the subject inquired.[[1]](#footnote-1) Based on the type of issues discussed in this study, the researchers used a type quasi experiment.

In this research, there are two groups namely experimental class and control class. Class an experimental class of treatment is using *listen-read-discuss* strategywhile thecontrol class is the class that using conventional strategy. At the end of second grade learning outcomes will be measured learning by using a measuring instrument in the form of tests. It is intended to see the learning outcomes in both classes. Based on the type of issues discussed in this study, the researchers used a type quasy experiment because in this study a control group that used not really be used as a control.

 The researcher consider use true experimental research and to know the use of listen-read-discuss (LRD) strategy in teaching reading comprehension whether it give significant result or not. The researcher take the true experiment design. Which the object of data are students in reading comprehension ( narrative text) , the true experiment can handle all variable that influence the research. And for the sampling use clustering sampling. Clustering sampling is technique in which clusters of participants that present the population are identified and included the sample. The main cluster sampling can be specified as cost reduction and increasing the levels of efficiency of sampling.

 The researcher takes pre-test post control design group. It’s one of true experimental design because of the presence of a control group. This is better than post test only control design because the researcher can measure improvement ( through the score )[[2]](#footnote-2)

The autrhor applied an experimental and control class designed by Arikunto for conducting the result, as followed:

*Control group, pre-test, post-tet design*

|  |  |
| --- | --- |
| E | O1 X O2 |
| K | O3 x O4 |

Where :

E : Experiment Class

K : Control Class

O1 & O3 : Pre-Test

X : Treatment

O2 x O4 : Post-Test

1. **Location and Time of Research**

The writer takes this research in Junior High School Al-Khairiyah Pontang Regency Serang-Bnaten. Its location on Jl. Ciptayasa Km. 13 Pontang-Serang-Banten-Indonesia. Phone/Faks. 0254-280889, e-mail : mts\_alpon@yahoo.co.id The researcher start on August until September 2018.

1. **Population and Sample**
2. **Population**

Population is the generalization region consisting of: objects/subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn conclusion.[[3]](#footnote-3)

The populations of this research are all students in class VIII at class second grade Junior High School Al-Khairiyah Pontang Regency Serang they are 89 students in year 2017/2018.

1. **Sample**

The sample is part of the number and characteristic possessed by this population. When large population, and researchers may not learn all that there is in population, for example, because of limited funds, manpower and time, then the researcher can use the sample drawn from that population. What is learned from the sample, the conclusion will be applied to the population. For that samples taken from the population should be rigorously representative (representing)[[4]](#footnote-4) Sample is part of representative of population being research[[5]](#footnote-5)**.** On taking sample, the writer takes 89 students from population purposely. Class VIII A as control class consist of 28 students and class VIII B as experiment class consist of 28 students.

1. **Technique of Data Collection**
2. **Pre-test**

Before applying *listen-read-discuss* strategy in teaching reading comprehension, the researcher will give the test for two classes that control class and experiment class. Kind of test is multiple choice. Multiple choice is the best method to evaluate individual of students capability. The researcher instruct to students to choose one of the answere, while the students can choose of them. The scoring of students reading comprehension ability such as Identifying main idea, finding specific information, inference, reference vocabulary.

The instrument used in this study is multiple choices. It can be objective to measure learning outcome. In this study, the multiple choices consist of 20 items. The correct answer is given score 1 (one) an incorrect answer is given score 0 (zero).

1. **Post-test**

The researcher will conduct the post test. During the researcher , the control class is no treatment and the experimental class is given LRD strategy. Kinds of the test multiple choice. The researcher instruct the students to choose one of the answer, while the students can choose of them. The scoring of students reading comprehension ability such as Identifying main idea, finding specific information, inference, reference vocabulary.

The instrument used in this study is multiple choices. It can be objective to measure learning outcome. In this study, the multiple choices consist of 20 items. The correct answer is given score 1 (one) an incorrect answer is given score 0 (zero).

The function of the post test to measure the reading ability in reading text both of two classes. The researcher will measure is there difference of score between experiment class and control class. Is there a significance result of two classes after the experiment class give the treatment. the scoring of students writing ability such as Identifying main idea, finding specific information, inference, reference vocabulary. Finally the researcher is collecting the score both the experimental class and control class that will be calculated.

1. **Observation**

 The research will conduct on July until August at MTs Al-Khairiyah Pontang Serang-Banten. The teacher will be observer during the learning process at the class. The teacher will observe the researcher and students when teaching rading ( narrative text ) using listen-read-discuss (LRD) strategy. Teacher will analyze teaching process and condition of students. Whether students are active and interest using strategy.

To get data of students’ reading comprehension, the writer giving pre-test and post-test. The pre-test and post-test consist of 20 multiple choice questions.

1. **Documentation**

 Documentation method which collect data to noted a report that available. This is done as a proof that the research process is considered correct has been done. In which there is an observation sheet which in it contains the first observation results conducted by researchers to determine the objective conditions of learning English there, but there are also RPP researchers during doing research there, a matter of pre-test and post-test and research result.

1. **Techniques of Analysis Data**

The data which analyzed was gotten from the test and observation. The writer analyzed the data based on the collecting data of score pre test and post test of experimental class and control class. In other hand, the writer also analyzed the score of students learning activity which written on the sheet of students’ observation, the writer take step as follows:

1. The result of the post-test in experiment class is named variable (X1)
2. The result of the post-test in control class is named variable (X2)
3. Qualification of data is multiple choices.

For the reading comprehension test in pre test and post test, the correct answer is given score 1 (one) and the correct answer is given 0 (zero) in multiple choice. So, the total score is 20 from 20 questions. The step for statistical analyze are:[[6]](#footnote-6)

$$Students’ final score= \frac{students’ raw score}{Ideal maximum score} x 100$$

To analysis data the writer uses *t*-Test. The *t*-Test is the most frequently used measure in second language research when comparing mean scores for two groups.[[7]](#footnote-7) It supposed to know whether experimental versus control class when taking the same test has the same score or not. The size of the sampling error can be known by looking at the size of a standard number called the standard Error of the mean, which can be achieved or obtained by using the following formula:

1. Determine mean of score experiment class, with formula :

$$M\_{1}= \frac{\sum\_{}^{}X\_{}}{N\_{}}$$

1. Determine mean of control class (MX), with formula :

$$M\_{2}= \frac{\sum\_{}^{}Y\_{}}{N\_{}}$$

1. Determine the total square of error in experiment class (X), with formula :

$\sum\_{}^{}X$2 = $\sum\_{}^{}X$2 - $\frac{\sum\_{}^{}X2}{N}$

1. Determine the total square of error in control class (Y), with formula :

$\sum\_{}^{}Y$2 = $\sum\_{}^{}Y$2 - $\frac{\sum\_{}^{}X2}{N}$

5. Calculation T-Test

$$t = \frac{M\_{X}-M\_{Y}}{\sqrt{\left(\frac{\sum\_{}^{}x\_{}^{2}+ \sum\_{}^{}Y\_{}^{2}}{N\_{X}+ N\_{Y}-2}\right) \left(\frac{1}{N}+ \frac{1}{N}\right)}}$$

Notes :

Mx = Mean of experiment class

My = Mean of control Class

$\sum\_{}^{}X$2 = the total square of error in experiment class

$\sum\_{}^{}Y$2= the total square of error in control class

N = the number of subject

Df = Degree of freedom

1. Suharsimi Arikunto, *Manajement Penelitian.* (Jakarta: Rineka Copyright), p. 207 [↑](#footnote-ref-1)
2. David Nunan , *Exploring Second Language Classroom Research.216* [↑](#footnote-ref-2)
3. Sugiyono, *“metode penelitian kuantitatif kualitatif dan R&D”* (Bandung, alvabeta, 2011).p. 80. [↑](#footnote-ref-3)
4. Sugiyono, *“metode penelitian kuantitatif kualitatif dan R&D”* .... .p. 81. [↑](#footnote-ref-4)
5. SuharsiniArikunto, procedure penelitiansuatupendekatanpraktek, (Jakarta: Rineka Cipta,2006),p..104 [↑](#footnote-ref-5)
6. H. Douglas Brown, *Language Assessment: principle and classroom practices,(*USA:Pearson education, 2004),59. [↑](#footnote-ref-6)
7. Anas Sudijono, *pengantar statistic pendidikan,* (Jakarta: Raja Grafindo, 2012),278 [↑](#footnote-ref-7)