

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is a quantitative research, in this research, it is focused on experimental designed. Experimental research is a research to explain the relationship of cause and effect between two variable (X and Y). It was conducted to find out the effect of Gallery Walk Strategy toward students reading comprehension of the second year students at SMPN 34 Pekanbaru.

3.2 Location and Time of the Research

This research was conducted at SMPN 34 Pekanbaru in academic years 2017/2018 which was located at Jl. Kartama, Marpoyan damai. Time of the research was started on 15 August 2017- 10 september 2017.

3.3 Population and Sample of the Research

3.3.1 Population

According to Guy (1967) population is a group of object or individuals or events of concern to researcher who would be subject to the generalization of the study. The population of this research was the second year students at SMP N 34 Pekanbaru. In order to know the population completely is describe on the table bellows.

Table 3.1 Total Population of the Second Grade Students at SMPN 34 Pekanbaru

Class	Total of Students
VIII.1	40
VIII.2	40
VIII.3	40
VIII. 4	40
VIII.5	40
VIII.6	40
VIII. 7	40
Total Population	280

3.3.2 Sample

Guy (1987: 101) says that sampling is the process of selecting individual for study. The kind of this research was random sampling. Random sampling was used if member of population is homogeny There was VIII.4 as Experimental class and VIII.5 as Control class.

Table 3.2 Sample of the Research

No	Class	Number of Students
1	VIII.4 Experimental class	40
2	VIII.5 Control class	40
	Total	80

3.4 Research Material

The researcher used the narrative text material taken from the text book and internet. The material used as follow:

Table 3.3
The Blueprint of Research Material

No	Title Material	Time	Remark
1.	Pre- Test	40 Minutes	1 st Meeting
2.	The legend of seven princess of Dumai	40 Minutes	2 nd Meeting
3.	The smart Parrot	40 Minutes	3 th and 4 th meeting
4.	The legend of lake toba	40 Minutes	4 th and 5 th meeting
5	Post Test	40 Minutes	6 th meeting

3.5 Instrument of the Research

The researcher used reading test. A test is a set of questions, experiences, or other means used to measure the skill, knowledge, intelligence, achievement or aptitude of individual or group (Arikunto, 2006:150). From this definition, in concluding, the test was suitable for the researcher got the data, because the data were the students' response reflecting their English reading achievements. Most of the test items was adopted from students' English textbook. The test was reading narrative text. They are five topics with twenty questions in the research. The students should choose one of the correct answer relate to the topics.

Table 3.4 Blueprint of Reading Test(Pre-Test and Post-Test)

No	Title	Indicators	Number of items
1	The smartest animal	<ul style="list-style-type: none"> • Orientation • Complication • Resolution 	1,2,3,5,6
2	Mousedeer	<ul style="list-style-type: none"> • Orientation • Complication • Resolution 	7,8,9,10

3	The legend of singapore	<ul style="list-style-type: none"> • Orientation • Complication • Resolution 	11,12,13,14
4	The legend of Banyuwangi	<ul style="list-style-type: none"> • Orientation • Complication • Resolution 	15,16,17,18,19,20

3.5.1 Variable (X) Gallery Walk

Gallery walk is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artifacts related to the class activities. According to Coelho (1998) states that gallery walk is a strategy where work is displayed in an art gallery and participants or students walk around the gallery and participants or students walk the gallery gathering ideas, making notes, and or discussing what they see. It means that gallery walk is strategy that allows the students to share their ideas with others in small group.

3.5.2 Variable (Y) Students' Reading

There are some problems that students faced in reading, they are still confuse for every kinds of text, they difficult to identify the main idea, reference, and guessing the unfamiliar word, the students lack of vocabulary, and difficult to organize the generic structure of narrative text (orientation, complication, resolution).

3.5.3 Validity of the Instrument

Validity of research can be explained as an extent at which requirements of scientific research method have been followed during the process of generating research findings. According to Oliver (2010) considers validity to be a compulsory requirement for all types of studies. Its mean that validity is the most important criteria for the quality of the test. The term validity refers to whether or not the test measures what it claims to measure.

Table 3.5 Validity Testing

Items	Sig.(2tailed)	Validity Testing
Q1	,483	Valid
Q2	,441	Valid
Q3	,558	Valid
Q4	,506	Valid
Q5	,558	Valid
Q6	,514	Valid
Q7	,353	Valid
Q8	,505	Valid
Q9	,443	Valid
Q10	,714	Valid
Q11	,417	Valid
Q12	,365	Valid
Q13	,426	Valid
Q14	,394	Valid
Q15	,748	Valid
Q16	,586	Valid
Q17	,430	Valid
Q18	,421	Valid
Q19	,776	Valid
Q20	,489	Valid

Based on table 3.5.3, there are 20 items questions are valid the items will be valid if $r\text{-calculated} > r\text{-table}$.

3.5.4 Reliability of the Instrument

Reliability is an important characteristic of a good test. In order to calculate the reliability of the test, the mean of the student's scores the standard deviation will be sought. To find out the reliability of the test the following formula will be used; the discrimination index of an item indicates the extent to which the item discriminates between the students, separating the more able students from the less able.

Table 3.6 Reaibility Testing

Reliability Statistics

Cronbach's Alpha	N of Items
,889	20

Based on the result of reliability test using SPSS version 24, the value of Cronbach's Alpha is 0,889. It means the value 0,889 greater than the minimum value of Cronbach's Alpha (0.05). So, research instrument used was reliable.

3.6 . The Data Collection Technique

The data are collected by administering pre-test and post-test. The pre-test is administered in the beginning of the research. Then, the post-test is administered at the end of the research. Short reading passages are followed by comprehension questions is the characteristic of the test. The genre of all reading passages in the test is narrative text. The test items are given 20 questions. All questions was developed based on the indicators of narrative text as mentioned before.

The research was conducted pre-test, treatment, and post-test. The design of teaching activities can be drawn as the following table:

Table 3.7 The Design of Teaching Activities

T₁ : Pre-test	T_{2,3,4,5} : Treatment	T₆ : Post-test
Teacher asked students to answer the questions from the reading text without giving explanation to know students reading comprehension before doing treatment by Gallery Walk Strategy	Teacher applied the Gallery Walk strategy.	Teacher asked students to answer a narrative text individually to know the effect of Gallery Walk Stratgy on students reading comprehension in narrative text.

3.7 Data Analysis Technique

To analyze the data and to find out the level of students' reading comprehension by using Gallery Walk Strategy, the researcher analyzed by Statistical Package for Sosial Since (SPSS) program version 2.4 for windows was used. The data obtained from before and after treatment test. The steps are described as follows:

1. The score of students' cognitive reading strategies pre-test before and after the treatment in the experimental class analyzed to find out the main score.

2. The mean score of each technique compared by using paired t-test before and after treatment. The significant level (α) which is used is 0.05.
3. To interpret the students' score the researcher use interpretation score as follows:

Table 3.8 Level score

No	Range of score	Level
1	90-100	Excellent
2	81-89	Very Good
3	71-80	Good
4	60-70	Fair
5	<59	Poor