

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

The method of this research is quasi-experimental. According to Sugiyono, quasi experimental design means that the researcher does not have maximum control in doing the experiment.¹ The design used in this research is quasi-experimental design which experimental and control groups. Experimental group uses receives a treatment, while control group does not receive any treatment.

The researcher will conduct the research by experimental method is used to measure changes that occur after manipulation. Besides, this experimental method is carried out with the aim that the hypotheses that have been formulated in chapter I can be proven. This experimental method is suitable with the research that the researcher is carrying out namely, the effectiveness of prediction strategy in teaching reading on narrative text.

The researcher used quasi-experiment in this research is to compare the result of two groups between experimental class and control class. Quasi-experiment used by the researcher in this research has both pre- and post-test,

¹ Sugiyono. *Metode Penelitian Pendidikan; Kualitatif, Kuantitatif dan R&D*. (Bandung, Alfabeta, 2016), 77.

experiment and control groups but no random assignment of subjects.²

Furthermore, the formulation of this research can be presented in the table below:

Quasi Experiment (Non-equivalence control group design)

Group	Pre-Test	Treatment	Post-Test
Experimental Group	O_1	X	O_2
Control Group	O_1	-----	O_2

Note:

O_1 : Pre-test of experimental and control group

X : Treatment of the experimental group

O_2 : Post-test of experimental and control group

The treatment was conducted four times in the experimental class where the teaching reading was delivered using predicting strategy. Meanwhile, the control class was taught using conventional way. Pre-test and post-test were given to both experimental and control class.

B. Research Settings

This research will be conducted in Islamic Boarding School Daar El Ilmi, Cikukur. The school is located on Jl. Empat Lima Cikukur, Kota Serang Banten - 42116. The location of in Islamic Boarding School Daar El Ilmi is the school that researcher during the real teaching at Islamic Boarding School Daar Al Ilmi when

² David Nunan. *Research Method in Language Learning*. (Cambrige: Cambrige University press, 1992), 41.

PPLK, so the location of the school is very strategic. The research will be conducted through teaching and learning process in the classroom.

The writer choose this school as the locus of study of several considerations. First this school is representative to conduct research it reflection to facilities as numbers of students of student who sufficient to the sample of this study and there is data needed in this research, second, the setting of school is accessible and the school principal allow the researcher to carry out study there.

C. Population and Sample

The population is all member of the humans, events, things, data which are research objects. The population in this research is the students of the eighth grade consist of 36 males and 43 females in academic year 2019/2020 at Islamic Boarding School MTs Daar El Ilmi Cikukur.

Nunan stated “a sample is subset individuals or cases from within population.”³ Sample in this research, the researcher took class of eight grade consists of males in 36 females 43 in academic year 2019/2020 as a sample class.

D. Data Collection

³ David Nunan. *Research Method in Language Learning*, 232.

In collecting data, the researcher used the technique as follows:

1. Observation

Information that discovers along this research consists of:

- a. The teacher of Junior High School of Islamic Boarding School Daar Al Ilmi Cikulur,
- b. The condition of the education,
- c. The situation of teaching and learning process of English subject.

2. Test

The researcher gave the writing tests to the sample class. The tests are writing paragraph test based on recount text. And the tests consist of pre-test and post-test.

a. Pre-test

Pre-test had given to sample class before treatment to know the students mastery in reading narrative text. The researcher asked students to answer several questions related narrative text following folktales. Pre-test is given to the experiment and control class in the same way. In score reading test, the researcher use analytical scoring, answers are rated on six aspect of reading assessment: topic, stated information, implied information, references, meaning words, and moral value.

b. Post-test

This test had given by researcher to sample class after treatment. This test helped the researcher to know how the effectiveness of prediction strategy in teaching reading on narrative text and without prediction strategy. In this case, students are asked to answer several questions related narrative text following folktales with differet questions. In score reading test, the researcher use analytical scoring, answers are rated on six aspect of reading assessment: topic, stated information, implied information, references, meaning words, and moral value. The result of the scoring then is compared with pre-test.

E. Reading Assessment Criteria for Pre-Test and Post-Test

1. Pre-Test

Table 3.1
Multiple Choices

Standard Competencies	Reading Assessment	Number	Total
3.14 Understand social functions, text structure, and linguistic elements from fable narrative texts, according to the context of their use.	Main idea or topic	6	1
	Stated information	1, 4, 7, 8, 9, 10, 12, 13, 16, 17	10
	Implied information	2, 3	0
4.18 Captures the meaning of oral and written narrative texts, which are short and simple to use.	References	11, 19	2
	Meaning word, phrase, sentence	5, 14, 18	3
	Moral value	15, 20	2

Table 3.2
Essay

Standard Competencies	Reading Assessment	Number	Total	
			High	Low
3.14 Understand social functions, text structure, and linguistic elements from fable narrative texts, according to the context of their use. 4.18 Captures the meaning of oral and written narrative texts, which are short and simple to use.	Character	21	10	5
	Character	22	20	10
	Event	23	20	10
	Setting	24	10	5
	Critical Thinking	25	20	10

2. Post-Test

Table 3.3
Multiple Choices

Standard Competencies	Reading Assessment	Number	Total
3.14 Understand social functions, text structure, and linguistic elements from fable narrative texts, according to the context of their	Main idea or topic	17	1
	Stated information	2, 3, 4, 6, 7, 11, 14, 15,	11

use.		16, 18, 20	
	Implied information	10	1
4.18 Captures the meaning of oral and written narrative texts, which are short and simple to use.	References	5, 12	2
	Meaning word, phrase, sentence	1, 9, 19	3
	Moral value	8, 13	2

Table 3.4
Essay

Standard Competencies	Reading Assessment	Number	Total	
			High	Low
3.14 Understand social functions, text structure, and linguistic elements from fable narrative texts, according to the context of their use.	Character	21	10	5
	Event	22	20	10
	Event	23	20	10
4.18 Captures the meaning of oral and written narrative texts, which are short and simple to use.	Prior Knowledge	24	10	5
	Critical Thinking	25	20	10

F. Data Analyzing

To analyze the quantitative data, the result scores of the pre-test before the research was done were compared with data of the post-test after the research. The data were then analyzed whether their reading results were reaching the minimum standard or not, and having improvement or not.

After the researcher getting the data from pre-test and post-test, the researcher will use formula “t” test formula with the degree of significance 1% and 5%. “t” test is one of statistic test that used to test the validity of null hypothesis that assert between two means of sample that randomly take from the same population. “t” test is test that usually used for experimental method.

To analyze this data the writer used this formula⁴:

1. Calculating students’ reading score both pre-test and post-test by using the following formula:

$$\text{Student Score} = \frac{\text{Student's Right Answer}}{\text{Total Items}} \times 100$$

2. Determining mean of variable X with formula as follows:

$$M_x = \frac{\sum X}{N}$$

3. Determining mean of variable Y with formula as follows:

⁴ Tri Ilma Septiana & As’ari. “Enhancing Students’ Listening Skill on Narrative Text Through Folktales Story”. In *Loquen: English Studies Journal*, Vol.1, No.1, November, 2009), 8.

$$M_y = \frac{\sum Y}{N}$$

4. Counting standard of deviation score variable X with formula as follows:

$$X = X - M_x$$

5. Counting standard of deviation score variable Y with formula as follows:

$$Y = Y - M_y$$

6. Determining deviation standard of variable Y with formula:

$$SD_y = \sqrt{\frac{\sum Y^2}{N_1}}$$

7. Determining standard error of mean variable I with formula:

$$SE_{M_x} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

8. Determining standard error of mean variable II with formula:

$$SE_{M_y} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

9. Determining standard error of mean difference variable X and variable Y with formula:

$$SE_{M_1-M_2} = \sqrt{SE_{M_1^2} + SE_{M_2^2}}$$

10. Analyzing the result by using calculation of the t-test as follow:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

11. Counting degree of freedom with formula as follows:

$$df = N_x + N_y - 2$$