

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It focuses on the method which is used in this quantitative research to get the data accurately. This chapter explains about research design, variables of the research, population and sample, research instrument, treatment procedure, data collection, and data analysis.

A. Research Design

This research employs an experimental design to investigate the effectiveness of peer correction. Experimental research is a procedure of testing a hypothesis by setting up a situation in which the strength of the relationship could be tested or measured statically. The type of this research is a quasi-experimental design which uses experimental and control group in the research, but it does not take participants randomly. In short, they may take groups that are available to the researcher (Creswell, 2014). This research used pre-test and post-test to acquire the result of writing ability. Some treatments are made on the subject of the research.

This research was conducted by comparing the experimental group (Y) and the control group (X). This design is aimed to find out the effectiveness of peer correction to students' writing ability in recount text. Hence, the experimental group (Y) is the class that was given *peer-correction* technique in learning writing recount text, while the control group (X) is the class that was not given peer correction technique in learning writing recount

text. Two different classes were used to be the experimental group and the control group.

Table 3.1 Design

Group	Pre-test	Treatment	Post-test
Experimental (Y)	Test 1 (before applying treatment)	Using Combination between Peer Correction and Genre Based Approach	Test 2 (the result after applying the combination of peer correction and genre-based approach)
Control (X)	Test 1 (before applying treatment)	Using Combination between Self-Correction and Genre Based Approach	Test 2 (the result after applying the combination of peer correction and genre-based approach)

According to the design, it could be obtained some information. The pre-test and post-test were conducted in both the experimental and control group. The pre-test was conducted before giving the treatments, the use of peer correction and self-correction in teaching writing. The treatments were applied to both the experimental and control group. Then, the post-test was conducted at the end of this research to both groups.

B. Variables of The Research

1. The independent variable in this research is the types of corrections. Types of the corrections are peer correction (PC) and self-correction (SC). Both corrections are variables that change the dependent variable.
2. The dependent variable in this research is the writing skill of the first-grade students in MA Ma'arif NU Blitar. This variable is influenced by the independent variable.

3. The covariate of this research is students' initial skill of first-grade students in MA Ma'arif NU Blitar. This variable is to control the initial skill of the students in English writing skill.

C. Population and Sample

Understanding the population and sample in the research is very important to conduct research. The population of this research is first-grade students of senior high school in the academic year 2019/2020. The research took two existing classes (X-D and X-E) based on the consideration given by the English teacher of that school. Two classes here were formulated to be the experimental group (Y) and the control group (X).

D. Research Instrument

An instrument is a measurement tool in research. In this research, a writing test was used for the instrument to measure writing ability among the students. The test is an instrument to get accurate data based on writing skill. The test was given to two classes – the experimental and control group (X-D and X-E)

The standard of competence and the basic competency of English lesson were used in writing skills for the first grade in the second semester of high school related to the latest curriculum, K-13. The standard of competence of English toward students of senior high school is the ability to communicate in interactional (interpersonal and transactional), short functional text, and long essay both in oral and written form. While the basic competence is students are able to distinguish and get meaning of social

function, structure of text, and language features several texts of recount text both in oral and written form by giving and asking related to personal experiences, they are also able to create recount text in simple form both in oral and written form that is appropriate and based on context (Kemendikbud, 2017).

This research used writing tests for pre-test (before the treatment) and post-test (after the treatment) toward two groups, experimental and control group. Both tests were used to find the scores of students' writing of both experimental and control groups. The writing prompts are attached in **Appendix 1. Instrument Pre-test and Instrument Post-test.**

To measure the score or result of the pre-test post-test, a scoring rubric that adapted from Brown (2004: 244-245) was used in this research. The specific indicators for assessing students' writing are presented in the appendix of the lesson plan.

E. Treatment Procedure

There were two groups in the treatment procedure which were used as an experimental and a control group. Both classes were given treatment for three meetings. The guideline of writing recount text was given in pre-test and post-test (see page 48 and 49) such as the generic structure of recount text, developing ideas, accuracy (grammar and vocabulary), and mechanics (punctuation and writing style). Besides, the guideline for writing a sentence or main idea (see page 66) was also given. The experimental group is given

peer correction in the process. However, the control group is given self-correction in the middle of the writing process. While using both correction method in both groups, they were taught by using the genre-based approach as requesting the latest curriculum.

Treatment 1 (pre-test treatment):

Experimental Group	Control Group
<ul style="list-style-type: none"> • The students were asked to write a recount text. • The worksheets were submitted. 	<ul style="list-style-type: none"> • The students were asked to write a recount text. • The worksheets were submitted.

Treatment 2:

Experimental Group	Control Group
<ul style="list-style-type: none"> • The students were given several texts related to recount text. • The teacher and the students discussed the text in detail includes its social function, structure text (orientation – series of events – reorientation), and its language features. • The students were asked to write ideas about their holiday in the paper. (brainstorming) • The students were asked to write recount text about the topic based on instruction on the worksheet. They should writing based on the guideline that was given before. Then, the students should re-reading their writing. (drafting) • The students were asked to change that worksheet to their deskmate, and they are given the rubric of assessment to correct their friend's work. They were not only asked to directly give the score of students' work but also had to analyze the text whether some elements in rubric of assessment were met in 	<ul style="list-style-type: none"> • The students were given several texts related to recount text. • The teacher and the students discussed the text in detail includes its social function, structure text (orientation – series of events – reorientation), and its language features. • The students were asked to write ideas about their holiday in a paper (brainstorming). • The students were asked to write recount text about the topic based on instruction on the worksheet. They should write based on the guideline that was given before. Then, the students should re-reading their writing (drafting). • The students were asked to evaluate their writing while considering the criteria for the rubric of assessment as the guideline of writing such as organizations of the text, grammar, punctuation, and etc. (evaluating/self- correction) • The students were given more

<p>the friend's work then they could give some suggestions to each other. (evaluating/peer correction)</p> <ul style="list-style-type: none"> • The students were given more time to discuss after correction. Then, they were asked to evaluate their writing as the final draft. (revising and editing) • The students were asked to check their final draft before being submitted. (proofreading) • The final draft was submitted as a post-test. • The teacher gave an oral review. 	<p>time to revise and edit their writing. (revising and editing)</p> <ul style="list-style-type: none"> • The students were asked to check their final draft before being submitted. (proofreading) • The final draft was submitted as a post-test. • The teacher gave an oral review.
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F. Data Collection

In this research, collecting data by using a pre-test and post-test was conducted in two classes which were experimental and control groups. The detail of the data collection techniques could be explained as follows.

a. The pre-test

The pre-test was conducted at the beginning of the research before the students were given treatment. A similar test was given to the control and the experimental classes.

b. The treatment

The treatment was given for about three meetings. Every meeting was conducted for 90 minutes. The treatment given to the experimental and control group class was different. Peer correction was given to the students of the experimental group. On the other hand, a self-correction was given to the students of the control group.

c. The post-test

The post-test was conducted after applying the treatment. The students from both the experimental and control group classes were given a similar test. Then, the results of the post-test between two groups which are experimental and control groups were counted. The post-test result determined the significant difference in writing skill between students who were taught by using peer correction and students who were taught without it.

G. Data Analysis

The data obtained from the score was quantitative. According to the research, ANCOVA (Analysis of Covariance) is used to analyze data of students and to investigate the effectiveness of using peer correction in improving students' writing skill. ANCOVA is an appropriate statistical test for quasi-experimental design (Liou & Peng, 2006) to measure the ratio of means from two groups. Then, SPSS 24 was used to analyze the data of research.