CHAPTER III

RESEARACH METHODOLOGY

3.1 Research Design

This research used a quantitative approach. While the method used was experimental design. In this research there were two sample groups used for this research. The first was the experimental group. The experimental group was a group that received learning by using a reading workshop model. And the second group was the control group. The control group was a group that received lessons are taught by using conventional way.

Table 3.1 Research Design

Experimental group	Pre-test (01)	Treatment (X)	Post-test (02)
Control group	Pre-test (01)	-	Post-test (02)

Note:

01: Pre-Test

02: Post-Test

X: Treatment

3.2 Population and Sample

A study cannot be separated from the population and sample, without population and sample, maybe a study cannot be done. Sugiyono (2018: 297) said that in quantitative research, population is defined as an area of generalization consisting of: objects / subjects that have certain qualities and

characteristics determined by the researcher for study and then draw conclusions. While the sample is part of the population.

3.2.1 Population

The population in the study was said as the whole of the object to be studied. Population is big data from all data that will be of concern within a predetermined scope, not only a group of people but also the object of the overall data to be studied.

According to Sugiyono (2018: 297) in quantitative research, population is defined as an area of generalization consisting of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population of this research is the eleventh grade students of MTS Al-WasliyahPercut.

3.2 The Population of Study

No	Class	Population
1	VII A	30
2	VIII B	30

3.2.2 Sample

After determining the population in this study the researcher then determined which sample would be analyzed. To determine the sample, researchers used simple random sampling. According to Sugiyono (2011: 120) this simple random sampling technique is carried out randomly without classification. There were two classes that will be sampled, namely the

experimental class and the control class. They are VIII A which consists of 30 students, while VIII B consists of 30 students. The following table shows the specifications of the study population**.**

Table 3.3 The Sample of the Study

No	Class	Sample	Group
1	VIII A	30	Control
2	VIII B	30	Experimental

3.3 Treatment

There are differences in treatment between the experimental class and the control class. Learning in the experimental class uses the reading workshop method. While the control class will be taught in a conventional way.

Table 3.4 The Treatment In The Experimental Class

First Meeting	Opening	- The teacher introduced himself/herself to the student and they greeted the teacher. - The teachers asks student to introduce themselves.
	Main activity	**Stimulation** - The teacher asked student about what the type of reading texts they liked. - The students told the teacher about the type of reading texts they liked. -

		Problem Statement - The students had difficulties knowing the purpose of reading the text they read. **Data Collection** - Student were asked to recognize the type of the reading text in English.
	Closing	- The teacher asked students if they had difficulties in learning English especially in reading.
Second Meeting	Opening	- The teacher greeted the students.
	Main activity	**Data Processing** - The teacher gave explanation about material in reading. It could be a reading text with a picture related to the passage. - The students were asked to read a reading text. **Verification** - The teacher gave directions about the information of reading text such us topic, vocabulary, pronunciation and etc. **Generalization** - Students gave their opinions or ideas about the topic, vocabulary, and

		pronunciation.
	Closing	- The teacher end the second meeting.
Third Meeting	Opening	- The teacher greets students.
	Main activity	- The teacher checks students have completes the task about their understanding in reading text. Start from the topic, vocabulary, pronunciation that they have learned before. If they make mistakes, it will be corrected. - The teacher gives example of how to read a text book in the class and ask the students to listen. - The students listen the teacher gave examples of how to read correctly in front of the class and ask question about how to read the words they do not know how to read it.
	Closing	- The teacher ends the third meeting.
Fourth Meeting	Opening	- The teacher greets students.
	Main activity	**Creating** - The teacher asks the students to read text book in front of the class. -

		Share - The students took a time about 3-5 minutes to read a text book in front of the class.
	Closing	- The teacher ended the lesson.

Table 3.5 The Treatment In The Control Class

First Meeting		Teachers activity	Student activity
	Opening	- The teacher introduced and greeted students. - The teacher asked the students to introduce themselves.	- Students answered greeting. - Students introduced themselves.
	Main activity	- The teacher explained the Material about reading on the whiteboard.	- The students paid attention to the teacher's explanation.
	Closing	- The teacher ended the lesson and told about the next meeting activities.	

Second Meeting	Opening	- The teacher greeted the students.	- The students answered the teacher greeting.
	Main activity	- The teacher asked the students to understand the previous material. - The teacher added material about reading.	- The students answered the teachers question. - Students were asks to write in a book about the material that would be explained by a teacher.
	Closing	- The teacher ended the lesson and told the next meeting activities	
Third Meeting	Opening	- The teacher greeted the students.	- The students answered the teacher greeting.
	Main activity	- The teacher asked about the previous Material. - The teacher asked students about their knowledge based on the previous explanation about	- The students answered the teacher's questions.

		reading.	
	Closing	- The teacher ended the lesson and told the next activities.	
Fourth Meeting	Opening	- The teacher greeted the students.	- The students answered the teacher's greeting.
	Main activity	- The teacher gave a reading text. - The teacher asked the students to answer it	- The students understood about the reading text. - The students began to answer.
	Closing	- The teacher ended the lesson.	

3.4 Research Instrument

In this research, the researcher used the reading test as an instrument to measure student's reading ability by doing pre-tests before giving a treatment and post-test after giving a treatment. Reading test is the test that measure student's reading ability. Its purpose was to know how far students' understanding in comprehending reading text. In this research, report text used as part of test instrument. The researcher used multiple-choice questions about 20 items which had been tested for validity and reliability. In the question sheets, there would be a report about reading texts that the students should understand to answer the

questions. The total score for the students got if they could answer all questions correctly was 100 points which 5 point for each question. The score will be categorized as followed:

Table. 3.6 Type of Question

No	Type of question	Items
1	Main idea	4
2	Topic	4
3	Purpose	4
4	Detail information	4
5	Refference	4

Table 3.7 The Classification of Student's Score

The Range of Score	Category Score	
85-100	Excellent	A
75-84	Good	B
56-74	Fair	C
<55	Poor	D

3.5 Reliability and Validity of Instrument

3.5.1 Reliability

According to Sugiyono (2011:175) Reliability test is a stage to test the consistency of an instrument in measuring what it wants to be measured.

The researcher used KR-20 formula in reliability test by Sugiyono (2011:168) as follows:

$$ri = \frac{\mathrm{k}}{(k-1)}\{\frac{\mathrm{st2} - \Sigma piqi}{st2}$$

Where :

k : the number of item in the instrument

pi : proportion of the number of subject who answer item 1

qi : 1-pi

st^2 : the number of variant

The value of reliability coefficient (Guildford, 1956) as he following:

0,80 – 1,00 : the reliability is very good

0,60 – 0,80 : the reliability is good

0,40 – 0,60 : the reliability is significant

0,20 – 0,40 : the reliability is low

-1,00 – 0,20 : the reliability is very low (not reliable)

3.5.2 Validity

According to Sugiyono (2011:172-173) The results of the study are said to be valid if there is a similarity between the data collected and the data that actually occurs on the object under study. A valid instrument means that the measuring instrument used to obtain the data (measure) is valid.

In this study, to test the validity of the instrument, the researcher used Pearson product moment formula as followed:

$$\mathrm{r}_{\chi\gamma} = \frac{\mathrm{N}\Sigma\mathrm{XY} - (\Sigma\mathrm{X})(\Sigma\mathrm{Y})}{\sqrt{\{\mathrm{N}\Sigma\mathrm{x}^2 - (\Sigma\mathrm{X})^2\}\{\mathrm{N}\Sigma\mathrm{Y}^2 - (\Sigma\mathrm{Y})^2}}$$

Where:

r_{xy} : the coefficient between X and Y

N : the numbers of the student

X : the score of each item

Y : the score of each item

3.6 Technique of Data Collection

The collect data, this study used a pre-test and post-test to be given to the experimental group and the control group.

1. Pre-test

This experimental and control class would be given a pre-test to find out the initial ability or value of the lesson delivered.

2. Treatment

Treatment is the process of giving the material related to the objective of the research. In this research, the researcher used the Workshop Model.

3. Post-test

The experimental and control class were given a post-test to determine the ability or initial value of the lesson delivered. Post-test will got an idea of the abilities achieved by the students after the end by giving the researcher delivering of the lesson. The results of this post-test are compared with the results of the pre-test that had been carried out so that it would be known to what extent the effect or influence of the learning.

3.7 Technique of Data Analysis

The data analysis process is very important to be after the researcher concluded the pre-test and post-test results of the experimental group. In analyzing the data that obtained, the researcher measured the differences of students' average score from the experimental group before and after treatment. In this case, to collect data the researcher used t-test.

The formula was:

$$t = \frac{Ma - Mb}{\left[\frac{da2 + db2}{Na + Nb - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}$$

Where:

t : total score

Ma : the mean of experimental group

Mb : the mean of control group

da : the standart deviation of experiment group