

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research is experimental research. Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable and non-experimental research, the researcher identifies variables and may look for relationship among them, but does not manipulate the variables (Ary, 2002:24). The design of this research is single subject design. According to Creswell (2013), this design involves multiple observations of a single individual. The target behavior of a single individual is established over time and is referred to as a baseline behavior. The baseline behavior is assessed, the treatment provided, and then the treatment is withdrawn.

Table 3.1 Research Design

Class	Pre-test	Treatment	Post-test
Experimental group	O_1	T	O_2

Where:

O_1 : Pretest (Writing test before treatment)

T : Treatment (Teaching reading by using Realia Media)

O_2 : Posttest (Writing test after treatment)

3.2 Location and Time of the Research

The location of this study was conducted at SMALB Kasih Ibu Kartama of Pekanbaru 2017/2018 academic year. The research was conducted through teaching and learning process in the classroom. It was started from 20 February to 16 March 2018 by implementing Realia Media toward students writing ability.

3.3 Population and Sample of the Research

The population of this research is students of SMALB Kasih Ibu Kartama of Pekanbaru in academic year 2017-2018. The total population is 14 students which consist of three classes.

Table 3.2 Population of the Research

No	Classes	Students
1	X1 (Tuna Rungu)	5
2	X 2 (Tuna Grahita)	5
3	X3 (Tuna Netra)	4
Total		14

The table 3.2 shows the population of this research. The population is all of SMALB Kasih Ibu Kartama of Pekanbaru. The total number of students at the second grade of SMALB Kasih Ibu Kartama of Pekanbaru. The researcher takes class is XI (Tuna Rungu) as sample in this research.

3.4 Instrument of the Research

1. Writing Test (Pre Test and Post Test)

One of the research instruments in this research is writing test with used text recount. The test was applied for pre-test and post-test. The pre-test aimed at finding out the prior writing of the students. While post-test aimed at finding out

the students writing ability in recounttext after treatment was givenRealia Media. This activity also to find out whether the studentskeep holding of the material after treatment. In the class, students only have to do the test and there is notreatment. The test adopted from textbook for SMALB KasihIbuKartamaPekanbaru.

The test is one of the ways in collecting the data. The researcher collectsthe data by distributing test to the students. The form of test is in written form. The participants write a generic structure of recounttext (Orientation, Events and Re-Orientation).

Table 3.3TheSchedule of Teaching Learning

No	Meeting	Date	Topic
1	Pretest	19 th February 2018	My Horrible Trouble
2	1 st	22 th February 2018	My Vacation on Bali
3	2 nd	26 th February 2018	A Super Soaker and A Super Kid
4	3 rd	01 st March 2018	Carocok Beach Vacation
5	4 th	05 th March 2018	The Footbal Match
6	5 th	8 th March 2018	Padang Travel
7	Posttest	12 th March 2018	The Carnaval

3.5 Procedure of the Research

3.5.1 Pre-test

Pre-test was conducted to determine the students writing abilityon recount text. The researcher was doing pre-test before Realia Mediain teaching learning process. The researcher was given pre-test to experimental and group. It's used to know the students writing ability before giving treatment to experimental group.

Table 3.4 Blue print of Pre-test

Meetings	Material	Indicators
1 st	My HorribelTroubel	1. Contents 2. Vocabulary 3. Organization 4. Grammar 5. Mechanism

3.5.2 Treatment

The treatment was conducted only to the experimental group. The form of treatment was used Realia Media. During the treatment, the researcher try to see the development of students writing ability in recount text.

Table 3.5The Instrument of Teaching Realia Media

No	Meeting	Topic	Teaching Process
2	2 nd	My Vacation on Bali	Treatment Realia Media
3	3 rd	A Super Soaker and A Super Kid	
4	4 th	Carocok Beach Vacation	
5	5 th	The Footbal Match	
6	6 th	Padang Travel	

The procedure of Realia Media in experimental class.

1. Beginning Writing

- a) Students answer the teacher about writing recount text.
- b) Students identify generic structure recount text
- c) Teacher give real object (using picture and audio-visual media) to the students for media to they describe

2. Whilst Teaching (Using Realia Media)

- a) Teacher showmedia using picture and audio-visual media to the students and making writing recount text

- b) Teacher identify the generic structure writing recount text
- c) Teacher asked the student choose one of two topic that their like example star fruit to described

3. Teacher give a test (write simple recount text).

All of the activities based on the steps in implementing using realia media in writing recount text.

3.5.3 Post-test

After teaching fourth meetings for experimental groups, the researcher was given post-test to experimental group. Post-test was conducted after giving treatment (Realia Media) to the experimental group in teaching writing to know the used of Realia Media to students writing ability in recount text.

Table 3.6 Blue Print of Post-test

Meetings	Material	Indicators
7 th	The Carnaval	1. Contents 2. Vocabulary 3. Organization 4. Grammar 5. Mechanism

3.6 Data Collection Technique

1. Pre- Test

Students was given pre-test before they get treatment. The researcher was doing pre-test to X1 class. The aim of giving test is to know the previous students activity in writing. In pre-test, the students was begged to write based

on the topic. The researcher was given the same topic for the pre-test. Before treatment the students in experimental group will be given pre-test. The purpose is to know students' ability.

2. Post-Test

The purpose of giving post-test is to find the effect on students' writing ability after Realia Media. Post-test was given to experimental and control class.

3.7 Data Analysis Technique

In analyzing test data, the researcher was use score of pre-test and post-test of the students. It can be calculated by the formula based on Hatch and Farady (1982).

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

Where :

N: The number of individual score

$\sum x$: Sum of raw score

\bar{x} : The average score

Individual score (X) = C

+V+O+ L+M

Where :

C : Contents Score

V: Vocabulary score

O: Organization score

L: Language setting

M: Mechanism score

$$S = \sqrt{\frac{\sum x - \bar{x}}{N-1}}$$

Where :

$\sum x - \bar{x}$: Sigma of individual deviation of students score

S : Standard deviation

N : The number of students

I : Constant group

$$\text{Variance } (s)^2 = \frac{\sum x - \bar{x}}{N-1}$$

$$s(\bar{x}_1 - \bar{x}_2) = \sqrt{\frac{[s_1]^2}{[s_2]} + \frac{[s_2]^2}{\sqrt{N_2}}}$$

Hypothesis Testing

To test the hypothesis of the research ,the following formula was use:

After knowing the standard error the means score, calculated the t-test by using formula:

$$t_{\text{obs}} = \frac{x_1 - \bar{x}}{s(x_1 - x_2)} 2$$

Where :

t :the value statistic significant of mean difference

N_1 :The number of students in experimental group

N_2 : the number of students in control group

S_1 : standard deviation of experimental group

S_2 : standard deviation of control group

\bar{x}_1 : mean score of experimental group

\bar{x}_2 : mean score of

Table 3.7 The Students Score Category

No	Interval	Category
1	90 – 100	Excellent
2	70 – 89	Good
3	50 – 69	Poor
4	10 – 49	Very Poor

Table 3.8 Scoring Rubric for Writing

Aspect	Score	Performance	Weighting	Score
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to be the topic	3x	12
	3	The topic is complete and clear but the details are almost relating to the topic		
	2	The topic is complete and clear but the details are not relating to the topic		
	1	The topic is not clear and the details are not relating to the topic		
Organization (O) 20% - Identification - Description	4	Identification is complete and description are arranged with proper connectives	2x	8
	3	Identification is almost complete and description are		

		arranged with almost proper connectives		
	2	Identification is not complete and description are arranged with few misuse of connectives		
	1	Identification is not complete and descriptions are arranged with misuse of connectives		
Grammar (G) 20% - Use Present Tense - Agreement	4	Very few grammatical or agreement inaccuracies	2x	8
	3	Few grammatical or agreement inaccuracies but not affect on meaning		
	2	Numerous grammatical or agreement inaccuracies		
	1	Frequent grammatical or agreement inaccuracies		
Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x	6
	3	Few misuse of vocabularies, word forms, but not change the meaning		
	2	Limited range confusing words and word form		
	1	Very poor knowledge of 2 words, word forms, and not understandable		
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	Is uses correct spelling, punctuation, capitalization	1,5x	6
	3	Is has occasional errors of spelling, punctuation, capitalization		
	2	Is has frequent errors of spelling, punctuation, capitalization		
	1	It is dominated by errors of spelling, punctuation, capitalization		
Total				40

Adapted from Brown (2007)

$$\text{Score} = \frac{3\Box + 2\Box + 2\Box + 1.5\Box + 1.5\Box}{40} \Box 100$$

$$\text{Example : Score} = \frac{3(3) + 2(3) + 2(3) + 1.5(4) + 1.5(4)}{40} \Box 100\%$$

$$= \frac{9+6+6+6+6}{40} \square 100\%$$
$$= \frac{33}{40} \times 100 = 82.5$$



Dokumen ini adalah Arsip Milik :
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