CHAPTER III

RESEARCH METHODHOLOGY

This chapter presents research design, variables, population and sample, treatment procedure, instruments, data collection, and data analysis.

A. Research Design

Research design is a system or technique used to do research. Based on the aim of this study, the design of this study is quantitative method. The main point of quantitative research is to collect and accumulate the basic data in quantitative way. There are some characteristics material of conducting the research. The characteristics material in this study is quasi experimental design by using Non-equivalent Control Class Design as model experiment. Experimental design is a design which is used in a research that apply a new way for reaching the goal. According to Gay (1992: p.298), "Experimental research is the only research that can truly test hypothesis concerning cause-and-effect relationship. It represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science." The following table explains about the research design:

Table 3.1 The Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	Diary Writing Method	√
Control Class	√	Picture Series Method	√

B. Variables

Variable is condition or characteristics that can take on different values and categories. There are two variables in this study, independent variable and dependent variable. A dependent variable is observed to determine what effect on relationship with the dependent effect. Independent variable in this study is teaching method, that is diary writing. While, dependent variable is students' writing of recount text, its variable measures the influence of the independent variable. In this study, the researcher uses this way to know the effectiveness of diary writing method to teach writing recount text.

C. Population & Sample

The research was conducted at SMKN 1 Ngasem. It is located at Totok Kerot Street, Sumberejo, Ngasem, Kediri, East Java. The consideration of conducting the research at this site was because of the researcher have ever known the situation and condition of the school and the students. It was the school where the researcher did her teaching assignment. The research was carried out for a month from 28th of January to 18th of February 2020.

Population is any class of individuals that has one or more in common that are interesting to be researched. Sample is some individuals that taken from population to be small class to get the data. In this study, the researcher took the population of students at the tenth grade of SMKN 1 Ngasem in academic year 2019/2020. The researcher chose the tenth grade because

recount text was taught at that grade. There are sixteen classes in the tenth grade. The total population then is 574 students.

The sample of the study were the tenth grade of DPIB1 and DPIB2 of SMKN 1 Ngasem. DPIB states from *"Desain Permodelan dan Ilmu Banguan"*. The researcher chose those classes by non-random sampling technique with the existing classes or the recommendation from the English teacher at the school. Both of them consist of 36 students in each class with 18 females and 18 males. Those classes were considered homogeneous which had the same knowledge and characteristics. Then, the two classes randomly assigned by a lottery into the control and experimental class. The result was X-DPIB1 as the control class and X-DPIB2 as the experimental class.

D. Treatment Procedure

Treatment procedure is aimed at improving students' writing recount text by using a diary as a new variety in learning and practicing writing recount text. There are three steps in doing experimental research. They are pre-test, treatment and post-test. Pre-test is given to know how far the students writing ability in recount text before giving the treatment. The second is giving treatment or teaching activity. In this part, diary writing method is applied in the experimental class whether picture series method is applied in control class. The last procedure is post-test. The researcher gives post-test to all class to measure their writing ability in recount text after getting treatment.

Both of the classes have the same characteristics in teaching, learning and activities. The activities such as pre teaching activity, main teaching activity and post teaching activity. While, the teaching materials include the examples of recount text, the recount text reading exercise, the examples of diary writing and the diary writing exercise for experimental class and writing paragraph from picture series for control class. In addition, the students have to write a paragraph of recount text in each meeting with a different theme. The materials were implemented in 4 meetings (once meeting/week) with the duration 135 minutes for each meeting. Nevertheless, 2 meetings were used for the pre-tests and post-tests for both classes. The following is the schedule for those total 4 meetings:

Table 3.2 The Teaching Activities in the Experimental Class

Meeting	Date	Activity
1st	Tuesday, 28th of January 2020	1. The teacher explained about recount text. 2. Giving an example of recount text and recount text reading exercise
2nd	Tuesday, 04th of February 2020	1. The teacher conducted a pre-test. 2. Explained and reviewed recount text material
3rd	Tuesday, 11th of February 2020	1. The teacher explained about the diary writing, handed the students a hand-out about diary writing for their guideline. 2. Showed and shared an example of diary entry. 3. Discussing and analyzing together 4. The teacher gave the students one book as their diary.

Meeting	Date	Activity
		5. The students started writing their first diary entry. 6. The students submitted the book to get feedback from the teacher. Note: (they wrote the diary for about a week and submitted every day to the teacher to get feedback)
4th	Tuesday, 18th of February 2020	1. The teacher reviewed and gave oral and general feedback about the students' diary entry. 2. Explained and connected the students' diary writing experience to their recount text learning and their lives. 3. The teacher conducted a post-test 4. Finished the post-test, the teacher and the students discussed over the experience of writing the diary also encouraged them to keep writing their diary. 5. In the end, the teacher gave the students online questionnaire to asked about their opinions regarding the implementation of diary writing in learning writing recount text

Table 3.3 The Teaching Activities in the Control Class

Meeting	Date	Activity
1st	Monday, 27th of January 2020	1. The teacher explained and gave an example about recount text. 2. Giving an example of recount text and recount text reading exercise

2nd	Monday, 03rd of February 2020	1. The teacher conducted a pre-test. 2. Explained and reviewed recount text material 3. Giving a disordered picture series 4. The students arranged the picture series and made a story based on the picture
3rd	Monday, 10th of February 2020	1. Discussing and analyzing together about the first picture series 2. Giving a new picture series 3. The teacher gave the students feedback for their second picture story.
4th	Monday, 17th of February 2020	1. The teacher reviewed and gave oral and general feedback about the students' picture story 2. The teacher conducted a post-test 3. Finished the post-test, the teacher and the students discussed over the experience of writing recount text based on the picture

During the treatment, the researcher acted as the teacher and facilitator in both classes. Here, the researcher introduced the diary writing as an alternative way for the students to learn and practice recount text in the experimental class. Even the students wrote the diary in home, it was the representative of their activity in their daily basis. The researcher knew it from the approach before. It was the class where the researcher did her teaching assignment. So, at least the teacher knew about their hobby, their extracurricular, and something related in their life. Because, almost all of

them, wrote about some activities which were familiar for the researcher. The distinguish was, if they told in Indonesia, now they wrote it in English. In other hand, they only have one meeting each week for English lesson. So, it was more effective and efficient for them to write at home. Then, in the following day, they submitted the diary to the teacher for getting the feedback.

E. Instrument

Instrument is a tool of research to get the data in order to make the researcher duty easier in analyzing them. The instruments in this study were a written test and an online questionnaire. The written test was used in both pre-test and post-test. The pre-test itself was given to know the students' condition before getting the treatment while the post-test was given to know whether there was any effect of the treatment or not.

The pre-test title was **My Weekend** which was consisted of three paragraphs with seven sentences for each paragraph. The title was chosen considering the familiarity among students. The time bound was 90 minutes and the tests were done in a piece of paper prepared by the teacher. While, the title for the post-test was **My Memorable Experience**. It had the same rule as like pre-test for the instruction. The questionnaire was also used to collect data about the students' opinions regarding the implementation of diary writing in learning writing recount text. The questionnaire was done online. The researcher using google form in making the questionnaire.

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The questionnaire consisted of seven questions given to the students from the experimental Class only. All students were obliged to fill it. While, for the control class, the researcher opened sharing section after doing the post-test. By doing this procedure, the researcher could see who had the significant increasing mean score and who had not. Furthermore, a premiere study was done before the students did the pre-test. The premiere study itself was done to introduce them with the material and the writing test instruction. So, the students could perfectly understand what they were going and required to do.

The test content is a representative sample of writing skill and it also covers the target and specified elements assessed in the writing rubric such as text organization, content, grammar, vocabulary, punctuation and writing style. The explanation of the writing test instruction is also important to avoid students' misunderstanding. So, the students will know the task well and the researcher can get the expected result.

The students' writing test is assessed by using a writing test rubric adapted from the researcher's lecturer, Mr. Chen that consisting of four elements – generic structure, developing ideas, accuracy (grammar & vocabulary), mechanics (punctuation and writing style). The rubric has the score range ranging from 1 as the lowest score to 5 as the highest one. Then, the total of the number times 5.

Table 3.4 The Scoring Rubric

ASPECT	SCORE	DESCRIPTION
Generic	5	Complete and orderly text structure

Structure	4	Complete but not orderly text structure
	3	Incomplete text structure
	2	Incorrect text structure
	1	Unstructured
Developing Ideas	5	Correct main idea, relevant supporting sentences
	4	Nearly relevant main idea and supporting sentences
	3	Less relevant main idea and supporting sentences
	2	Irrelevant main idea and supporting sentences
	1	No main idea
Accuracy (grammar and vocabulary)	5	Correct use of grammar and vocabulary
	4	Nearly correct use of grammar vocabulary
	3	Fairly correct use of grammar and vocabulary
	2	Poor use of grammar and vocabulary
	1	Incorrect use of grammar and vocabulary
Mechanics (punctuation, writing style)	5	Use of correct punctuation, good writing style
	4	Nearly correct use of punctuation, good writing style
	3	Fairly correct use of punctuation, fairly good writing style
	2	Poor use of punctuation, poor writing style
	1	Incorrect use of punctuation, bad writing style

The following table is the scoring example of the test:

Table 3.5 The Example of Scoring Rubric

Writing Elements				Total	Score (Total x 5)
Generic Structure	Developing Ideas	Accuracy (Grammar & Vocabulary	Mechanics (punctuation & writing style)		
4	3	3	3	13	65

F. Data Collection

There were two techniques involved in this research – test and online questionnaire. Pre-test and post-test which were done to collect data of students' writing scores. The scores are significant in order to see the

difference between two class and to establish the effectiveness of the treatment.

Furthermore, the online questionnaire was also done to collect additional data about the use of diary writing from the students' perspectives. It was used to find information whether the diary writing was effective for them or not. It was done after the scores in the experimental class were calculated. In the end, the result of the online questionnaire was useful to make a conclusion and suggestion of this research.

G. Data Analysis

There are some steps in analyzing the data. First, the researcher collects the data from pre-test and post-test score. Then, the researcher analyzes and compares the data. The data are analyzed and compared using ANCOVA (Analysis of Covariance) in SPSS ver.16.00 for windows to know the effect of Diary Writing Method. It can be concluded, if the Sig. < 0.05, then H0 (null hypothesis) is rejected. This means that the mean scores of the experimental class are higher than the mean scores of the control class indicating that diary writing is effective to teach writing recount text. Nevertheless, if the Sig. > 0.05, then H0 (null hypothesis) is accepted. This means that the mean scores of the experimental class are the same or lower than the mean scores of the control class indicating that diary writing is not effective to teach writing recount text.