CHAPTER III
RESEARCH METHOD

This chapter presents the description of the research method used in the study. It contains research design, population and sample, data collection, and data analysis.

3.1 Research Design

The research design was a set of method and procedure which arranged in order to complete a research and answered the research problem. This present of the study applied quantitative as the research design. Creswell (2009, p. 98) stated quantitative research was a measurement of quantitative data consisted of experiments and surveys. The technique of collecting the data on the specified instruments would produce the statistical data. Another word, the quantitative research was collecting numerical data that was analyzed by using the statistical method. This quantitative research used the quasi-experimental method. Here, the researcher no needed to do randomization, which meant the grouping of sample members in the experimental group and the control group was not randomly selected and it did not provide full control. It was not possible because in a typical school situation, schedules cannot be disrupted nor classes reorganized to accommodate a research study (Ary, Jacobs & Sorensen, 2010, p. 316). It was chosen to help the researcher to know the impact of cloze procedure to enhanced student’s reading comprehension in the junior high school.
3.2 Population and Sample

Before entering into the data collection, the researcher determined the population and sample used as the subject of her research. Polit and Hungler (2004, p.32) define a population as the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that the research results can be generalized. The population of this research was the 2nd-grade students at SMPN 1 Saronggi which consisted of four classes (A class – D class). Hanlon and Larget (2011, p.7) described a sample as a portion or a subset of the research population selected to participate in a study, representing the research population. The researcher used probability-cluster sampling technique for this study, because the researcher might choose a number of schools randomly from a list of schools and then included all the students in those schools in the sample and the unit chosen was not an individual but, rather, a group of individuals who are naturally together (Ary, Jacobs & Sorensen, 2010, p. 150). Thus, the sample of this research was 2nd-grade students of the junior high school in A class which consisted of 22 students as an experimental group and B class which consisted of 22 students as a control group.

3.3 Data Collection

Data collection contained the procedure and instruments in order to obtain the data in the research.

3.3.1 Research Instrument

The research instrument was a kind of tool to collect the data. The researcher used the test as her research instrument. According to Ary, Jacobs and
Sorensen (2010, p.201) test was a set of stimuli given to an individual to obtain the responses on the basis of which a numerical score. Type of the test used was achievement test because the researcher wanted to measure the student’s reading comprehension by using cloze procedure. Based on Ary, Jacobs and Sorensen (2010, p.201), achievement tests conducted to measure individual’s ability in various fields of knowledge by providing a variety of standard questions that contained the completion of cognitive tasks. Thus, the test material took from an English book for the 2nd-grade of junior high school entitled “When English Rings a Bell” designed by Ministry of Education and Culture, 2017. After that, the researcher consulted with the advisors and the teacher to checked the validity of the test that applied in the class to be observed.

3.3.2 Research Procedure

There were some procedures in the process of collecting the data. Those are pre-test, treatment, and post-test which is presented below:

1. Pre-test

A pre-test is the test presented before treatment was given. It is provided for both experimental and control groups. The researcher gave 30 minutes for the students to complete the test. There were twenty multiple-choice questions. The result of this test aimed to know the student’s ability in comprehending the certain text before the treatment was given by the researcher.
2. Treatment

After the pre-test was given, the researcher began to apply the treatment. In the teaching and learning process of reading, the experimental group (A class) was treated with the cloze procedure while the control group (B class) was taught with the general material. Moreover, the researcher used two types of cloze there are multiple choices cloze and elide cloze. The treatment was given in four meetings. Each meeting was done about eighty minutes. The pre-test was given at the first meeting, and posttest was given at the last meeting. In more detail, the treatment of the experimental group given by the following procedure:

1) The teacher divided the students into several groups and asked them to discuss the text material given to solve the problem using the cloze procedure.
2) After the text is full, students start reading the whole text and tried to understand the essence of the text.
3) Then, the teacher asked simple questions related to the text, the students randomly answer the question by raising their hands. This is to know how far students understanding of the text that has been read.

3. Post-test

After the treatment has been implemented, post-test was given to both groups of experimental and control groups. The researcher used the same type of test as the pre-test in the post-test but with different texts and questions. Posttest is provided to obtain the final score as a data to determine the effect of whether the cloze procedure has a positive effect on students' reading comprehension.
3.4 Data Analysis

The last phase of collecting the data was to analyze the data. However, the data obtained from the student’s score of pre-test and post-test that statistically analyzed. Here, the researcher used SPSS 22 to calculate the whole formulas by entering the student’s reading comprehension score, the calculation result will be calculated automatically. The steps of analyzing the data will be explained as follows:

1. The researcher collected the pre-test and post-test scores from experimental and control group.
2. The researcher calculated the means of pre-test and post-test by using SPSS 22.
3. The researcher analyzed the result to saw if there was a significant difference between the experimental and control group after the treatment.
4. The researcher compared the result and answered the hypothesis.
5. The researcher drew a conclusion based on the analysis.

The researcher used the independent t-test to calculate the result. It aimed to determine whether the cloze procedure has a positive impact on students' reading comprehension or not. If the t-count was higher than the t-table, H0 (the null hypothesis) will be accepted. This meant that students who used the cloze procedure in reading have a better achievement than students who did not use it. However, if the t-count was lower than the t-table, H0 (the null hypothesis) will be rejected. This meant there was no significant difference between students taught by using cloze procedure and students who are taught by using daily routine technique.