**CHAPTER III  
METHOD OF THE RESEARCH**

**3.1 Design of the Reasearch**

This research used experimental research design. It has two groups (experimental and control). The experimental group was the group that receive treatment by using Choral Reading Method and control group did not use Choral Reading Method in this research. The design of this research was shown in the following table:

**TABLE 3.1  
DESIGN PRE TEST AND POST TEST**

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Pre-test | Treatment | Post-test |
| Experimental | √ | Using Choral Reading Method | √ |
| Control | √ | Without Using Choral Reading Method | √ |

**3.2 Population and Sample**

Sugiyono (2010 : 80) states that population is a generalization region consisting of objects or subjects that has set qualities and characteristic set by researcher to be learned and the conclusions. The population of this research were XI grade students of SMK N 1 Pantai Labu. The population consists of three classes, they were XI RPL, XI TKJ, XI TP. The total of students are 82 students.

Sugiyono (2010 : 81) states that sample is part of the number and characteristics prossessed by the population. The sample in this research used random sampling, XI TKJ as the experimental group consists of 26 students and XI RPL as control group consists of 26 students.

**TABLE 3.2  
SAMPLE**

|  |  |
| --- | --- |
| Sample | Number of Students |
| XI TKJ | 26 Students |
| XI RPL | 26 Students |
| Result | 52 Students |

**3.3 Variable and Indicator of the Research**

In this research, there are two kinds of variable:

Independent variable (x) : Choral Reading Method

Dependent variable (y) : Students’ achievement in reading comprehension

In this research, there are five classifications in reading comprehension

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification** | **Criteria** | | |
| Excellent | Can understanding and comprehend the text well | | |
| Good | Sometimes used to mastery the comprehend a text although it is no fluently | | |
| Average | Frequently misunderstanding the meaning of the text | | |
| Poor | Misuse of word make comprehension quite difficult | | |
| Very poor | Understand meaning and comprehend text so extreme as to make discussion virtually impossible | | |
| **Classification** | | | **Score** |
| Excellent | | | 90 – 100 |
| Good | | | 70 – 89 |
| Average | | | 50 – 69 |
| Poor | | | 30 – 49 |
| Very poor | | | 10 – 29 |

**3.4 Validity and Reliability**

**3.4.1 Validity**

A fundamental notion in test validity is that the score of a test should not be significantly influenced by factors other than the skill and knowledge that test is intented to measure.

Council of Europe (2009:184) states that validity is the most important consideration is the best development. In short, it refers to the meaningfulness of the score, which deviness a board scope of concerns

**3.4.2 Reliability**

The reliability established in this test was a split-half technique. It was testing (measurements) carried out with two groups of equivalent items at the same time. To calculate the reliability coefficient was computed by using the formula Kuder-Richardson (KR-20):

Ri =

Where;

k = number of items in the instrument

Pi = the proportion of the number of subjects who responded to the item

qi = 1 - pi

s2i = Total varians

The caution for the evaluation of coefficient (R) is:

|  |  |
| --- | --- |
| 0,0 to 0,20 | Legiable |
| 0,21 to 0,40 | Low |
| 0,41 to 0,60 | Moderate |
| 0,61 to 0,80 | Substantial |
| 0,81 to above | High to very high |

**3.5 Instrument of Collecting Data**

The students were asked to answer the question which was given by the teacher. The test was multiple choices form, which is consists of 20 questions. The score of the test was 100 to perfect answer and the scoring applied by using this formula:

S=

Where, S: the score

R: the number of the correct answer

n: the number of the test item

* 1. **Technique of Collecting Data**

Technique of collecting data in this research was:

1. Pre-test is a test form of question, launched by the researcher to the students before gives the treatment. Pre-test was given with intent of whether any of the students who already know about material.
2. Treatment was used in the experimental group after doing pretest to measure there was the effect in using the method.
3. Post-test was done after pre-test and treatment. The researcher gave the test to the students with the same question in the pre-test. All the steps make the researcher understood about the students’ ability in reading comprehension.

**3.7 Technique of Analyzing Data**

In this research, data obtained from the experimental group and control group. To know the difference between those two groups, the data were analyzed by using t-test according to Sugiono (2010 : 197) formula as:

t=

Where,

t : The effect

*x*1 : Mean of first set of values

*x2* : Mean of second set of value

*s1* : Standard deviation of first set of values

*S2* : Standard deviation of second set of values

: Total number of values in first set

: Total number of values in second set