CHAPTER III

RESEARCH METHOD

This chapter presents the method which is used for collecting data in this research. This chapter will discuss the research method, including research design, population and sample, data collection technique, and data analysis technique.

A. Research Design

Based on the purpose of this research, the researcher used experimental research which provided a systematical and logical method for answering the questions. The basic intent of an experimental design is to test the impact of treatment on an outcome, controlling for all other factors that might influence that outcome (Creswell, 2009: 245-246). Later, this research specifically is designed as quasi-experimental research.

Quasi-experimental designs are those that are "almost true" experimental designs, except that the researcher studies the effect of the treatment on intact groups, rather than being able to randomly assign participants to the experimental or control groups. The researcher aimed to know whether there is an empirical evidence of the effectiveness of using Google Classroom to improve reading skills. To get the evidence, the researcher compared two groups, experimental and control group.

Table 3.1 Comparation Between Experimental and Control Group

Group	Pre-test	Treatment	Post-test
Experimental group	Pre-test	Google Classroom	Post-test
Control group	Pre-test	Another media (Printed Textbook)	Post-test

From the design above, we know that both the experimental group and control group get pre-test and post-test. The pre-test is used to know students' skills before they get treatment and help to decide the sample. Then, the post-test is used to know the result after they get the treatment. The difference was the experimental group got treatment which is taught by using Google Classroom and control group with another treatment that is taught by using the printed textbook.

B. Variables

Some variables used in this research are teaching media as independent variable and students' reading skill as dependent variable. There maybe an extraneous variable on the subject being studied because the sample was not randomly assign. That variable is students' initial ability because the researcher use the score of pretest to be the covariate in analyzing the data.

C. The Population and Sample

The population is any groups of individuals that have one or more characteristic in common that is of interest to the researcher (Cresswell: 2009, 8). In this research, the population was the seventh-grade students of MTsN 4 Kediri academic year 2019/2020. The researcher took the sample from two classes by

identifying the similarity of the result of their pre-test. The researcher took class VII-A as an experimental group and class VII-B as a control group. Class VII-A were taught by using Google Classroom, and class VII-B were taught by another media, printed textbook.

D. The Instrument of Research

In this research, the instrument was test. Test was used to get the data. Test is an asset of tool, procedure or an individual in order to elicit attitude that give information about the basic of individual knnowledge in certain subject. There are two tests in this research, they are pre-test and post-test.

a. Pre-test

The first step of this research, the researcher gave pre-test in experimental group and control group. The aim of this activity was to know the basic or capability of students' reading skill before they got the treatment.

In this pre-test, the researcher gave a paper contains of some questions. The questions are based on a blueprint that has been prepared before. The blueprint is made according to the reading skills that must be mastered by seventh-grade of junior high school students. The complete blueprint can be seen in Appendix 2: Blueprint. The source of the questions of the pretest are some national exam practice books. Before being tested on sample classes, researchers tested the questions to another class to find out the validity and reliability of the questions. The researcher gave 60 minutes for students to answer the questions of

the pretest. The researcher took the score of this activity. The complete pretest can be seen in Appendix 4. Pretest.

b. Post-test

The post test was given to all samples after experimental group and control group got some treatments. The aim of this activity was to know the improvement of students; reading skill after they got treatment and to know Google Classroom is effective or not.

The scheme of post-test was almost same as pre-test. The researcher had to do activity like in pre-test. The researcher gave a paper contains of some questions that based on a blueprint that has been prepared before. The source of the questions of the posttest are some national exam practice books. Before being tested on sample classes, researchers tested the questions to another class to find out the validity and reliability of the questions. Researcher gave 60 minutes for students to answer the questions of the posttest. The researcher took the score of this activity. The complete posttest can be seen in Appendix 5. Posttest.

E. Criteria of Good Test

The researcher gave the limitation of the time to the students about 60 minutes to do 25 questions. The type of questions is multiple choice with the topic in accordance with the basic competency 4.7.1 on Curriculum 2013 for the second year of junior high school students. Thus, in the content validity aspect, the test was considered valid. The complete blueprint can be seen in Appendix 3. Blueprint

In the aspect of reliability, this research used test-retest. The researcher gave the same test for some different group. The result of each group would be compared to know the reliability of the test. The reliable test would be used as the instrument of the research.

F. The Treatment Procedure

This research used the quasi-experimental design that used experimental group, control group, pre-test, and post-test. Both experimental and control group were taught by the researcher. The activities were divided into three parts. There were pre-teaching activity, main teaching activity, and post teaching activity. The pre-teaching activity was giving pre-test both in experimental group and control group. For experimental group, the researcher used Google Classroom in teaching reading. Whereas for the control group, the researcher used printed textbook in teaching reading. The last activity was giving post-test to all of the groups to know whether Google Classroom is effective to the seventh-grade students of MTsN 4 Kediri.

Table 3.2 The Schedule of Activity During the Research

| Meeting | Date | | Stages |
	Experimental	Control	
First	Feb 11th 2020	Feb 11th 2020	Pre-test
Second	Feb 13th 2020	Feb 12th 2020	Treatment 1
Third	Feb 18th 2020	Feb 18th 2020	Treatment 2
Fourth	Feb 20th 2020	Feb 19th 2020	Treatment 3
Fifth	Feb 20th 2020	Feb 19th 2020	Post-test

From the schedule above, the main procedures of this research were pre-teaching activity, main teaching activity, and post teaching activity. All teaching processes used RPP and focusing on reading activity. In the treatment, the students are given material that focused in reading activity using Google Classroom. The researcher gave the English lesson twice a week and conducted five meetings. Each meeting held in 2x40 minutes allocated time. The difference activities between experimental and control groups are written clearly.

Table 3.3 The Procedure of the Treatment

Meeting	Experimental Group	Control Group
First Meeting	Administering the Pre-test	Administering the Pre-test
Second Meeting	Explaining the definition, purpose, and structure of descriptive text using Google Classroom media.	Explaining the definition, purpose, and structure of descriptive text using printed textbook media.
	Guiding the students to analyse the structure of descriptive text "My School" using Google Classroom media.	Guiding the students to analyse the structure of descriptive text "My School" using printed textbook media.
Third Meeting	Explaining the tenses used in descriptive text (Simple Present Tense)	Explaining the tenses used in descriptive text (Simple Present Tense)
	Guiding the students to do the exercises of descriptive text "My Close Friend" using Google Classroom media	Guiding the students to do the exercises of descriptive text "My Close Friend" using printed textbook media
Fourth Meeting	Explaining the purpose of the questions that usually appear in descriptive text	Explaining the purpose of the questions that usually appear in descriptive text
	Guiding the students to do the exercises of descriptive text "Bandung Zoo" using Google Classroom media	Guiding the students to do the exercises of descriptive text "Bandung Zoo" using printed textbook media
Fifth Meeting	Conducting Post-test	Conducting Post-test

Before the treatment, the researcher gave a pre-test about the theme or the material is which students workbook. The main activity of experimental group was using Google Classroom as a media in teaching reading, while for control book was using their printed textbook. Students got the treatment for 2x40 minutes and the exercise for 20 minutes while the treatment to do 10 until 15 questions of descriptive text. The materials and the questions of the treatment was taken from internet and national exams practice book: *Detik Detik Ujian Nasional Bahasa Inggris 2018/2019,* Intan Pariwara. After doing the exercises, the students got the feedback and evaluation from the researcher. After the treatment was done, the researcher gave a post-test both in experimental and control group to know the effectiveness of using Google Classroom.

G. Data Collection

There are some steps used in collecting the data in this research as follows:

1. Pre test. This test was conducted in order to measure the students' reading ability before receiving the treatment. The test was multiple choice questions about descriptive text and it was done in the first meeting. In this test, the students were given 60 minutes to do the test.

2. Post test. This particular test was given after the treatments to measure how far the students' improvement of reading ability after getting the treatments. This test was multiple choice questions about descriptive text and it was done in the last meeting. In this test, the students were given 60 minutes to do the test.

H. The Data Analysis

The researcher used the score of the test as quantitative data. The researcher used ANCOVA (Analysis of Covariance) because the sample is not taken randomly and the study involve random assignment of units to conditions, covariates, when related to response variables, reduce error variance, resulting in greater statistical power and precision in estimating group effects. (Harvey, 1998) The instrument of this research took pre-test and post-test. The researcher compares the result of pre-test and post-test in the experimental group and control group to know the effectiveness of using Google Classroom in teaching reading to the seventh-grade students in MTsN 4 Kediri. ANCOVA was used to analyze the data using SPSS 2.1 program.