

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Study

This research was conducted at SMK Negeri 1 OKU. This located on Baturaja Lama, East Baturaja District, Ogan Komering Ulu Regency, South Sumatra 32115. The subject of the research was the tenth-grade student of SMK Negeri 1 OKU.

B. Method of the Study

This research used the quasi-experimental design to determine the impact of using RCRR strategy. According to Creswell (2012), the research design was the specific procedures involved in the research process: data collection, data analysis, and report writing. Creswell (2012, p.326) explains that experimental researchers test an idea (or practice or procedure) to determine its effect on an outcome. In particular, a quasi-experimental design was used. By using quantitative method, the data were called a statistical or hypothesis using mathematical procedure. The experiment was to test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable. In conducting quasi-experimental, the researcher was assigned treated to the experimental group and providing control group as a comparison.

The researcher chose quasi-experimental design, because this research was in the form of educational research which uses humans as research subjects. Humans do not exist same and unstable. Therefore, foreign variables that affect treated cannot be strictly controlled as desired in the pure experimental type of

research. This design consists of two groups, each of which was given a pre-test and pos-test which were then treated with the RCRR strategy and without using the RCRR strategy. Basically, this non-equivalent control group was the same as the design true experimental pre-test and post-test control group except placement random subject. Quasi-experimental group design steps non-equivalent control group design can be described as follows:

Table 3.1
Quasi Experimental method

Group	Pre-test	Treatment	Post-test
A	O ₁	X	O ₂
B	O ₃	-	O ₄

Source: Sugiyono (2012)

Description:

A : The experimental group (the group that was treated with the RCRR Strategy)

B : The control group (the group that was not treated with the RCRR Strategy)

O₁ : Pretest experimental group

O₂ : Posttest experimental group

O₃ : Pretest control group

O₄ : Posttest control group

X : Treatment of using RCRR Strategy

C. Operational Definition

The following key terms were necessary defined operationally, such as:

1. Reading

Reading was an activity that we do to obtain information. So, reading was not only about reading aloud, but also how you can find out the main topic and the ideas contained in it.

2. Comprehension

Reading comprehension was the ability to process text, understand the meaning of the text and integrate it with what the reader knows.

3. Read, Cover, Remember, Retell (RCRR) Strategy

The RCRR strategy was one of the strategies that can increase knowledge and understanding of participants in understanding the text. It means students can improve their understanding through these strategies in understanding the text.

D. Population and Sample

1. Population

Haleluddin and Wijaya (2019) explain that the population was defined as a generalization were consisting of objects or subjects that have certain qualities and characteristics. The population of this research was conducted to the tenth grade students of SMK Negeri 1 OKU which consist nine classes.

Tabel 3.2
The Distribution of the Research Population

NO.	CLASS	NUMBER OF STUDENTS
1.	X TKJ 1	35
2.	X TKJ 2	36
3.	X TKJ 3	36
4.	X OTKP 1	36
5.	X OTKP 2	36

6.	X AKL 1	35
7.	X AKL 2	36
8.	X BDP	36
9.	X MM	36
Total		322

Source: Data documentation of SMK Negeri 1 OKU 2021/2022

2. Sample

The sample was part of the number and characteristics possessed by population. When the population was large and it was impossible for researchers to study everything exists in the population, for example due to limited funds, manpower, and time, then researchers can use samples taken from that population (Sugiyono, 2012, p. 81).

In this research, the technique of sampling used purposive sampling. According to Arikunto (2013, p.183), purposive sampling was the process of selecting sample by taking subject that was not based on the level or werea, but it was taken based on the specific purpose. Purposive sampling refers to researchers intentionally select participants who fulfill the required criteria. Then the researcher selected class was X TKJ 2 SMK N 1 OKU as control class and class X TKJ 1 SMK N 1 OKU as experimental class. The researcher chose these two classes for 2 reasons, firstly, the students' reading comprehension value in this class were relatively weak and the teacher also suggested researching this class.

Tabel 3.3
The Sample of the Reseach

No.	Class	Number of Students
1.	X TKJ 1	36
2.	X TKJ 2	36
Total		72

Source: Data documentation of SMK Negeri 1 OKU 2021/2022

E. Technique for Collecting the Data

The technique of collecting the data in this research was used a test. According to Creswell (2012, p. 297), a pre-test provides a measure of some attribute or characteristic that you assess for the participant in an experiment before they receive a treatment, while a post-test was a measure of some attribute or characteristic that was assessed for participants in an experiment after a treatment. Therefore the test was administered twice: pre-test, and post-test.

The test was adopted from Nuraini (2019) that referring to Brown's theory (2004, p. 194). The test consists of 20 multiple-choice questions. The following was the test specification:

Tabel. 3.4
The Specification of the Test

No.	Indicators of Reading Comprehension	Number of Items	Total
1	Determine Main Idea	11,18,21	3 Item
2	Locating Reference	4,14,17	3 Item
3	Understanding Vocabulary	3,10,12,19,28	5 Item
4	Making Inference	1,2,5,6,9,15,16,20,24,25	10 Item
5	Detail Information	7,8,13,22,23,26,27,29,30	9 Item
Total			30 Items

F. Validity and Reliability of the Test

1. Validity

Valid means correct. When we claim that the result of students' writing assessment was valid, we were convinced that the writing assessment result correctly reflects the students' writing skills as distinct from their reading skill, or from their knowledge of vocabulary, it could be concluded that validity was the correctness of the assessment. Latief (2015, p. 224). The validity test aimed to find out if the instrument test was suitable to be used in the research. To know the test

have great content validity construct the test specification based on the test that was measured by the specification item. The researcher used expert judgment to validity the test.

The researcher checked whether the test was valid or not by using Pearson Product Moment Test in SPSS 25 Program. The researcher determine significance level 0.05 or 5% from interval 95% and the value r_{tabel} of this test was 0.320. To know wheter the instrument were valid or not, the researcher concluded two hyphothesis as follows:

- a. If the critical value ($r_{\text{obtained}} > r_{\text{tabel}}$), it means the item was valid.
- b. If the critical value ($r_{\text{obtained}} < r_{\text{tabel}}$), it means the item was not valid.

Tabel 3.5
The Validity of Test

No.	Number of Item	r obtained	r table	Validity
				r obtained > r table
1.	Item 1	,498**	0.320	Vallid
2.	Item 2	,680**	0.320	Vallid
3.	Item 3	,533**	0.320	Vallid
4.	Item 4	,330*	0.320	Vallid
5.	Item 5	0,231	0.320	Invalid
6.	Item 6	,491**	0.320	Vallid
7.	Item 7	,513**	0.320	Vallid
8.	Item 8	,515**	0.320	Vallid
9.	Item 9	,501**	0.320	Vallid
10.	Item 10	,550**	0.320	Vallid
11.	Item 11	0,127	0.320	Invalid
12.	Item 12	0,004	0.320	Vallid
13.	Item 13	,330*	0.320	Vallid
14.	Item 14	0,184	0.320	Invalid
15.	Item 15	,555**	0.320	Vallid
16.	Item 16	,564**	0.320	Vallid
17.	Item 17	0,249	0.320	Invalid
18.	Item 18	0,015	0.320	Invalid
19.	Item 19	,363*	0.320	Vallid
20.	Item 20	0,032	0.320	Invalid
21.	Item 21	0,306	0.320	Invalid

22.	Item 22	,534**	0.320	Vallid
23.	Item 23	,404*	0.320	Vallid
24.	Item 24	,438**	0.320	Vallid
25.	Item 25	,563**	0.320	Vallid
26.	Item 26	,702**	0.320	Vallid
27.	Item 27	,504**	0.320	Vallid
28.	Item 28	0,248	0.320	Invalid
29.	Item 29	-0,095	0.320	Invalid
30.	Item 30	0,283	0.320	Invalid

The table 3.5 showed that there were 10 item (5,11,14,17,18,21,22,28,29,30) were invalid and 20 items (1,2,3,4,6,7,8,9,10,12,13,15,16,19,20,22,23,24,25,26,27) were valid. So, the researcher was used 20 items that were valid as the instrument test.

2. Reliability

According to Creswell (2012, p. 159), Reliability means that scores from an instrument are stable and consistent. To know if the test that was given that appropriate or not, the researcher was a test to respondent. To find out the reliability, the researcher has been done the try out to XI.OTKP 2 were students of SMK Negeri 1 OKU. To estimate the instrument was reliable or not, the researcher found the reliability by using the Cronbach Alpha test. To know whether the test was reliable or not, the researcher concludes two hypotheses as follow:

1. If the Cronbach Alpha point was more than 0.70, it means that the items were reliable.
2. If the Cronbach Alpha point was less than 0.70, it means that the items were not reliable.

After calculated the score of try out, the reseacher was measured the reliability by using Cronbach' Alpha in SPSS 25 Program. The reliability statistics description as follow:

Tabel 3.6
The Result of Realiability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
,785	38

The table 3.6 showed that the Cronbach's Alpha point was 0,785, it was more than 0,70. So, it means that the items of the instruments were reliable and could be used as the instrument to get the data of the research. According to the criteria level, it was in high reliability.

G. Technique to Analyze the Data

1. Scoring the Students Answer

To get students score in pre-test and post-test, the researcher supplied the following formula, the formula as follow:

$$S = \frac{R}{N} \times 100$$

Where:

S : Score of the test

R : The number of answer

N : The number of question

2. Percentage Students Answer

Percentage analysis is used in analyzing the data of the test. The formula as follow:

$$P = \frac{F}{N} \times 100$$

(Arikunto, 2014)

Where:

P : Percentage of Student Answer

F : Frequence of Student Answer Score

N : Total Sample

Tabel 3.7
The Rubric of Reading Scoring Criteria

No.	Score Range	Category
1.	80 - 100	Very Good
2.	66 - 79	Good
2.	55 - 65	Fair
3.	41 - 54	Poor
4.	00 - 40	Fail

(Source: Arikunto, 2014, p. 281)

3. Normality Test

The purpose of normality test was to know whether the instrument of the research that will use have normal distribution or not. The researcher tested normality of test by using SPSS. The criteria for acceptance or rejection of hypotheses for normality test are as below:

Ho was accepted if Sig. > 0,05, it means the data were normally distributed

Ha was accepted if Sig. < 0,05, it means the data were not normally distributed

4. Homogeneity Test

Homogeneity was done to know the variance in population of research homogeny or not. Homogeneity test was to measure the data of the population homogeny or not. In this research, the researcher used statistical computation by using SPSS. The criteria for acceptance or rejection of homogeneity test as follow:

- a. If the value $(p) > \text{significant } (\alpha=0,05)$, H_0 was accepted, it means that sample has homogenous variant which means, the students had the same characters on reading comprehension, moreover the data was valid.
- b. If the value $(p) < \text{significant } (\alpha=0,05)$ H_0 was rejected, it means that sample does not have homogenous variant which means, the students had the same characters on reading comprehension, moreover the data was valid.

5. T-test

The T test was a type of statistical test that used to compare the means of two groups. There were two types of t-test employed in the study, independent sample t-test and paired t-test sample. Paired t-test was used to see whether or not there was significant difference on students' reading comprehension before and after treatment. While independent variable t-test was used to compare the means of one variable for two groups of cases.