

CHAPTER III

RESEARCH METHOD

This chapter discusses the research design, the population and sample of research, the research treatment, instrument of research, the data collection method, the analysis of data and the hypothesis testing.

A. The Research Design

Research design in this research is Quasi experimental design. It is because in this research the researcher conducted some experiment by giving some treatment to the subject of the study to know whether the students of eleventh grade at MA MA'ARIF Udanawu who are taught using dialogue journal technique get better achievement in writing descriptive text than those who are taught without using dialogue journal technique by comparing two group that may be similar, experimental group and control group.

In quasi experimental study, the researcher manipulates at least one independent variable and observes the effect on one or more dependent variables. One of the groups will not get treatment as control group.¹⁶

¹⁶Suharsimi Arikunto, *Prosedur Penelitian Edisi Revisi IV* (Jakarta: PT Reneka Cipta, 1998), 273.

Experimental Group ⇒	Pretest and there is treatment for the next meeting (using dialogue journal technique).	Post Test
Control Group ⇒	Pre Test without treatment (conventional)	Post Test

The experimental group taught using dialogue journal technique and control group taught without using dialogue journal technique. Before conducting treatment the researcher gave test to the students in both group, namely pre-test. Pre-test in this study to know the students ability before treatment using dialogue journal technique. After treatment the researcher gave post-test. Post-test to know the progress of students ability after treatment using dialogue journal technique.

B. The Population and Sample of Research

Population is a set (collection) of elements which the characteristic will be observed, and the small group that is observed¹⁷

1) Population

The population of the research is entire students the eleventh of MA MA'ARIF Udanawu. The total students of the eleventh grade MA MA'ARIF are 342 students. They are 152 students of IPA class and 190 students of IPS class.

¹⁷Mujiaraharjo, *Pengantar Penelitian* (Malang: Cendekia Para Mulya), 31.

2) Sample

In this research, the researcher took 60 students from the IPS class as sample. The researcher took class IPS 3 as experimental group and class IPS 4 as control group. The researcher took IPS 3 and IPS 4 class because they get the similar result for pretest. Class IPS 3 taught using dialogue journal technique and class IPA 4 as control group taught without using dialogue journal technique.

C. Instrument of the Research

Instrument is a tool of research to get data in order to make the research's duty is easy in analyzing them. The research instrument developed in this study was a direct writing text. The students were asked to write a descriptive text based on the instructions and topic that the researcher gave and with dialogue journal technique. A good instrument has two qualities. They are validity and reliability.¹⁸

1) Writing Test

The writing test in this study used the test which consist of several instructions and questions that can be used by the learners to guide them in writing the descriptive text. The topic for pre-test is describe the person and for the post-test is special day.

¹⁸Ahmad Sihan Ready, *The Influence of Mind Map Method Usage Toward The Students' Creativity in Writing a Descriptive Text at The Tenth Grade of SMK Al-Husna Loceret*, Unpublished Thesis, (Kediri: English Department Faculty of Education State Collage for Islamic Studies, 2011), 26.

a) Validity of Instrument

To prove the instrument suited the content validity, the researcher provided content validity evidence, which is by making clear at the outset. In this case, the subjects of the study are supposed to write one impromptu descriptive paragraph in 70 minutes, the paragraph consisted of three parts: general statement, explanation, and closing and the topic is chosen by the researcher. Therefore, from the view of the test content and representation of the material tested, the direct writing test was considered valid.

b) Reliability

Reliability is necessary characteristic of a good test. Reliability is the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials. It means that a test would be reliable if it gives consistent measurement.

To cover the weakness of the direct writing test, researcher focused her attention on scorer or rater reliability. Therefore, the researcher did inter-rater reliability (two scores: the researcher herself, the collaborator, which analytical scoring rubric is used to assess the students' writing).

2) Scoring Rubric (adapted from J.B. Heaton)¹⁹

Writing aspect	Score	Category	Descriptor
Content	4	Very good	The content is knowledgeable/relevant to assigned the topic.
	3	Good	The content is mostly relevant to the topic.
	2	Fair	The content provides inadequate development of the topic.
	1	Poor	The content is not relevant to the topic.
Organization	4	Very good	Ideas clearly stated and well-developed; the identification and language features.
	3	Good	Stated, but not sufficiently developed; the identification and language features.
	2	Fair	Some ideas are not clear and poorly developed; the composition only contains two components of generic structures of descriptive text.
	1	Poor	Ideas are not clearly stated and poorly developed; the composition contains only one component of generic structures of descriptive text.
Mechanics	4	Very good	Few errors of spelling, capital letters and punctuation.
	3	Good	Occasional errors of spelling, punctuation etc, but meaning not obscured.
	2	Fair	Frequent errors of mechanics, meaning confused or obscured.
	1	Poor	Dominated by errors of mechanics.

¹⁹James B. Heaton, *Writing English Language Test*, (Boston: Longman, 1988), 146.

Then scoring rubric is used to know the quality of the students' writing is valued from the three components above, with the lowest score is 1 and the highest score is 4 for each component of writing assessed.

D. The Research Treatment

In this section, the writer used two groups or two classes. They were taught by the same teacher, the same material of writing. The difference was only on the way of presenting the materials. The experimental group was taught by using dialogue journal technique, while the control group was taught without using dialogue journal technique. The following table shows the teaching procedures.

The experimental group	The control group
<ol style="list-style-type: none"> 1. Presentation of the material. 2. The teacher gave an example of dialogue journal. 3. The teacher explained about the dialogue journal and applied to writing process. 4. The teacher instructs the students to make dialogue journal by evaluating the descriptive text which had written on pre test. 5. The students start to make a descriptive text by applied dialogue journal technique. 6. The teacher checked their written. 7. The teacher show the frequent errors which made by students then explain it again. 8. The teacher instructs the students to make dialogue journal by evaluating the descriptive text which had written by control class on pre test. 9. The teacher show the frequent errors which made by students then explain it again. 10. The teacher gives post test. 	<ol style="list-style-type: none"> 1. Presentation of the material. 2. The teacher explained the materials without using any teaching method except their handbooks. 3. The students start to write on a paper that the teacher given. 4. The teacher checked their written.

E. The Data Collection Method

The data are collected through pretest and posttest in order to know the differences of the students' writing ability between two groups, which are taught by using different method. First, pretest administered to the experimental group and control group with the same test. After the researcher gave the pretest to both groups the experimental and the control group. The experimental group was taught by using dialogue journal technique. For the control group, it is given by conventionally.

Then after treatment is given to the experimental and the control group, the next step is posttest. It given to both groups which are actually the same with pre-test. When the researcher has accepted the result of students' writing, the researcher tries to classify the scored into three parts: the content, organization, and mechanics.

F. The Analysis of Data

The final step of the research methodology was data analysis. After the pre-test and post-test have been scored, the researcher uses SPSS 16.00 for windows to analyze them. The next steps of the technique of data analysis was hypothesis testing. In testing the hypothesis, the technique of analysis of covariance is used. The null hypothesis in this study states that there is no significant difference between the experimental and control group. The alternative hypothesis of this study states that the students who are taught using the dialogue journal technique get better achievement than they are taught without using the dialogue journal technique.