

CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, research variable, population and sample, data collection and technique, data collection method, and method of analyzing data.

A. Research design

The research method in this study is quantitative. The method used to find treatment effects certain of the other things in controlled conditions Sugiyono (2009: 72). The treatment in question is the implementation of the strategy TPRC the experimental group.

The design study is a Quasi-Experimental Designs. Research to conduct experiments in the experimental group, the experimental group each subject to certain treatments with the conditions referred to in the study control experiments. The experimental study aimed to investigate causality (causation), by exposing one or more of the experimental groups and one or more experimental conditions, the absence of pre-test. after which both the control and experimental groups were given the same post-test and the results were compared with a control group that did not experience treatment. However, before the post-test was performed in experimental class and a control class, first test given to other classes that have the same level in the experimental class and control.

Quasi experiments that have been defined as a treatment, the measurement of the impact, but do not use the units Experimental random assignment to make comparisons to infer changes caused by treatment Cook & Campbell (50: 1979). This species is also often referred to as post-hoc research, which means that researchers can see the effects of variables that occur after a particular event Salkind,(2006: 234).

B. Research Variable

The variable is the object of research, or what is the point of concern one study Arikunto (2010: 161). There are two types of research variables, namely independent variable (independent variable) and the dependent variable (dependent variable). Independent variables are variables that affect. Variable bound (dependent variable) is variable as a result, the dependent variable, the dependent variables. The independent variables in this study is a strategy TPRC, while the dependent variable is the skill of reading comprehension

C. Population and sample

1. Population

Population is a group of individuals who have the same characteristic Creswell (2008: 151). Population is the general area consist of object and subject with a certain quantity and characteristic which is determined by the researcher to study and conclude. Referring to this statement, population is not only the existing quantity of the subject and the object studied but also involves their characteristic. The population of this research is the first grade students of MTs Negeri

Karangrejo with 399 students spread in several classes including classes 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h and 7i.

2. Sampling

The sample in this study are randomly selected class of population. Mechanical sampling using simple random sampling (random sampling based on the cluster). Sampling This is done randomly by way of raffle all class VII in MTs Karangrejo, namely class VII A, VII B, VII C, VII D, VII E, F VII, VII G, H VII and VII I. From the results drawing, set of class VII A as an experimental group and class VII B as the control group.

The election of 7a class into experiment group and 7b class into control group is based on information from English teacher, she is Sri Wahyuni. Expressing that average grade 7a is lower than 7b class. With such considerations the researcher has decided that 7a class as experimental group and 7c class as a control group.

D. Data collection technique

1. Research Instrument

The instrument used in this study was the test equipment. The test equipment used is a test of reading comprehension skills are form essay. Why use essay because in teaching reading comprehension in descriptive text student will more freely write is answer according to their comprehension.

. This instrument departed from Blue Print, where the Blue Print is what will make up the formation of an instrument. First, determine the construct validity, namely by mentioning definition reading comprehension. The second is the dimension that is step-step of construct validity as monitoring comprehension, metacognition, etc. The third was sub-dimension contents more detailed explanation of the dimension. as an explanation of monitoring comprehension. The fourth indicators that content is taken from KI 3 seventh grade junior high English. The fifth is the sub-indicators, namely the elaboration of indicators or KI 3. The sixth, if the translation of KI 3 is still widely it should be explained in more detail in the sub-sub-indicators. The latter is a question of the indicator above it can be arranged into question. if using the reading text, it can be placed in the rear of the Blue Print. From the process that an instrument can be used and ready to make measuring instrument, to measure students understanding same with answer in descriptive text.

Before being used as an instrument, a matter amounted to 30 tested beforehand outside the control classes and experiments to determine the validity and reliability problems. The trial results show 26 about valid and reliability index of 0.996. based on The result, then set 25 questions used to pre-test and post test which is done either by the student or the experimental group the control group.

2. Validity Instrument

Validity refers to the extent to which a measuring instrument what it is intended to measure Ary, et al (2002: 214). Validity means accuracy. This is the

extent to which the conclusions of the assessment results are accurate, meaningful, useful and terms of objective assessment (Gronlound in Brown, 2004: 22). Validity of the study involves the interpretation of the research results with the confidence and ability to generalize the results.

Test the validity of the test by viewing the material criterion of validity, the right to use words and language. Questions used in accordance with the basic competencies and indicators. the question is not confusing. This test instrument validated by lecturers and teachers of the class before the test is tested to class and grade control experiment.

3. Reliability Instrument

Reliability (reliability, trustworthiness) show the meaning whether an instrument can measure something that is measured consistent over time (Nurgiyantoro, 2009: 341). Reliability test done using SPSS. Result calculation of the program is 0.996, it indicates that the test is reliable.

E. Data collecting method

1. Try out

The quality of data whether it is good or bad based instruments to collect data. A good instrument must meet several important qualifications. They are the validity, reliability, level of difficulty. Therefore, before the instrument is used as a test to collect data, it should first try to the students in the class other than the control class and experimental class. The author chose 7C as a class to try out the instruments. This event was held on 17st January 2017. The data is analyzed to try

to determine whether or not the item is valid and reliable. Item invalid and unreliable unused

2. Treatment

A treatment that is given to students before the post-test was performed. Following the experimental group, TPRC strategy will be used as reading material for the students. The first treatments procedure is the author displays an image and the students are asked to guess what the topic will be discussed. second after the students were able to guess the topic, the author asks the students to guess the characteristics of the image with as much as possible in a small notebook. The third is the author showed a reading text on the picture, and the author asks the students to match them with the reading records. author told give a check if a match occurs between notes with text content. After the students read the text and will happen more quickly connect because previously students had to know the content of reading. In the control group, students are taught with methods commonly given by the teacher. This treatment is donr for approximately 2 weeks starting on 17 january 2017 for meeating for treatment in experimental group.

Treatment
<p>A. Teaching Scenario</p> <p>Pertemuan pertama (2 jp)</p> <p>A. Kegiatan pendahuluan (10 menit)</p> <ul style="list-style-type: none"> Guru memberi salam.

- Peserta didik memimpin do'a.
- Guru memeriksa kehadiran peserta didik.
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- Guru memotivasi peserta didik
- Guru menjelaskan tentang tujuan pembelajaran
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

B. Kegiatan inti (60 menit)

Guru mengajak peserta didik untuk mempelajari tentang teks deskriptif mengenai hewan dengan menggunakan metode TPRC.

a. THINK

Guru	Murid
<ul style="list-style-type: none"> • guru mengenalkan topik bacaan tentang koala kepada siswa menggunakan media power point. 	<ul style="list-style-type: none"> • Siswa membangkitkan pengalaman/pengetahuan tentang topik koala tersebut.
<ul style="list-style-type: none"> • Guru menyuruh siswa memikirkan dan membuat catatan tentang pokok-pokok pikiran yang mereka tahu tentang hal umum dari topik bacaan yang akan dipelajari. 	<ul style="list-style-type: none"> • siswa memikirkan dan membuat catatan tentang pokok-pokok pikiran yang mereka tahu tentang hal umum dari topik bacaan yang akan dipelajari.

Guru	Murid
<ul style="list-style-type: none"> • guru menyebutkan topik yang spesifik pada bahan bacaan, dan meminta siswa untuk memprediksi apa yang akan mereka temukan dalam bacaan seperti karakteristik koala, kebiasaan koala, dll. 	<ul style="list-style-type: none"> • Berusaha memprediksi dengan membangkitkan pengetahuan tentang karakteristik yang akan muncul pada teks bacaan.

c. READ

Guru	Murid
<ul style="list-style-type: none"> Guru membimbing siswa untuk melihat kembali daftar pemikiran sebelumnya, dan memberikan tanda pada hal-hal yang diprediksi akan ditemukan dalam bacaan. 	<ul style="list-style-type: none"> Siswa melihat kembali daftar pemikiran sebelumnya, dan memberikan tanda pada hal-hal yang diprediksi akan ditemukan dalam bacaan.
<ul style="list-style-type: none"> Guru memaparkan teks bacaan tentang koala menggunakan media power point. 	<ul style="list-style-type: none"> Siswa membaca teks berjudul Koala yang terpapar pada power point.
<ul style="list-style-type: none"> Menyuruh siswa untuk menuliskan gagasan utama dari teks yang mereka baca. 	<ul style="list-style-type: none"> Siswa menuliskan gagasan utama dari teks yang dibaca.
<ul style="list-style-type: none"> Membimbing siswa untuk memberikan tanda centang (✓) pada catatan daftar prediksi yang ditemukan dalam bacaan. Guru mengobservasi masing-masing kelompok, memonitor seberapa baik siswa melakukan kegiatan. 	<ul style="list-style-type: none"> Siswa harus memberikan tanda centang (✓) pada catatan daftar prediksi yang ditemukan dalam bacaan. Siswa menandai bagian dari teks bacaan yang sesuai dengan prediksi. <p>“Koala is my favorite animal. It has two short legs and two short arms with three fingers, his ears are short and hairy, his eyes are small, round and brown, his nose is long, round and black, his body is small, but very soft. And what I like about him is the fur and the cute face.”</p>

d. CONECT

Guru	Murid
<ul style="list-style-type: none"> • guru memimpin diskusi untuk mengoneksikan hal-hal apa saja yang siswa ketahui sebelum membaca dengan apa yang mereka ketahui setelah membaca. • Guru memberikan soal latihan kepada siswa untuk mengetahui kemampuan pemahaman siswa. 	<ul style="list-style-type: none"> • Siswa dan guru juga mendiskusikan gagasan utama, karakteristik, fungsi pada topik bacaan secara keseluruhan. • Siswa berlatih mengerjakan soal yang di berikan guru untuk mengasak kemampuan pemahan. <ol style="list-style-type: none"> 1. What the main idea in the topic ? 2. How many fingers of Koala ? 3. What the color eyes of Koala ? 4. What the color nose of Koala ? 5. Is Koala has big ears? 6. Is Koala has a long nose?

C. Kegiatan penutup (10 menit)

- Guru memberikan penguatan materi tentang kalimat utama, kalimat penjelas, dan gagasan utama.
- Guru memberikan apresiasi pada siswa yang aktif dan apresiatif dalam mengikuti kegiatan pembelajaran
- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

- Peserta didik dan guru mengucapkan salam perpisahan

3. Post test

Post-test is a test given to students after the completion of the instructional program or segment. Post-test was given to the experimental class and the control class as a comparison whether the method to be completed by the author succeeded or not. Post test is done the second week after doing treatment on the experimental class on 23 January 2017 by way of reading comprehension descriptive text in students with essay answer model, for 2 jp.