

CHAPTER III

RESEARCH METHOD

This chapter presents the research method which consists of research design, research variable, population & sample, instrument, treatment of procedure, data collection, and data analysis.

3.1 Research Design

The researcher was applied experimental research with a quantitative approach. According to Cresswell (2008), the researcher studied variables which were characteristic that take on different values across people or things. The purpose of the experiment will manipulate treatment conditions in a way that will reveal which condition was responsible for what occurs to objects and how many those conditions have contributed to the observed result.

This research was not a truly experimental, but a quasi-experimental. A quasi-experimental used because the researcher was not randomly assigned subjects to experimental treatments for a study. The researcher used pre-test and post-test design. Before conducting the research, the two classes are given pre-test and post-test at the end of the research. Then the result of the test about the effect of the treatment.

In conducting quasi-experimental research according to Tuckman 1999 cited by Ratna (2012), the researcher assigned intact groups, the experimental and control group using pre-test and post-test to both groups. Both classes were given 6 meetings. This research, the researcher used two classes as a sample. The first class was VII-J as experimental group which was taught by TELLs Strategy and another one was VII-K as control group that was taught by Scientific Method. Both the experimental and control group were treated in the same test.

Tabel. 3.1 Quasi-Experimental

Experimental Group	O1	_____X_____	O2
Control Group	O1	_____Y_____	O2

O = Test

X = treatment by using the TELLs strategy

Y = treatment by using the Scientific method

3.2 Research Variable

In experimental research, two variables correlate with each other. Variable was an object of study that became important points in research. In this research there were two variables:

3.2.1 Independent variable

In this research, the independent variable for the experimental group was teaching reading strategy using TELLS, then for the control group was using Scientific method.

3.2.2 Dependent variable

Dependent variable was observed or measured to determine whether a change or variation in the independent variable causes or effects a change in the dependent variable. The dependent variable was students reading comprehension.

3.3 The Population and Sample of the Research

3.3.1 Population

This research, the researcher chooses MTsN 2 Kediri as the researcher's object because the school near with researcher home, and the researcher chooses the population of the seventh grade.

3.3.2 Sample

The samples of this research were being divided into two groups; the first group was VII-J class was be an experimental class taught by using TELLS strategy, while the second group was VII-K class was be as a control class taught by using Scientific method.

3.4 Research Instrument

The instrument of this research test. The test was a set of questions and exercises used to measure the achievement or capacity of the individual. To discover how students were thinking were using the target language (English). After constructing the instruments, the researcher will

try the pre-test and post-test. Try out the test were to validity and reliability was being conducted in class.

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

3.4.1 Pre-test

Pre-test was given before the experimental and control group get the treatment. Pre-test is contained 25 numbers of multiple choice. (Can be seen in Appendix 5. Page 81). Before pre-test is used to collect the data the researcher firstly makes a blueprint (Can be seen in Appendix 3. Page 70).

3.4.2 Post-test

Post-test was given after the experimental group and control group get the treatment. The aims of the testing to know the effect of the students' reading comprehension after getting the treatment. The form of post-test was multiple choices which contain 25 questions. (Can be seen in Appendix 6. Page 87). Then, before pre-test is used to collect the data the researcher firstly, made a blueprint (Can be seen in Appendix 4. Page 77).

3.5 The Treatment Procedure

This research the researcher used three steps of research in the control group and experimental group there were pre-test, treatment, post-test

(Can be seen in Appendix 1 & 2. Page 52 RPP Experimental and Control group), the procedures of this research were divided into three phases:

3.5.1 Pre-test

Pre-test was carried out to determine the ability of the students selected as the respondent. Items used for pre-test consisted of 25 items. The test was about Descriptive text, appropriate with their curriculum.

3.5.2 Treatment

Treatment was conducted for experimental group and control group. Experimental group used TELLS strategy and control group used scientific method in teaching reading comprehension. The length of time to apply the strategy was about 6 meetings. There are the difference treatment can be seen in the table below.

Tabel 3.2 Treatment Procedure

Experimental Group	Control Group
Pre activity	Pre activity
a. Greeting	a. Greeting
b. Getting class attention	b. Getting class attention
c. The teacher ask do you know about descriptive text?. Can you give me example about descriptive text?. Do you know important point in descriptive text?	c. The teacher ask do you know about descriptive text?. Can you give me example about descriptive text?. Do you know important point in descriptive text?
d. The teacher ask to mention point-point in descriptive text.	d. Students answering the teacher question
e. Students answering the teacher quetion	e. The teacher ask about structure text in descriptive text that students know

Whilst activity

- a. Teacher invites to warming up before material their study with see a video about kind of descriptive. After waming up the teacher make five groups consist about four students
- b. Teacher ask to student do you ever know about TELLs? What do you think about TELLs?
- c. Student's answering the teacher question
- d. The teacher explain big line about TELLs
- e. Teacher goes over the acronym TELLs with the students. Then teacher gives the descriptive text to the students in the class.
- f. Teacher asks students are taught to look at the *Title* and form clues as to what the material is covering.
- g. Teacher asks students to (E) *Examine*, requires the students to skim the passage for clues about the content of the passage.
- h. Teacher asks students to (L) Look for the important words.
- i. Teacher asks students to (L) Look for difficult words.
- j. Teacher asks students to think about the story (S) *Setting*, readers skim the passage for clues about the setting, including places, areas, descriptions, dates, or references to time periods, and based on the text included fact or fiction .

Post activity

- a. Teacher aks the students' to submit thier work when they have finished the assignment.
- b. The student' assign a task from the text.
- c. Teacher give a feedback to students with this topic
- d. Teacher ask students to conclude the material studied.

Whilst activity

- a. Teacher ask students read examples of descriptive text that are displayed, shared, or from books.
- b. Students and teachers discuss material about descriptive texts
- c. The teacher explains the purpose, general structure, and social function a descriptive text.
- d. The teacher creates groups and shares descriptive text with a number of groups
- e. Students work in groups to discuss the generic structure and content of text in the form of text topics, the main idea of a paragraph in the text, detailed information, certain information, and the meaning of certain words.
- f. Student answering questions about the text discussed

Post activity

- a. Teacher aks the students' to submit thier work when they have finished the assignment.
 - b. The student' assign a task from the text.
 - c. Teacher give a feedback to students with this topic
 - d. Teacher ask students to conclude the material studied.
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Closing	Closing
Teacher ends the meeting and greets the students	Teacher ends the meeting and greets the students

3.5.3 Post-test

After the 6 meetings (including pre-test), the post-test had been administrated. Items used for pre-test consisted of 25 items. The results of the post-test for experimental group and control group were analyzed and used as final data for this research.

3.6 Technique of Collecting the Data

According to Best, John W. & Kahn, James V. (2009) the data is analysed by using quasi-experimental research, the writer used Ancova. Analysis of covariance and partial correlation are statistical techniques that can remove the effect of a confounding variable's influence from a study. Partial orrelation is used to remove the effect of one variable on the correlation betwee two other variables. This research the researcher use SPSS to analyze data.

In addition, according to Best, John W. & Kahn, James V. (2006) analysis of covariance (ANCOVA) uses the principles of partial correlation with R' h analysis of variance. It is particularly appropriate when the subjects in two or more N~vigator.c\$m groups are found to differ on a pretest or other initial variable. In this case the Analysis of effects of the pretest and/or other relevant variables is partialled out, and the Covariance resulting adjusted means of the posttest scores are compared. Analysis of covariance is a method of analysis that enables the

researcher to equate the pre-experimental status of the groups in terms of relevant known variables. The initial status of the groups may be determined by pretest scores in a pretest-posttest study or in posttest only studies by such measures as intelligence, reading scores, grade point average, or previous knowledge of subject matter.

However, with the use of SPSS, the analysis of complex studies can be processed almost instantaneously. It should be noted that analysis of covariance is not as robust as analysis of variance. That is, violation of the assumptions on which analysis of covariance is based may make its use inappropriate. In addition, as Glass and Hopkins (1996) cited by Best, John W. & Kahn, James V. (2006) point out, ANCOVA does not transform a quasi-experiment into a true (randomized) experiment. There is no substitute for randomization.