CHAPTER III

RESEARCH METHOD

This chapter consists of the research design, variable of the research, population and sample, instrument of the research, treatment procedures, data collection, and data analysis.

3.1 Research Design

Research design is a strategy to arrange a plan which has aim to get valid data in a research. This research uses quasi-experimental as the research design. In educational research, it is difficult to determine the subject of the research manually. It means that the subject of the research has formed by the condition itself become a group automatically.

In this case, the researcher could not choose the subject of the research one by one freely to represent the population. Rasyid (2015: 250) states that we cannot apply whole of nature principles of an experimental research in educational area because of the situation and condition inside it, so we can use intact groups that have made there.

In this research, the researcher taught two groups, those are experimental and control group. The experimental group was taught by using Cheklist based peer feedbackand the control group was taught by using generally teacher feedback.

Table 3.1 The Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	Pre-test	Cheklist based peer feedbackTechnique	Post-test
Control group	Pre-test	(Generally Teacher feedback)	Post-test

3.2 Variable of the Research

This research has two variables, those are independent and dependent variable. Independent variable is the major variable which the researcher hopes to investigate, it is not influenced by anything. While dependent variable is variable that is observed by researcher and it is measured to determine the effect or the difference of independent variable. In this research, the using of Checklist based peer feedback in teaching writing as independent variable and the score of the student writing skill the tests as dependent variable.

3.3 Population and Sample

The subject of this research was the tenth grade students of SMK PAWYATAN DAHA 1 Kediri. There were 9 classes which are divided into TKJ, MM, APH, BDP,OTKP, and AKL classes.. In this case, the researcher chose two classes that were investigated in this research. Those were Class X TKJ and X MM which can be called the experimental group and the control group.

The researcher chose those classes because can represent the other classes at the tenth grade as the population. Those two classes consisted of students in average level in writing skills. It can be known from the statement of the English

teacher there. Besides, the researcher also taught those two classes in the practical work of English language teaching. The researcher used class X TKJ as the experimental group that was taught using Checklist Based Peer Feedback, and class X MM as the control group that was taught by using teacher feedbackin general.

3.4 Instrument of the Research

Instrument is a tool that is used in a research to get valid data. The choosing of instrument of the research is very important. It influences the data that will be gotten. The researcher must choose the appropriate instrument to get valid data that is needed. In this research, the researcher uses test which consists of pre-test and post-test as the instrument of the research.

3.4.1 Test

Test is a set of tool procedure that is given by the researcher as the teacher to the subject of the research to know their skill related to the skill that is investigated. In this research, there were pre-test and post-test.

Pre-test was given at the beginning of the research to know the students' writing skills before giving the treatment. While post-test was given at the end of the research, it was after giving the treatment in the writing learning process. Based on the tests, the researcher can know the students' writing skills before and after giving treatment. Further, we can know the effectiveness of the technique in giving feedback that was applied, it was Checklist Based Peer Feedback.

a. Pre-test

At the beginning of the research, the researcher gave pre-test to the both experimental and control group. The purpose was to know the students' writing skills before giving the treatment. The form of the pre-test was written test. The students made a written text by themselves. The text is about recount text. The the topic is unforgettable experience.

b. **Post-test**

At the end of the research, especially after giving the treatment, the researcher gave post-test to the both experimental and control group. The purpose was to know the students' writing skills after giving the treatment and further to know whether the technique in giving feedback that was applied was effective or not. The form was also written test but in different topics. The students cannot choose the topic freely anymore because the topic was chosen by the researcher. The topic about Historical place.

c. **Scoring Rubric**

There were two raters in scoring the tests. In this case, the researcher as the rater 1 and the English teacher as the rater 2. The two raters used the scoring rubric of writing by Jacob (1981) in weigle (2002).

Table 3.2 The Scoring Rubric of writing

	COMPONENTS	RANGE	DESCRIPTIONS
1	CONTENT	30-27	EXCELLENT: Knowledgeable, substantive, through development of thesis, relevant to assigned topic
		26-22	GOOD: Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant topic, lacks detail.
		21-17	POOR: Limited knowledge of subject, little substance, inadequate development of topic
		16-13	VERY POOR: Does not show the knowledge of subject, non-substantive, not pertinent, enough to evaluate
2	ORGANIZATION	20-18	EXCELLENT: Fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive

		17-14	GOOD : Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
		13-10	POOR: Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
		9-7	VERY POOR : Does not communicate, no organization, not enough to evaluate
3	VOCABULARY	20-18	EXCELLENT: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
		17-14	GOOD : Adequate range, occasional errors of word/idiom form, usage but meaning not obscured
		13-10	POOR : limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
		9-7	VERY POOR : Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate
4	LANGUAGE USE	25-22	EXCELLENT: Effective complex constructions, few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions.
		21-18	GOOD : Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions, but meaning never obscured
		17-11	POOR : Major problems in simple /complex constructions, frequent errors of negation, agreement, tense, number, word order/functions, articles, pronouns, prepositions, or fragments, deletions, meaning confused or obscured
		10-5	VERY POOR : Virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, not enough to evaluate
5	MECHANICS	5	EXCELLENT: Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
		4	GOOD: Occasional errors of spelling, punctuation, capitalization, paragraphing, meaning not obscured
		3	POOR: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	VERY POOR: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, not enough to evaluate

These are the criteria of the scores:

80-90 = Excellent   60-70 = Fair

70-80 = Good   50-60 = Poor

If a student gets score 30 of content, 20 for organization, 20 for vocabulary, 25 for language use and 5 for mechanic. For the calculation; the total score (30 + 20 + 20 + 25 + 5)= 100.

3.5 Treatment Procedures

This research used quasi-experimental design. The researcher as the teacher applied some treatment procedures to the experimental and control group. The experimental group was taught by using Cheklist based peer feedbackand the control group was taught by using teacher feedbackas the conventional.

Table 3.3 The Treatment Procedures

Meeting	The Experimental Group	The Control Group
First Meeting	Administrasi the Pre-test the topic is "Unforgettable Experience".	Administering the Pre-test the topic is "Unforgettable Experience"
Second Meeting	Explaining the definition,purpose, and structure of Recount text	Explaining the definition,purpose, and structure of Recount text
	Explaining the tenses used in recount text (Simple Past Tense) The teacher ask the students to write a recount text. The topic is about their Vacation	Explaining the tenses used in recount text (Simple Past Tense) The teacher asked the students to write a recount text. The topic is about their Vacation
	Explaining that they will have a peer feedback activity. What peer feedback is, how to do peer feedback, and what elements in writing that they have to revise. Asking students to exchange their draft with a partner. For example, student A with student B. Student B and student C.	Gives an example of recount texts. Discuss chracteristic of Recount text.

	Teacher gives a feedback checklist and a peer feedback form to each student.	
Third Meeting	Students respond to their partner's draft in written form. Asks students to give the text back to their partner that has been commented.	Teacher gives feedback to a whole class. Asks students to revise their draft by considering feedback.
Fourth Meeting	Asks students to revise their draft by considering feedback from their peers.

Students submit their revised draft to the teacher.

The teacher gave final conclusion about the material that has been learning. | Asks students to make a draft individually based on the topic.

Students submit their revised draft to the teacher.

The teacher gave final conclusion about the material that has been learning. |
| Five Meeting | Conducting Post Test | Conducting Post Test |

Table 3.4

Schedule Activity

Activity	Experimental Group	Controlled Group
Pre-test	Februari 17th, 2020	Februari 18rd, 2020
Treatment 1	Februari 24st, 2020	March 25th, 2020
Treatment 2	April 2nd, 2020	April 3rd, 2020
Treatment 3	April 9^{h}, 2020	April 10th, 2020
Post-test	April 16th, 2020	February 17th, 2020

3.6 Data Collection

Data collection is an important aspect in the research. It is a way of collecting data based on the activities in the research. In collecting data in this research, the researcher used test which consists of pre-test and post-test. In the beginning of the research, pre-test is held which aimed to know the students' writing skills before receiving the treatment. Next, post-test is held which aimed to know the students' writing skills after receiving the treatment. There is

significant difference on the students' score on their pre-test and post-test or not. Further, it is to know Cheklist based peer feedbackis effective to teach writing or not.

The form of the test is written test. It is based on the topics that were provided or given by the teacher. Specifically, the form of the test is the students' writing about the recount text. They have to write individually. The students' score is taken based on the students' organization, mechanic, language use, vocabulary, content.

3.7 Data Analysis

After collecting the data, the researcher analyzes it. It is the students' score of the pre-test and post-test. The aim is to know the difference between students' score in pre-test (before giving treatment) and post-test (after giving treatment). In this case, the data is analyzed by using ANCOVA (Analysis of Covariance) by using SPSS Program 21.0 version. The researcher uses ANCOVA because it is a good tool that can help her to know the difference on students' writing skills before and after giving the treatment.

Rasyid (2015:254) says that ANCOVA is the appropriate tool to know and measure the significant difference between experimental and control group based on the score of the pre-test as the foundation of it. In the line, the researcher used it because the sample of the research is not taken randomly.