

CHAPTER III

RESEARCH METHODOLOGY

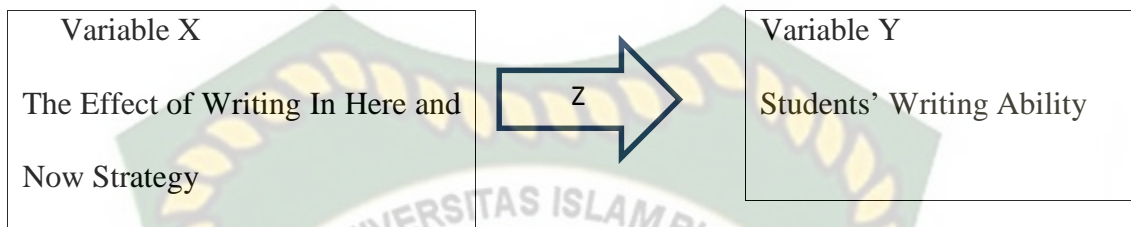
1.1 The Research Design

The design of this research is a quasi experimental research, focuses on quantitative approach. According Hatch and Farhady (1982:24) the experimental is a method of research that can truly test hypothesis concerning with casual and effect relationship in the experimental research. This research uses experimental design in which is "*one group pretest-posttest design*". Experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for experiment (John W. Creswell:313). In this research, experimental class was involved one group as experimental group without control group. The experimental group was taught by using Writing Here and Now strategy

In this research consists of two variables. The first variable is Writing Here and Now as independent variable (X) and the second variable is students' writing ability as dependent variable (Y).

Schema 3.1

Sub Design of the Research



X : Independent Variable

Y : Dependent Variable

Z : the process of applying Writing inHere and Now (WHN)

1.2. Location and Time of Research

The location of this research is at SMA Negeri 12 Pekanbaru.it was located on Jl.Garuda Sakti Km 3,Simpang Baru,Tampan,Kota Pekanbaru,Riau. The number of students are 320 students that consist of ten classes.

1.3. The Population and Sample of Research

3.3.1 Population

According to Guy (1987 : 102) Population is the group of interest to research or two which she / he would like the result- of the study to generalize able. The population of this research is all of the first year students at SMA Negeri 12 Pekanbaru in academic year 2016/2017. There are 9 classes of the First year students at SMA Negeri 12 Pekanbaru

3.3.2. Sample

Because the number of population is relatively large, then the researcher used purposive sampling technique to take the sample. Purposive sampling is a way of sampling by selecting a subject based on specific criteria that determined by researcher. It means the researcher choose X Mipa 4 as the sample, and number of them are 30 students which consists of 14 males and 16 females as experimental group who taught by the researcher.

Table 3.2
Population and Sample of the ThirdYear Students of SMAN 12 Pekanbaru

Class	Male	Female
X Mipa 4	16	14
Total	30	

3.4 Research Instrument

In order to explore the research data the writer utilized a writing test as the instrument. The writer uses this instrument to know the improvement of the students writing ability on english paragraph especially in recount text two paragraf based on the topic given by the teacher. The test applied for pre- test and post-test. The pre-test aimed at the finding out there prior writing if the students. While post-test aimed at finding out the students writing ability after treatment is given in teaching written here and now this activity also intended to find out whatever the students ability kept holding of the material after the material. The Writer gave the students topic which is

familiar or know by the students adapted from english handbook for SMA entitled Englis on Sky On English Based curriculum. The writer chooses the source because it is appropriate with Senior High School level and it is being by the teacher in english teaching and learning process. This research need the raters in giving score in the each students essay.

1.4.1. Pre-test

Before applying the *Writing In Here And Now* strategy during learning process, the writer administrates the pretest to sample of the reseach. The Pretest is in form of asking the students to write the recount text two paragraph in lenght about Holiday ”. The primary objective of the pre-test is to know the achievment of the everage of the sample of students in writing an english paragraph before the treatment. The score in Pretest use to be comparative score with the post test. The pre-test is give once (1x45 minutes).

1.4.2. Post-test

After the conducting series of the teaching treatment by applying the writing here and now strategy during teachingwriting to the students of SMA Negeri 12 Pekanbaru , The writer administrates the post test to the students in form of writing recount text and asking the students write the recount text “two paragraph in lenght about My Experience“. After that the writer analyze and compare the students score in pre-test and post-test to know the writing achivievement. The post test give once (45x1

Table 3.2
Blue Print of Material

No	Meeting	Topic Pre-Test
1	1 st	Pre-Test
2	2 nd	My Holiday
3	3 th	My Surprised Birthday
4	4 th	Fun/Bad Experiences
5	5 th	My Childhood
6	6 th	Post-Test

1.5. Research Procedure

a. Pre-test

The student is given pre-test before treatment. One of the purpose of giving this kindof test measuredthe sample respondents' English writing skill. The test form is writing test with topic "Holiday".

b. The score of pre-test

After pre-test from the student, the researcher analyzed the data. The purpose is to know the early background of students writing ability.

c. Treatment

Before starting the lessons, the teacher should have some preparations which are need in this activity, they are :

1. Pre-teaching Activities

In pre-teaching activity, the teacher can do some preparations, such as: greet the students, checked the student's attendance, motivate the students by doing brainstorming, etc.

2. Whilst- Teaching Activities

In whilst activities the students got the writing material, the teacher asked them to comprehend the text well. After that the teacher started to discuss the topic by applying teaching Writing Here and Now Strategy together. There were some steps in applying this strategy in teaching and learning process, they are:

1. The teacher showed students a picture more images of holiday related to the topic that will be discussed and explains about Recount text.
2. The teacher gave some questions related to the picture.
3. The teacher explained the topic about Recount Text, generic structures and language.
4. Teacher asked the students to make their points to write Recount Text.
5. Teacher asked the students to illustrate all information related to the points in detail.
6. The teacher asked the students to explain all the illustration, detail and clearly into the written form.

d. Post-test

After treatment, the researcher gave post-test to the students in order to know the improvement in writing ability after getting treatment. The test form is essay test with topic “Fun/ Bad Experience”.

e. The score of post-test

After post-test is done from the student, the researcher analyzed data. The purpose was to know the Effect Of Writing In Here And Now Strategy on students ability of writing recount text of the First year students sma negeri 12 pekanbaru.

1.6. Data Collection Technique

In order to get the data which are needed to support this research, the researcher used pre-test and post-test. The procedure of collecting data as follows:

1. In the first meeting, the researcher gave pre-test to experimental group to get their first score.
2. In the second until third meeting, the researcher applied Writing Here and Now Strategy in teaching writing in experimental group.
3. In the last meeting, the researcher gave post-test to experimental group.
4. Finally, the researcher analyzed the data from pre-test to post-test.

After teaching writing by using Writing Here and Now strategy the researcher used statistically analysis to analyze data. Based on Brown (2007) there are 5 domains include definitions and components in writing, they are: content, organization, grammar, vocabulary and mechanics.

Table 3.4**The Scoring Rubric of Writing Recount Text**

No	The Aspect of Writing	Score	Description
1	Content	1	The topic is not clear and the details are not relating to the topic
		2	The topic is complete and clear but the details are not relating with the topic
		3	The topic is complete and clear but the details are almost relating to the topic
		4	The topic is complete and clear but the details are relating to the topic
2	Organization	1	Identification is not complete and descriptions are arranged with misuse connection
		2	Identification is not complete and descriptions are with few arranged with misuse connection
		3	Identification is almost complete and descriptions are arranged with almost proper connection
		4	Identification is complete and descriptions are arranged with proper connection
3	Grammar	1	Frequent grammatical or agreement inaccuracies
		2	Numerous grammatical or agreement inaccuracies
		3	Few grammatical or agreement inaccuracies but not affect on meaning
		4	Very few grammatical or agreement inaccuracies
4	Vocabulary	1	Very poor knowledge of words, words form are not understandable
		2	Limited range confusing words and word form.
		3	Few misuse of vocabularies, word forms, but not change the meaning
		4	Effective choice of words adn word forms

5	Mechanics	1	It is dominated by errors of spelling, punctuation, and capitalization
		2	It has frequent errors of spelling, punctuation and capitalization
		3	It has occasional of spelling, punctuiation and capitalization
		4	It uses corect of spelling, punctuation and capitalization

Adopted from Brown (2007)

1.7. Data Analysis Technique

The researcher analyzed the data by using t-test to test the hypothesis in education study quoted by Hatch and Farhady (1982) in order to know the significant different effect of technique that used.

To decide which statistic cal t-test should be used some steps. Following formula use:

1. To find out the total score of indicators of writing, it can be calculated :

$$TS = C + O + G + V + M$$

Where : C = Content

O = Organization

G = Grammar

V = Vocabulary

M = Mechanics

2. To know the final score of each student it can be calculated by

$$RS = \frac{TS}{MS} \times 20$$

Where RS = Real Score of each individual

TS = Total Score of Indicators of Writing

MS = Maximum Score

3. To find the mean score of group. I could be calculated by the formula based on

Brown (1988:66)

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

Where:

: The average score of the test

X : The average of correct answer

N : number of the students

4. To know the mean differences score as follows:

$$M_D = \frac{\sum D}{N}$$

Where:

MD : The mean of differences

D : The average of difference

N : Number of the Students

(Hariyadi (2009 :187)

5. To find the difference of standart deviation of each group, the following

formula is used:

$$SD_D = \sqrt{\frac{\sum D^2 - (\sum D)^2}{NN}}$$

Where:

SD_D : Difference of standard deviation

D^2 : The average of difference squared

N : Number of the students

(Hariyadi 2009: 187)

6. To know the standard error of difference mean as follows:

$$SEM_D = \frac{SD_D}{\sqrt{N-1}}$$

Where:

SE^M_D : standard error of mean difference

SD_D : difference of standard deviation

N : number of the students

1 : Constant number

(Hariyadi 2009: 187)

7. Hypotesis Testing

To test hypothesis of the research, the following formula are used:

T – test : t_{observed}

$$t_o = \frac{M_D}{SE_{M_D}}$$

Where:

M_D : the mean of differences

SE_{M_D} : standard error of mean differences

(Hariyadi 2009: 187)

1. After finding out t – test, the final steps is figure out degree of freedom of two groups. The degree of freedom is used to determine whether the t – score is a significant value.

$$df = N - 1$$

Where:

df : the degree a significant value

N : The number of individual in two groups

1 : Constant number

(Sudjana, 1996:146)

If the value of t – calculated is bigger than the value of t – table, the alternative hypothesis is accepted. Conversely, if the value of t – calculated is smaller than value of the t – table, the null hypothesis is accepted. There is significant difference in students' writing ability after being taught by using strategy to teaching writing.

$T_{obs} < t_{table}$: Ho hypotesis is accepted

$T_{obs} > t_{table}$: Ho Hypotesis is rejected

(Hatch and Farhady, 1982)

Tabel 3.5. Interval and Category of Students Ability

% Interval	Kategori
94 – 100	Excellent
87 – 93	Very Good
80 – 86	Good
73 – 79	Fairy
<72	Poor



Dokumen ini adalah Arsip Milik :

Perpustakaan Universitas Islam Riau