

III. METHODS

This chapter describes setting of the research, population and sample, research design, data collecting technique, scoring system of reading test, try out of the research, data analysis, hypothesis testing and schedule of the research.

3.1.Setting of the Research

This research took place at SMPN 13 Bandar Lampung for one month. The researcher chose SMPN 13 Bandar Lampung as the setting of this research because no one has yet to do the research using GIST in advance and that school was not far from the researcher's house, so it could facilitate her to do the research.

3.2. Population and Sample

The population of this research was the students in the second grade of SMPN 13 Bandar Lampung which was grouped into nine classes. The sample of this research was one class of the second grade students which consisted 26 students and has the same level of ability because in this school has no special class. The researcher knew students' ability were same from the result of pre-observation which she has done. The researcher knew the data from their English teacher. The class has both pretest and posttest, and there were 3 times treatments. The

researcher used *purposive sampling* for tryout class to get sample. Purposive sampling were used if description rather than generalization is the goal. In this type of sample it is not possible to specify the possibility of one person being included in the sample (Dawson, 2002:49).

3.3. Research Design

This quantitative research which used *one group pretest-posttest design* (Hatch and Farhady, 1982:20). Hatch and Farhady stated that this design was an improvement over the one-shot case study because you have measured the gains that the subjects have made rather than just looking at how well everyone did at the end. This type of design was also open to the question of internal validity. For example, the students' history teacher might have assigned weekly written homework which contributed substantially to the gains. The researcher chose this design to find out whether if there is the improvement of students' reading comprehension achievement after being taught through Get the Gist Strategy at the second grade of SMPN 13 Bandar Lampung. There was one class as the sample of the research. The research design is as follows;

T1 X T2

T1: Pre-test

X: Treatment

T2: Post-test

(Hatch and Farhady, 1982:20).

The sample of the research was given the treatment of teaching reading comprehension through *Get the Gist Strategy* (see chapter 2). The pre-test was administrated before the treatment of teaching reading comprehension through *Get the Gist Strategy* was implemented, to see the students' basic reading comprehension. Then, the treatment of teaching reading comprehension through *Get the Gist Strategy*. The posttest was administrated afterward, to find out the improvement of the students' reading comprehension through *Get the Gist Strategy*. Next, the questionnaire was conducted in this research to find out the improvement students reading comprehension through *Get the Gist Strategy* in terms of macro skills in reading learning.

3.4. Data Collecting Techniques

In collecting the data the writer used the following technique:

1. Test of Reading Comprehension

In collecting the data, the writer used test of reading comprehension which consisted of pretest and posttest. The pretest was administered in order to find out the students' reading comprehension achievement before treatment. The posttest was administered at the end of treatments in order to find out the results of students' reading comprehension achievement after the 3time treatments. Using the test of reading comprehension in this research is to answer the formulation of the problem of number one and two.

2. Questionnaire

The questionnaire was conducted to obtain data of information about the students' problem in learning macro skills of reading comprehension to answer the third research question through *Get the Gist Strategy*. It consisted of 14 items which covered 2 aspects; they were students' feelings toward the reading English in teaching learning and the implementation of *Get the Gist Strategy* to their knowledge improvement and reading skill.

Table below showed the specification of questionnaire;

Table 1. Specification of Questionnaire

No	Aspects	Number of Items	Percentage
1	Teaching Learning in Reading	1,2,4,5,7,14	40%
2	Get the Gist Strategy in reading activity	3,6,8,9,10,11,12,13	60%
	Total	14 Items	100%

The questionnaire consisted of 14 statements. The statements covered two issues: the first issue was on the students' problems toward reading English in teaching learning (statement number 1-7) and the second issue was on the students' feeling to the implementation of the technique (statements number 8-13). Those issues were taken based on the theories in which explained that the students had problems in reading English such as the students dislike reading, vocabulary limitation, difficulty guess meaning, hard to understand content, difficulty in reading text without unknown topic, etc (Sutarsyah, 2013: 101).

Then, to overcome the problems in reading English, reading strategy was needed. It is said that reading strategy is actually the part of reading activity. In this study, the strategies here mean that those are used by the readers when

they encounter problems when they read English texts (Sutarsyah, 2013: 26). Thus, in line with the theory, the researcher want to know the students' feeling when they a reading strategy was implemented for the students in reading activity.

In addition, an open-ended questionnaire asked the students to give suggestion or opinion about the implementation of the technique. The percentage was used to analyze the answer of the questionnaire. The data was interpreted based on the frequency of students' answer. At the end of the questionnaire, an open-ended questionnaire was also provided for the students to write about their comments on the technique which were not covered by the close-ended questionnaire.

The close questions data from questionnaire were analyzed by calculating it in percentage using frequency base with following formula. The formula was described as follow:

$$P = \frac{F}{n} \times 100\%$$

P : percentage

Fo : number of students choosing certain option

N : number of samples

The data from open-ended questions were analyzed qualitatively. They were transcribed and summarized based on the classification.

However, before interpreting the data, the researcher should analyze the validity and reliability of the questionnaire given as long as the questionnaire

given was in form of scale. In addition, the results of any research project depend on the appropriateness of the instrument or test items used to measure the variables (Hatch and Farhady, 1982: 243).

According to Hatch and Farhady (1982: 250- 251), validity is a degree matter of the results of the test. It indicates that validity is dependent on the use of the result. Moreover, the test in this case refers to the questionnaire given. This study applied Pearson correlation coefficient to calculate the validity of each item using SPSS 16.0 program. If there are some items that did not correlation in any level of α then the questionnaire item should be revised.

3.5. Research Procedures

In collecting the data, the writer carried out the following procedures which could be described as follows:

1. Determining the research problems

The problem of the research was intended to find out the difference students' achievement before being taught through *Get the Gist Strategy* and after being taught through *Get the Gist Strategy*, to find out the improvement of the students' reading comprehension achievement through *Get the Gist Strategy*, and to find out the problems the students face in learning macro skills of reading comprehension through *Get the Gist Strategy*.

2. Determining the population and sample

The population of this research was the second grade of SMP Negeri 13 Bandar Lampung. The sample of this research was one class which was grade VIII H.

3. Selecting and determining the materials

The materials were based on the School Based Curriculum (KTSP) 2006 for the second grade. This research focused on recount text.

4. Administering Try-Out Test

The try-out test was administered in grade VIII. Students were given reading test with 20 items of multiple choices and 10 items of true false in 60 minutes. The test was done in order to measure the level of difficulty (LD) and discrimination power (DP) as well as find out the reliability and validity of the test.

5. Administering Pre-Test

Pre-test was administered to see the students' basic reading comprehension before treatments. The test was administered in 45 minutes with 10 items of multiple choices reading test and 10 items of true false reading test.

6. Conducting the Treatments

The treatments were classroom activities which applied *Get the Gist Strategy*. The students were taught three times by the researcher.

7. Administering Post-Test

Post-test was given at the end of treatments. The result of the post-test was compared with the result of the pre-test to find out whether there is the improvement of the students' reading comprehension achievement through *Get the Gist Strategy*. The test was administered in 45 minutes with 10 items of multiple choices reading test and 10 items of true false reading test.

8. Administering the questionnaire

The questionnaire was administered in order to find out what problems are faced by the students in learning macro skills of reading comprehension in through *Get the Gist Strategy*. The questionnaire was also to know what facilitative factors in teaching learning reading comprehension. The questionnaire consisted of 14 items.

9. Analyzing the result of the Test

All the data were gathered by the average score (mean) of reading test and questionnaire was analyzed to draw the conclusion.

3.6. Scoring System of Reading Test

In scoring the students result of the test, Arikunto's formula was used. The ideal higher score was 10. The scores of the pre-test and post-test were calculated by using formula as follows:

Multiple Choices:
$$S(mp) = R - \frac{W}{(n-1)}$$

True False:
$$S_{(T/F)} = R - W$$

$S_{(MP)}$: The score of the test for multiple choices

$S_{(T/F)}$: The score of the test for true false

R : The total of the right answer.

n : The total items.

W : The total of the wrong answer

(Arikunto, 1986).

3.7. Try out of the Research Instruments

A good test should meet four criteria: a good validity, reliability, level of difficulty and discrimination power. Therefore, the try-out of the test was carried to achieve the objectives. To investigate the students' reading comprehension before and after they were given the treatment, the researcher administrated two kind of test achievement: pre-test and post-test for class. They were Multiple Choices (Heaton, 1991, p.116) and True False Reading test (Heaton, 1991, p. 113).

There were also some advantages and disadvantages of using a multiple choices test in conducting te research. The advantages of using this type of the test are as below:

1. It can be used not only to measure the students' reading comprehension achievement, but also can be used to measure their vocabulary and knowledge of gammatical structures (Heaton, 1991, p.116).
2. This type of the test can facilitated the students in answering the test, since they were only ask to choose one of the four answer choices provide in

each test without having the responsibility to explain the reason of why they choose one of these choices.

While, the disadvantages of using this type of the test are:

- Almost all of this type of the test tended to measure the students' vocabulary and grammatical structures instead of testing their reading comprehension.
- Sometimes, this type of the test cannot be used to measure the students' reading comprehension since the students cannot explain their reason of why they choose one of four answer choices of the test items.

There were also some advantages and disadvantages of using true false Reading test in measuring students' reading comprehension. The advantages of using this type of the test were the scores which were obtained by the students show the real ability of the students in comprehending the ideas of the texts, if they did not copy their answers from one to another. Thus, because of the test consisted of items that only asked the students to choose either of the two answers: true or false. The test items do not ask them to explain their own answer in more detail. Besides, the scoring of such tests is faster than that of an essay (Heaton, 1991, p.113).

In according to having some advantages, The true false reading also has two main disadvantages; namely:

1. This type of the test could stimulate students to guess the answer (true or false) of the test items without knowing the reasons why they chose the answer, since they have 50 percent chance of giving a correct answer for each item (Heaton, 1991, p. 113).

2. This type of the test often fails to discriminate between the real upper students and lower students, since almost of the students did not know the reasons why they chose the answer and also since the base score was 50 percent (=0 percent) and thus the average test difficulty generally in the region of 75 (=50 percent), unless the teacher writes a large amounts of true false test items (Heaton, 1991, p. 113).

The results of which was elaborated in the following sections.

3.7.1. Validity

The test was considered as the valid one if it measures the object to be measured and it is suitable for the criteria (Hatch and Farhady, 1982:250). According to the Hatch and Farhady (1982:281), there were two basic types of validity, that are content validity and construct validity. Therefore, to measure whether the test has a good validity, this research used content and construct validity.

3.7.1.1. Content Validity

Content validity was concerned with whether the test is sufficiently representative and comprehensive for the test. According to Hatch and Farhady (1982:251), since content validity is the extent to which a test measures a representative sample of the subject meter, the focus of content validity was adequacy of the sample of the appearance of the test. Therefore, since the test instrument was conducted to get the data of the students' reading comprehension achievement, the content validity of the test were conducted by in including reading materials which were arranged

based on the materials were given and it was suitable with the curriculum. Thus, if the measuring instrument was represented all the ideas that connect with the materials that was measured, that measuring instrument was fulfilled the aspect of content validity.

The test was based on 2006 English curriculum, and the syllabus of second years SMP students and represent of the materials that had been taught by the teacher. The content of the test was presented in the table of specification:

**Table 2. Specification of Try Out Test
(Multiple Choices)**

No.	Macro Skills of Reading	Item Numbers	Percentage
1	Identifying Main Idea	4,7,8,10,20	25%
2	Identifying Specific Information	2,3,9,13,14,15,17,19	35%
3	Making Inference	1,6,11,12,16,18	30%
4	Author's Tone Attitude	5	10%
	Total	20 items	100%

**Table 3. Specification of Try Out Test
(True false)**

No.	Macro Skills of Reading	Item Numbers	Percentage
1	Identifying Main Idea	23,26,28	35%
2	Identifying Specific Information	21,22,24,25,27,29,30	65%
	Total	10 items	

**Table 4. Specification of Pre-test
Test
(Multiple Choices)**

No.	Macro Skills of Reading	Item Numbers	Percentage
1	Identifying Main Idea	4,8,10	30%
2	Identifying Specific Information	1,7,9	30%
3	Making Inference	2,5,6,	30%
4	Author's Tone Attitude	3	10%
	Total	10 items	100%

**Table 5. Specification of Pre-test
Test
(True false)**

No.	Macro Skills of Reading	Item Numbers	Percentage
1	Identifying Main Idea	11,15,18	30%
2	Identifying Specific Information	12,13,14,16,17,19,20	70%
	Total	10 items	100%

**Table 6. Specification of Post-test
Test
(Multiple Choices)**

No.	Macro Skills of Reading	Item Numbers	Percentage
1	Identifying Main Idea	5,7,10	30%
2	Identifying Specific Information	2,8,9	30%
3	Making Inference	3,4,6	30%
4	Author's Tone Attitude	1	10%
	Total	10 items	100%

**Table 7. Specification of Post-test
Test
(True false)**

No.	Macro Skills of Reading	Item Numbers	Percentage
1	Identifying Main Idea	11,13,19	30%
2	Identifying Specific Information	12,14,15,16,17,18,20	70%
	Total	10 items	100%

In this research, the two kinds of test achievement were used: (1) multiple choices and (2) true false. Based on the table specification above, the researcher tended to focus in four aspects in terms of macro skills of reading comprehension such as main idea, specific information, making inference, and tone's attitude. In multiple choice tests, all of the aspects of reading comprehension were measured while in true false test the researcher only measured two aspects of reading comprehension. It was due to those were easier for the students to comprehend the content of the text especially for students in junior high school.

3.7.1.2. Construct Validity

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). Regarding the construct validity, it measures whether the construction had already in line with the objective of the learning (Hatch and Farhady, 1982: 251). Basically, the construct and content validity are overlap. It is a representative of the material from the subject. In line with Nuttal (1985) the relation validity of the instrument refers to construct validity in which the question represents five of sort reading skills, i.e. determining main idea, finding the detail information, reference, inference and vocabulary. Skills of reading in the test are a part of the construct validity and the item numbers are a part of the content validity.

3.7.2. Realibility

Realibility refers to the extent to which the test is consistent in its score and gives an indication of how accurate the test score are (Hatch and Farhady, 1982:244). Heaton (1975: 162) stated realibility was of primary importance in the use of both public achievement and proficiency tests and classroom test. In this research, the researcher used *split-half method* or *Odd-Even method*. *Split-half method* in reading are divided into halves (Hatch and Farhady, 1982:246).

To measure the coefficient of the realibility between odd and even number (realibility of half test), the researcher used *Pearson Product Moment*, in the following formula:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2\} - (\sum X^2)\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- r_l : coefficient of reliability between the first half and the second half items
- X : total numbers of odd numbers items
- Y : total numbers of even numbers items
- X^2 : square of X
- Y^2 : square of Y
- XY : Total number of odd and even number
- N : Number of testees

(Hatch and Farhady, 1982:245).

To know the coefficient correlation of the whole items, the researcher used *SpearmanBrown's prophecy formula*. The formula was as followed:

$$rk = \frac{2 r_{xy}}{1 + r_{xy}}$$

rk: The realibility of the test.

r_{xy} : The realibility of the half test.

(Hatch and Farhady, 1982:246).

The criteria of reliability are:

1. 0.90- 1.00= high
2. 0.50-0.89= moderate
3. 0.00-0.49= low

3.7.3. Level of Difficulty

Level of difficulty was related to how easy or difficult the item is from point of view of the students who take the test. To analyze the level of difficulty, the following formula was used:

$$\frac{U + L}{N}$$

Where:

- LD : level of difficulty
 U : the proportion of upper group students who answer correctly
 L : the proportion of lower group students who answer correctly
 N : total number of students

The criteria were:

- < 0.30 = difficult
 0.30-0.70 = average
 >0.70 = easy

(Shohamy, 1985:79)

3.7.4. Discrimination Power

The discrimination power refers to the extent to which the item differentiates between high and low level students on the test. A good item according to the

criteria was one which good students will do well and bad students will fail. To know the discrimination power of the test, the formula was used:

$$DP = \frac{U - L}{\frac{1}{2} N}$$

DP: Discrimination Power.

U: The proportion of upper group students.

L: The proportion of lower group students.

N: Total number of the students.

The criteria of discrimination power were:

- 1) If the value is positive discrimination, it means that a large number of more knowledgeable students than the poor students answer the item incorrectly. If the value is zero, there will be no discrimination.
- 2) If the value is negative, it means that more low-students than high-level students answer the item correctly.
- 3) Generally, the higher the discrimination index, it will be better, in which in the classroom situation, most items should be higher than 0.20 indexes. (Shohamy, 1985:81).

3.8. Data Analysis

All the data that was collected by mean of data collecting technique were analyzed and the data from questionnaire was collected and interpreted to find out improvement in learning macro skills of reading comprehension through *Get the*

Gist Strategy. The writer examined the students' score by doing the following steps.

- 1) Scoring the pre-test and post-test.
- 2) Tabulating the result of the test and calculating the *mean* of the pre-test and post-test.
- 3) Drawing a conclusion from the tabulated results of the pre-test and post-test, then analyzing by using Repeated Measures T-test of SPSS 16 for windows, i.e. = $\frac{\bar{X}_1 - \bar{X}_2}{S_d}$ to test how significant the difference between the score of pretest and posttest, in which the significance was determined by $p < 0.05$. (Hatch & Farhady, 1982:114).

3.9. Hypothesis Testing

In testing hypothesis that the teaching learning through Get the Gist Strategy will improve the students' reading comprehension significantly, the researcher used *Repetead Measures t-test*. The hypothesis was also statically test by using statistical computerization (SPSS 16), in which the significance was determined by $p < 0.05$. Therefore, the hypothesis which can be cited was as follows:

- H_0 : There is no significant improvement of the students' reading comprehension achievement through Get the Gist Strategy.
- H_1 : There is a significant improvement of the students' reading comprehension achievement through Get the Gist Strategy.

3.10. Schedule of the Research

The research of the data took in 8 times treatments, consisted of:

1. First meeting: The try-out test was conducted in another class out of second grade of SMPN 13 Bandar Lampung to test the instrument of the research.
2. Second meeting: The pre-test was administrated in second grade of SMPN 13 Bandar Lampung to see the students' basic reading comprehension.
3. Third meeting: The treatment of teaching reading comprehension through Get the Gist Strategy was implemented in Second grade of SMPN 13 Bandar Lampung.
4. Fourth meeting: The posttest was administrated in second grade of SMPN 13 Bandar Lampung to find out whether there is the improvement of students' reading comprehension achievement through Get the Gist Strategy.

Table10.Research Schedule

No	Activities	Time	Day	Date
1	Try-out Test	08.30-09.30 a.m.	Wednesday	February 26 th , 2014
2	Pre-test	08.30-09.30 a.m.	Thursday	March 06 th , 2014
3	First Treatment	08.00-09.15 a.m.	Monday	March 10 th , 2014
4	Second Treatment	08.30-09.30 a.m.	Thursday	March 13 th , 2014
5	Third Treatment	08.00-09.15 a.m.	Monday	March 24 th , 2014
7	Post Test	08.30-09.30 a.m.	Thursday	April 10 th , 2014
8.	Questionnaire	08.30-09.30 a.m.	Thursday	April 17 th , 2014

Those are the content of this chapter, from the description of setting of the research, population and sample, research design, data collecting technique,

scoring system of reading test, try out of the research, data analysis, hypothesis testing and schedule of the research.