CHAPTER III METHOD OF THE RESEARCH

This chapter clarifies research design and variable, location and duration of the research, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

3.1 The Research Design

In this research the researcher used quantitative method. This research employed the pre-experimental design with pre-test and post-test design. Score depended on the success of the treatment.



3.2 Location and Duration of the Research

The location of the research Madrasah Stanawiyah AL-QAMAR Kassa. This scoohl is on Kassa, Jalan Poros Pure – Kassa, district of Kalukku, Sub Province of Mamuju, west Sulawesi. The duration of the research was 1 month.

3.3 Population and Sample

¹ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2013), p.210

3.3.1 Population

Population is Generalization area consisting of objects / subjects that have a certain quantity and characteristics specified by the researcher to be studied and then concluded⁻². The population of the research is the eighth grade of MTS AL-QAMAR Kassa kabupaten Mamuju in academic year 2017/2018. The total numbers of the students in the eighth grade are 23 student which consist of one class.

No	Class	Total
1	VIII	23
	JUMLAH	23

(Data' source: Documentation of MTs AL-QAMAR Kassa 2017/2018)

3.3.2 Sample

A sample is a data retrieval procedure, in which only a portion of the population is taken and used to determine the desired traits or characteristics of a population.³ Because the researcher took all the existing populations to be sampled, this researcher used total sampling technique, so the number of sample is 23 students.

3.4 Instrument of the Research

² Sugiyono, *Statistika untuk Penelitian* (cet. 4; Bandung: Alfabeta, 2002), p. 55.

³ Ir. Syofian Siregar, M.M, *Statistik Parametrik untuk Penelitian Kuantitatif: Dilengkapi dengan Perhitungan Manual dan Aplikasi SPSS Versi 17* (cet. 3; Jakarta: PT Bumi Aksara,20015), h. 56

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This research used subjective test as the instrument in collecting data. Tests was applied in pre-test and pos-test. In the pre-test there were 10 questions. Type from the tests there are two namely 5 were essay and 5 were true and false. In the post-test there were 10 essay questions.

3.5 Procedure of Collecting Data

The procedure of data collecting of this research are as follows:

For the first, the researcher observed to the Madraasah Tsanawiyah AL-QAMAR Kassa and introduce about the research to headmaster and English teacher of the school. Besides that, the researcher observed to the eighth grade as object of the research.

3.5.1 Pre – test

Before begin the treatment, the research gave pre-test to the students to find out information and data toward the period knowledge of the students. The following procedure of pre-test:

3.5.1.1 The researcher gave greeting to the student to open the class.

3.5.1.2 The researcher introduced herself in front of the students.

3.5.1.3 The researcher explained and give direction what the students are going to do.

3.5.1.4 The researcher gave the instrument sheets of pre-test to the students. After that, the researcher explained the sheets of pre-test.

3.5.1.5 The researcher collected the students' pre-test answer sheets.

3.5.2 Post – test

After giving the treatment, the researcher gave the post-test to the students, it was aimed to identify the improving reading comprehension in English learning by using jigsaw strategy in narrative text.

3.6 Treatment

After giving the pre-test, the researcher gave treatment to the students and the researcher gave some material about the narrative text. The tittle of the text narrative is the lion and the mouse.

In the meeting the writer used "Jigsaw Strategy" in English learning. The procedure of the treatment by using "Jigsaw Strategy" in English learning as follows:

- 3.6.1 The first meeting
- 3.6.1.1 The researcher gave greeting to the students to open the class.
- 3.6.1.2 The researcher gave direction to pray before learning.
- 3.6.1.3 The researcher absent the students.
- 3.6.1.4 Before begin the lesson the researcher convey to learning purpose.
- 3.6.1.5 The researcher explained again about the jigsaw strategy to make a clear understanding of the strategy.
- 3.6.1.6 The researcher divided students into 5 groups.
- 3.6.1.7 They asked to arrange their class by placing 5 tables in a circle position in class because they gathered with their group.
- 3.6.1.8 The researcher gave materials to the students about narrative text.
- 3.6.1.9 Discussing narrative texts they had the opportunity to discuss 15 to 20 minutes.

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- 3.6.1.10 They asked to move to another group that is group expert and discuss with an expert group to prepare presentations to the origin group or jigsaw group.
- 3.6.1.11 The students returned to the jigsaw group and presented what they had discussed from the expert group about the material. Finally, to evaluate and correct material, existing text narratives.
- 3.6.1.12 Then they were asked to make a list of unknown vocabulary on the board while giving a shared meaning.
- 3.6.1.13 The researcher explained what is meant by the narrative text, its purpose and structure.
- 3.6.1.14 The researcher explained about the jigsaw strategy and how to apply it. Here it means, students understand what they are going to do and are ready to attend the next meeting.
- 3.6.1.15 The researcher gave motivation to the students.
- 3.6.1.16 The researcher gave greeting to the students to close the class.
- 3.6.2 The second meeting
- 3.6.2.1 The researcher gave greeting to the students to open the class.
- 3.6.2.2 The researcher gave direction to pray before learning.
- 3.6.2.3 The researcher absent the students.
- 3.6.2.4 Before begin the lesson the researcher convey to learning purpose.
- 3.6.2.5 The researcher explained again about the jigsaw strategy to make a clear understanding of the strategy.
- 3.6.2.6 They asked to arrange their class by placing 5 tables in a circle position in class because they gathered with their group.
- 3.6.2.7 Discussing narrative texts they had the opportunity to discuss 15 to 20 minutes.

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- 3.6.2.8 They asked to move to another group that is group expert and discuss with an expert group to prepare presentations to the origin group or jigsaw group.
- 3.6.2.9 The students returned to the jigsaw group and presented what they had discussed from the expert group about the material. Finally, to evaluate and correct material, existing text narratives.
- 3.6.2.10 The researcher gave motivation to the students.
- 3.6.2.11 The researcher gave greeting to the students to close the class.
- 3.6.3 The third meeting
- 3.6.3.1 The researcher gave greeting to the students to open the class.
- 3.6.3.2 The researcher gave direction to pray before learning.
- 3.6.3.3 The researcher absent the students.
- 3.6.3.4 Before begin the lesson the researcher convey to learning purpose.
- 3.6.3.5 The researcher asked students to read and understand back to the two narrative texts that have been studied.
- 3.6.3.6 The researcher gave some questions about the narrative text.
- 3.6.3.7 The researcher asked students to rewrite briefly about the narrative text.
- 3.6.3.8 The researcher gave motivation to the students.

3.6.3.9 The researcher gave greeting to the students to close the class.

3.7 Technique Of Data Analysis

To analyze the data, the writer employed the formula as follows:

3.7.1 Scoring students' correct answer of pre-test and post-test by using the formula:

$$Score = \frac{\text{students' correct answer}}{\text{the total number of items}} X \ 100\%$$

No.	Scores	Classification
1	80 - 100	Excellent
2	66 – 79	Good
3	56 – 65	Fair

3.7.2 Classifying the score of the students, as follows:

Continuing of table classifying the score

4	40 - 55	Poor
5	30 - 39	Very Poor. ⁴

3.7.3 Calculating the rate percentage of the students's score by using formula:

$$P = \frac{F}{N} X \ 100\%$$

Where :

- P = Percentage
- F = Frequency

N = The total number of the students⁵

3.7.4 Calculating the mean score of the students' answer by using the formula:

$$x = \frac{\sum X}{N}$$

⁴ Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: PT. Bumi Aksara, 2009), p. 245.

⁵ Maryam, Improving Reading Comprehension of the Second Year Students of MA PP Nurul Haq Banteng Lewo Sidrap through Critical Reading (Skripsi: STAIN Parepare, 2012), p. 29.

Where :

- $\sum X$: The Sum of the All Score
- N : Total Number of Sample⁶.

3.7.5 Calculating the variance by using the following formula:

		$S^{2} = \frac{\sum (x_{i} - \bar{x})^{2}}{(n-1)}$	
Where	: S ²	= Varians sampel	
	x _i	= nilai tengah	
	x	= nilai rata-rata	
	Ν	= the total number of students ⁷	

3.7.6 Calculating the standard deviation of score by using the following formula:



⁶ Prof. Sukardi, Ph. D, *Metodologi Penelitian Pendidikan* (Jakarta: PT Bumi Aksara, 2004), p. 88.

⁷ Sugiyono, *Statistika untuk Penelitian* (cet. 4; Bandung: Alfabeta, 2002), p. 50

3.7.7 Calculating significant different pre-test and post-test by:



Where:

T = test of significant.

D = the mean score.

- $\sum D$ = the summary total score of difference.
- $\sum D^2$ = the square of summary total score of difference.⁸



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