

CHAPTER III

RESEARCH METHOD

This chapter the researcher will discuss the steps are used in conducting this study. This discussion includes of research design, research variable, population and sample, research instrument, procedure of experiment, data collection, and data analysis.

A. Research Design

A research is the way to find the truth of the observation. Research design is a strategy to arrange the setting of the research in order to get valid data based on the research problem in order to be able to explain more comprehensively. The research design of this study is quasy experimental research. The researcher knows that this study uses quasy experimental research because the researcher does some experiments and gives some treatments to the subject of the study and it does not use randomly. In this research, the researcher will do some experimental by giving some treatment to the subject study to know that there is effectiveness of teaching writing news item text using outline by comparing two groups of study, experimental group and control group.

Experimental research is a procedure for testing a hypothesis by setting up situation in which the strength of the relationship between variables

can be tested.¹³ Variable is a label or name that represents a concept.¹⁴ In this research, there are two variables; they are independent and dependent variable. The independent variable is the major variable which is elected, manipulated and measured for investigation. In this research the independent variable is teaching writing news item text using outline. Meanwhile, the dependent variable is the variable which is observed and measured to determine the effect of the independent variable. The dependent variable of this research is the achievement of the student. In experimental study, the researcher manipulates at least one dependent variable and observes the effect on one or more independent variables.

In the other words, the researcher determines which group of subjects will get treatment as experimental group and the other group will not get treatment as control group.¹⁵

Table 3.1

Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	Pre-test	Treatment	Post-test
Control group	Pre-test	Conventional	Post-test

¹³ David Nunan, *Research Method in Language Learning* (USA: Cambridge University Press, 1992), 25.

¹⁴ Mc Millan H. J., *Educational Research Fundamental for the Consumer.n. p.*(Virginia: Harper Publishers, 1992), 13.

¹⁵ Suharsimi Arikunto, *Prosedur Penelitian Edisi Revisi IV* (Jakarta: PT Reneka Cipta, 1998), 273.

The experimental group will be taught by using outline and control group will be taught without outline. Before and after doing treatment the researcher will give two kinds of tests to the students in both groups, namely pre-test and post-test. Pre-test in this study is to know the student ability before treatment using outline. Post-test is to know the progress of students ability after treatment using outline.

B. Population and Sample

Population is all the member of something that will be research defines class of people. It is a set of element which the characteristic will be observed. The population of this research is the first year students of MAN Kunir Wonodadi Blitar in the academic year of 2012-2013, which consist of 268 students. The first year students of MAN Kunir Wonodadi Blitar are divided to seven classes; they are Class A, Class B, Class C, Class D, Class E, Class F and Class G.

Sample is a subset of the population to which the researcher intends to generalize the result. The sample that is used only two classes, which will be taken as control group and experimental group. Because the researcher could not manipulate the group using random, but the researcher using quasy-experimental.¹⁶ The sample of this research is the first year student at "F and G" class. There are for about seventy students both of the class. In Class F there are thirty five students and in class G also there are thirty five students.

¹⁶ James Pophan, *Educational Statistics: Use and Interpretation Second Edition*, (New York: Harper and Row Publishers, 1974), 205.

C. Instrument of the Study

An instrument is a device of research to get data. The instrument that will be used is test. There are two things must be held by the instrument. They are validity and reliability. Test is valid where there is an equivalent between data that have been collected and the real data that happened to the object. Test is reliable when there is an equivalent data in different times.

Validity and Reliability the test:

1. Validity

Validity is most important consideration in developing and evaluating measuring instruments.¹⁷ The test is used to measure the validity, not only the score from the test, but the researcher also showing the student's skill. The validity has some types; there are construct validity, content validity, internal validity and statistical conclusion validity. The researcher uses internal validity, because the researcher wants to know whether the effect of independent variable (the treatment) on dependent variable (the outcome) reflects causal relationships. There is cause and effect by independent variable in dependent variable.

2. Reliability

Reliability is needed to know the successful of the test. The researcher wants to know the reliability the data of the experiment. In this research, the researcher uses inter-rater reliability. Inter-rater reliability is the

¹⁷ Ary Donald and team, *Introduction to Research in Education*, (USA: Thomson Learning, 2002), 225.

extent to which two or more individuals agree. Thus, there are two or more rater agrees the result of the test.

Writing test is important to answer the research question about the effect of the teaching writing news item text using outline to improve the achievement of the student Senior High School. Test will be given twice, pre-test and post-test both are in the form of essay.

Pre-test is given before the students get the treatment. First step in experimental research, the researcher gives pre-test to experimental group and control group. Pre-test is used to know the students' ability before treatment.

Post-test is given in the end of meeting after several treatments. The last step of experimental research is by giving post-test to experimental group and control group. The aims of post-test are to know the progression of students in writing ability after the treatment and to know the result of the treatment whether the treatment is effective or not.

In this test, the researcher asks the student to make a news item text. The time is for about 90 minutes (2 x 45 minutes). The topic is about the reality event in the television, radio or newspaper. In writing text there are several items that important, they are content, organization, vocabulary, language use and the last is mechanic. The score in each items of writing used rubric as follow:¹⁸

¹⁸ Heaton, *Writing English Language Tests.*, 146.

Table 3.2
Scoring system

<p>Content</p> <p>30-27 excellent to very good: knowledgeable-substantive-etc.</p> <p>26-22 good to average: some knowledgeable of subject-adequate range-etc.</p> <p>21-17 fair to poor: limited knowledgeable of subject-little substantive-etc.</p> <p>16-13 very poor: does not show knowledgeable of subject-non substantive-etc.</p>
<p>Organization</p> <p>20-18 excellent to very good: fluent expression-ideas clearly stated-etc.</p> <p>17-14 good to average: somewhat choppy-loosely organize but main ideas stand out-etc.</p> <p>13-10 fair to poor: non fluent-ideas confused or disconnected-etc</p> <p>9-7 very poor: does not communicate-no organization-etc.</p>
<p>Vocabulary</p> <p>20-18 excellent to very good: sophisticated range-effective word/idiom form, choice, usage.</p>

17-14 **good to average:** adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured.

13-10 **fair to poor:** limited range-frequent errors of word/idiom form, choice, usage-etc.

9-7 **very poor:** essential translation-little knowledge of English vocabulary

Language Use

25-22 **excellent to very good:** effective complex construction-etc.

21-19 **good to average:** effective but simple construction-etc.

17-11 **fair to poor:** major problems in simple/complex constructions.

10-5 **very poor:** virtually no mastery of sentence construction rules-etc.

Mechanics

5 **excellent to very good:** demonstrates mastery of convention-etc.

4 **good to average:** occasional errors of spelling, punctuation, capitalization-etc.

3 **fair to poor:** frequent errors of spelling, punctuation, capitalization -etc.

2 **very poor:** no mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.

While, giving pre-test and post-test to experimental and control group, the researcher can measure their score that time by looking at the scoring system conducted by the formula as follow:¹⁹

Table 3.3

The Criteria of the Test

Table	Score
80-100	Excellent
66-79	Good
56-65	Fair
46-55	Bad
0-45	Worse

D. Procedure of Experiment

The method of teaching writing would be implied in this research as treatment given to the experimental group in the form of outline. In this case, the experimental group and the control group had separated class session. Each group had different learning strategies. The conventional method was

¹⁹ M. Soenardi Djiwandono. *Tes Bahasa Dalam Pengajaran*(Bandung: Penerbit ITB, 1996), 90

applied to the control group. Meanwhile, the experimental group was taught by using outline.

The researcher used some procedure, those are giving pre-test to experimental group and control group. The next procedure, the researcher is giving treatment to the experimental group while control group does not get treatment. And the last procedure is the evaluation by giving post-test to experimental group and control group.

After knowing the result of pre-test, the researcher decides to continue to give treatment to experimental group using outline to teaching writing text. Then, the researcher give post-test to the experimental group and control group to know whether outline in teaching writing text is effective or not.

In this step, the researcher was explain how the procedure of experiment. There are some ways to make this research so easy to catch by the students; the treatments can make them interested to improve their writing. The procedures of teaching are pre-teaching activity, teaching activity and post-teaching activity.

1. Pre-teaching activity

In this part, the researcher greets the students in order to get closer with them before the researcher explanation about outline to the student. The researcher also checks the attendant list in order to know how many students are absent.

2. Teaching activity

In this part, the researcher explains about writing news item text. The researcher gives some procedure; they are giving pre-test to experimental group and control group, giving some treatment by using outline to experimental group, and giving post-test both of the group.

First, the researcher explains about the news item text. After that, the researcher gave pre-test to the student. This activity has to aim to know the ability of the student in writing news item text.

During treatment, the researcher applied the steps of outline to the experimental group. In the other hand, the control group was taught using conventional way in teaching writing text.

Next, the researcher gave a post-test to the entire group. This activity has to aim to know the result of the student's achievement by using outline and without outline, whether outline effective or not in teaching writing news item text.

3. Post-teaching activity

The researcher gives feedback and evaluation about the learning. The researcher also gives motivation to all of the students to study hard in writing text.

The schedule of activities during the research is as follow:

Table 3.4

The Schedule of activities

Experimental Group	Control Group	Meeting	Topic
22 nd April 2013	22 nd April 2013	First	Pre-test
24 th April 2013	27 th April 2013	Second	Treatment 1
29 th April 2013	29 th April 2013	Third	Treatment 2
1 st May 2013	6 th May 2013	Fourth	Treatment 3
6 th May 2013	11 th May 2013	Fifth	Post-test

In teaching activity, there are steps of teaching writing text to the experimental group and control group. There are some differences both of the group.

The steps of teaching writing text to the experimental group and control group:

Table 3.5

**The Differences of Procedure in the Treatment between Experimental
Group and Control Group**

No	Experimental Group	Control Group
1	The teacher introduction about news item text and how to make it. (pre-test)	The teacher introduction about news item text and how to make it. (pre-test)
2	The teacher asked the student to pay attention the explanation about definition and general structure of the news item text.	The teacher asked the student to pay attention the explanation about definition and general structure of the news item text.
3	The teacher explains about the process of writing text and gave the example of news item text.	The teacher explained about the process of writing text and gave the example of news item text.
4	The teacher explains about the outline.	The teacher asked the student to do the exercise about news item text.
5	The teacher asked the students to make news item	The teacher asked the students to make news item

	text by using outline. (post-test)	text. (post-test)
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E. Data Collection

Data collection is a complete process to get and collect the data that needed in this research. The data of this study is collected through the test. The test is used to investigate the student's ability in writing. It was in the form of essay for about 90 minutes. Before implementing the strategy, the researcher gives pre-test to the students. They have to write an essay by using the topic about news. After the student finished their essay, they have to correct the essay to know their ability in writing. Besides from the pre-test, the researcher also takes the data from the post-test.

The student will do the post-test after they get some treatment from the researcher. The researcher gives some treatment to the experimental class; the control class did not give any treatment. The post-test is to know whether there was significant or not between experimental group and control group. After that, the researcher scoring the test result and comparing the calculation of the test result both the groups. The test will discuss in each elements which the elements is very important to the writing text. They are content, organization, vocabulary, language use and the last is mechanic.

F. Data Analysis

Data analysis is a process in analyzing data. The data obtained from the score of the test is quantitative data. The researcher uses ANCOVA (Analysis of Covariance) to analyze the data, because this research use continued variable or quantitative. Besides that, the researcher uses SPSS formula to count the result. The researcher wants to know the effectiveness of teaching writing news item text using outline to improve the achievement of the first year students at MAN Kunir Wonodadi Blitar. The result of this data analysis will give the researcher conclusion of the researcher. The procedure of ANCOVA can remove the variance in the dependent variable that is due to some extraneous variable and then look at the relation of the independent variable to the remaining variance left in the dependent variable.

This research mixes between two variables namely X and Y variables, and also to count the variants. Besides that, analysis of covariance (ANCOVA) is procedure by statistical that use a dependent variable. Theses assessment are based on the correlation between the dependent variable and another variable, called the covariate. Then, the researcher can eliminate initial different on several variable between the experimental and control group by statistical methods.