# CHAPTER III

RESEARCH METHODOLOGY

1.1 The Research Design

The design of this research was Quasi experimental study that involves of two variables, there were independent variable and dependent variable. The independent variable was Send A-Problem technique and dependent variable was Descriptive Text. There are two test : a pre-test and post-test. The post-test was a test that conducted after the students were taught by using Send A-Problem Technique. There were 6 meetings is doing the treatments. The design of the research as follows:

Table.3.1The Design of the Research

X Send A-Problem Technique	Z	Y Students' writing descriptive Text
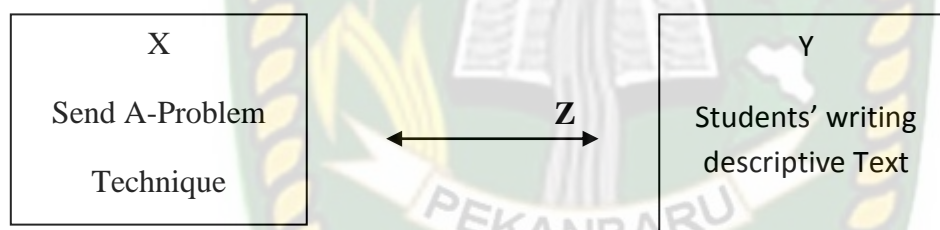
Where :

X: Independent variable

Y: Dependent variable

Z : The Process

1.2 Location and Time of the Research

This research conducted at SMAN 1 INUMAN in academic year 2016/2017. Which is located on Jl. Pelajar. And the time of this research would be conducted on 3 May 2017.

1.3 Population and Sample of the Research

1. Population

According to Cresswell (2005:142) population is a group of individuals who have the same characteristic. The researcher did the experiment at the second year students of SMAN I inuman using Send A-Problem technique as an experiment. The population is about 80 students and they were spread into 4 classes. Each class consist of 20 students.

Table 3.3

Population

CLASS	TOTAL
XI (IPA)1	20
XI (IPA)2	20
XI (IPS)1	20
X1 (IPS) 2	20
TOTAL NUMBER OF STUDENTS'	80

2. Sample of The Research

Seno (2004:34) Said sample is part of population or represent a population that is taken and collective either randomly, structure and ways of other scientific collective.

Because of the number population was relatively large then the researcher used randomly technique to take the sample. There are four classes in population. So, the researcher made a lottery by named each class (1) XI IPA 1, (2) X1 IPA 2, (3) XI IPS 1 , (4) XI IPS 2. Then the researcher mixed the name and took one randomly. It was (3) XI IPS 1. It means that the researcher took XI IPS 1 as the sample. The number of students are 20 students as experimental group who taught by using Send A-Problem technique.

Table 3.3

The Sample of the Second Grade Students at SMAN I INUMAN 2017

NO	CLASS	TOTAL NUMBER OF STUDENTS'
1	XI (IPS) 1	20

1.4 The Research Material

The materials of lesson in this research adopted from the internet. The materials taught as follow :

Table 3.4

The Blue Print of Research Materials

No	Topic	Indicators	Activities
1	My best classmate	1. Grammar 2. Vocabulary 3. Mechanic 4. Content 5. Organization	Pre-Test
2	My Classroom	1. Grammar 2. Vocabulary 3. Mechanic 4. Content 5. Organization	Treatment I

3	Michael Douglas	1. Grammar 2. Vocabulary 3. Mechanic 4. Content 5. Organization	Treatment II
4	My dog, Brownie	1. Grammar 2. Vocabulary 3. Mechanic 4. Content 5. Organization	Treatment III
5	Eiffel tower	1. Grammar 2. Vocabulary 3. Mechanic 4. Content 5. Organization	Treatment IV
6	My favorite idol	1. Grammar 2. Vocabulary 3. Mechanic 4. Content 5. Organization	Post-Test

The materials were used for both pre-test and post-test adopted from internet. The topic in pre-test and post-test were the same.

1.5 Research Instrument

According to Arikunto (2006), research instrument is a device used by the research while collecting data to make his work become easier and get better result, complete and systematic in order to make the data easy to process.

To obtained data from the samples of this research. The researcher would used writing test. The test distributed to measured the students' writing ability in writing descriptive text. The aspects that measured in writing a descriptive text are content, grammar, vocabulary, mechanic content, organization . The test will divided into two test: pre test and post test. Pretest would be give before the treatment, while post test would be give after treatment.

Table 3.5

The Blue Print of Pre-test and Post-test

No	Indicators	Kind of a Test	Topic	
			Pre Test	Post Test
1	Grammar			
2	Vocabulary			
3	Mechanic	Descriptive Text	My best classmate	My favorite idol
4	Content			
5	Organization			

1.6 The Research Procedures

In this research, the procedures of collecting data for quasi experimental by using Send A-Problem Technique are follows :

1. Pre-Test

Students were giving the pre-test before they get treatment. The researcher was giving pre-test to XI IPS 1. In pre-test, the students were asking to write text based on the topic. The researcher was giving a topic about " My best Classmate " as the topic for pre-test.

2. Treatments

After giving pre-test, the researcher began the treatment using Send A-Problem Technique to write paragraph. This treatment was taking in order to know is there any significant effect on students ability in writing descriptive text after using Send A-Problem technique. Treatment was done only four meetings.

3. Post-test

After teaching and learning process were finished the researcher get the post test data. The researcher was giving a topic about " My favorite Idol " as the topic for post-test.

1.7 The Data Collection Technique

In this study, the researcher collected by giving pre-test before they obtained the treatment to write descriptive text without Send A-Problem technique. The pre-test conducted to determine ability of the students. after giving pre-test, the researcher began to carry out the treatment of descriptive text by using Send A-Problem technique during four meeting to class

XI IPS I as sample in this quasi experimental research. The treatment were about write descriptive text especially person. During the treatment the researcher observed the increase of students' writing ability in descriptive text by using Send A-Problem technique.

After that, the researcher gave post test. Post test was a way to know whether increasing or not students' writing ability in descriptive text by using Send A-Problem technique. The researcher compared result of students writing ability in descriptive text before treatment (pre-test) and after (post-test). The result analyzed to know the effect of Send A-Problem technique towards writing ability of second grade students at SMAN I INUMAN.

The researcher needs rater in giving the score in each students' work. They were the teacher of English subject :

1. Suci Kartika S.Pd (Alumni English Education Islamic University of Riau)

2. MamikSrilianaS.Pd(an English teacher of SMPN 21 PEKANBARU).

1.8 The Data Analysis Technique

In writing descriptive text there are some indicator rubric scoring there were introduction / topic sentence, example, organization, style and mechanics. Then, the researcherused a scoring system of written English by Depdiknas (2006) I order to know the students' writing as the sample in this research. Its range is from 1 to 4. Each of its score is followed by short behavior statement quality of students' writing.

Table 3.8.1

The scoring system of writing descriptive text

No	The aspect of writing to be evaluated	The score range
1	Grammar	4:3:2:1
2	Vocabulary	4:3:2:1
3	Mechanics	4:3:2:1
4	Content	4:3:2:!
5	Organization	4:3:2:1

1.8.2   Table Scoring System of Writing

Aspect	Score	Description	Weighting
Content (c) 30 % -Topic -detail	4	The topic is complete and clear and the details are relating to the topic.	3x
	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
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and	

		descriptions 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
	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 words form	1,5x
	3	Few misuse of vocabularies, words forms, but not changed the meaning.	
	2	Limited ranged confusing word form	
	1	Very poor knowledge of words, words form, and not understand able.	
Mechanic (M) 15% -Spelling -punctuation -capitalization	4	It use correct spelling, punctuation, and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	

	1	It is dominated by errors of spelling, punctuation and capitalization	

<div align="right">**Adapted from brown (2007)**</div>

Score : $\underline{3C + 2O + 2G + 1{,}5V + 1.5M}$ x100

$$40$$

To analyzed the level of the students writing ability, the researcher using the following

formula :

Where :

S= students' score

C= students' ability in content

O= students' ability in organization

V= Students' ability in vocabulary

G= Students' ability in grammar

M= Students ability in mechanic

<div align="center">**Table : the classification of students' score**</div>

Total Score	Level Ability
90-100	Excellent
80-89	Good
70-79	Fairy good
60-69	Fair
0-59	Poor

<div align="right">(Hughes 1993:91)</div>

In addition, the researcher used SPSS Version 22.0 in analyzed the data. The researcher used paired sample test to measure the students' work in pre-test and post test.

Further, if the t-calculated was higher than the t-table, it can be concluded that alternative hypothesis was accepted and null hypothesis was rejected.