

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher uses quantitative research. It is quasi-experimental design. To collect the data, the sample is divided in two classes. One of the classes is as an experimental group and the other one is as a control group. Experimental group receives treatment using folktale movie, while the control group does not receive treatment using folktale movie (Ary, & Cheser, 2010). The researcher uses this design because to investigate the effectiveness of folktale in students' writing skill.

B. Participant

The participant of this research is tenth grade of MA Hasyim Asy'ari Jogoroto Jombang. The researcher uses two classes in this research as the participants. The participants are class X MIA 1, and class X MIA 2. In this research, researcher uses class X MIA 1 as experimental group and the control group is class X MIA 2. Each group is 30 participants.

C. Research Instrument

In this research, the researcher uses test and scoring rubric as instrument. Tests are conducted to measure students' knowledge in particular subject. This research uses two tests. The one is pre-test and the other is post test.

Test that uses in this study is written test, because in this research is about writing ability. In this test, they have to practice to write by their own writing skill.

1. Pre-Test

The researcher gives test to the both of the classrooms research. The pretest is for the experimental class and control class. The purpose of this pre-test is measure the students' writing skill before giving treatment. The test is written test. The students rewrite the folktale story based on the story in the instruction.

Table 3.1 The Pre-test Procedures

No	Data	Instrument	Procedures
1	English writing skill	Test	1. The researcher gives instruction to the students to rewrite the folktale, the instructions are: <ol style="list-style-type: none"> a. Please tell the folktale from the beginning to the end as sequence as based on the story. chose one and

			<p>write in English the folktale based on the topic bellow:</p> <ul style="list-style-type: none"> - Timun Mas - Ande-ande Lumut - Keong Mas <p>b. Use the vocabularies that you know in English, minimal 150 words.</p> <p>c. Use English grammatical correctly.</p> <p>d. Use writing rules well (spelling, punctuation, capital, paragraphing, etc)</p> <p>2. The students do their assignment.</p> <p>3. The researcher and the teacher will give the score based on the scoring rubric.</p>
--	--	--	---

2. Post-Test

The post-test gives after treatment. The researcher gives the post-test for the both of the classroom research, experimental class and control class. The post test to know the progress of the students that got the treatment of folktale movie, and to know that use the folktale movie is effective or not.

Table 3.2 the Post Test Procedures

No	Data	Instrument	Procedures
1	English writing skill	Test	<p>1. The researcher gives instruction to the students to rewrite the folktale, the instructions are:</p> <p>a) Please tell the folktale from the beginning to the end as sequence as based on the story. chose one and write in English the folktale based on the topic bellow:</p> <ul style="list-style-type: none"> - Nawang Wulan - Crying stone - Bawang Merah and Bawang Putih <p>b) Use the vocabularies that you know in English, minimal 150 words.</p> <p>c) Use English grammatical correctly.</p> <p>d) Use writing rules well (spelling, punctuation, capital, paragraphing, etc).</p> <p>4. The students do their assignment.</p> <p>5. The researcher and the teacher will give the score based on the scoring rubric.</p>

3. Scoring Rubric

J.B. Heaton states analytic scoring test in writing test, there are five categories. The categories are content, organization, vocabulary, grammar, and mechanic. The researcher will measure the writing skill through the test using the elements of writing as stated by Heaton (Heaton, 1975).

Table 3.3 Scoring Rubric to Assess Students' Writing Skill.

CATEGORIES	SCORE	CRITERIA
Content	30 – 27	Excellent to very good: knowledgeable, substantive, thorough, development of content or idea, relevant to assigned topic.
	26 – 22	Topic to average: some knowledge of subject, adequate range, limited development of idea, mostly relevant to topic, but less detail.
	21 – 17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16 – 13	Very poor: does not show knowledge of subject, unimportant, disconnected.
Organization	20 – 18	Excellent to very good: fluent expression, ideas clearly stated, concise, organize well, logical sequence, compact.

	17 – 14	Good to average: rather organize, main ideas are looked, logical but sequence is not complete.
	13 - 10	Fair to poor: not fluent, confuse ideas, less logical sequence and developing idea.
	9 – 7	Very poor: unorganized well, disconnected.
Vocabulary	20 – 18	Excellent to very good: sophisticated range, effective words / idiom choice usage, word from mastery, appropriate register.
	17 – 14	Good to average: suffice range, sometimes errors of the word / idiom form, usage meaning not obscured.
	13 – 10	Fair to poor: limited range, error words / idiom form, meaning confused.
	9 – 7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.
Language use / grammar	25 – 22	Excellent to very good: effective complex construction, little errors of agreement, tense, number, word order / function, articles, pronouns, prepositions.
	21 – 18	Good to average: effective but simple constructions, minor problems in complex

		construction, several errors of agreement, tense, number, word order, articles, pronouns, prepositions but meaning seldom obscured.
	17 – 11	Fair to poor: major problems in simple / complex construction, frequent errors of negation, agreement, tense, number, word order / function, articles, pronouns, preposition and fragments, deletions meaning or confused meaning.
	10 – 5	Very poor: no mastery of sentence construction rule, dominated by errors, disconnected.
Mechanics use skill	5	Excellent to very good: demonstrates mastery of writing rule. Little errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: sometimes errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: often errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused.

	2	Very poor: no mastery correlation one knowledge to the other, dominated doing errors of spelling, punctuation, capitalization, paragraphing, handwriting unread.
--	---	---

Table 3.4 the Schedule of the Research

Meeting	Stage	Experimental group	Control Group
1	Pre-test	Wednesday, March 11 th , 2020	Wednesday, March 11 th , 2020
2	Treatment 1	Thursday, March 12 th , 2020	Thursday, March 12 th , 2020
3	Treatment 2	Saturday, March 14 th , 2020	Saturday, March 14 th , 2020
4	Treatment 3	Sunday, March 15 th , 2020	Sunday, March 15 th , 2020
5	Treatment 4 and Post-test	Thursday, March 19 th , 2020	Thursday, March 19 th , 2020

D. Treatment

Quasi-experimental design is used in this research, and uses two classes in the research, the one is experimental group and the other one is control group.

The experimental group is taught using treatment, and the control group is taught using conventional teaching.

Table 3.5 treatment of experimental group and control group activities

Meeting	Activity	
	experimental group	control group
1	<ul style="list-style-type: none"> ➤ The teacher gives pre-test to the students 	<ul style="list-style-type: none"> ➤ The teacher gives pre-test to the students.
2	<ul style="list-style-type: none"> ➤ The teacher gives the brainstorming to the students (asks them about the opinion of the topic) ➤ The teacher explains about narrative text, and the generic structure / language feature of narrative text, etc. ➤ The teacher shows the folktale movie ➤ The teacher asks the students to analyze the folktale movie based on the explanation about narrative 	<ul style="list-style-type: none"> ➤ The teacher gives the brainstorming to the students (asks them about the opinion of the topic) ➤ The teacher explains about narrative text, and the generic structure / language feature of narrative text, etc. ➤ The students do exercise in the book. ➤ The students write the answer on the board. ➤ The teacher gives correction.

	language feature / generic structure. (analyze the sentence and language feature / generic structure)	
3	<ul style="list-style-type: none"> ➤ The teacher divided the students into 5 groups. ➤ The teacher gives instructions to make a simple narrative text in a group based on the topic in the movie (rewrite the story the movie). ➤ The teacher shows the folktale movie. ➤ Students discuss about their assignment with their group. ➤ Students submit their assignment. ➤ The teacher gives positive feedback. 	<ul style="list-style-type: none"> ➤ The teacher reviews the material to the students. ➤ The teacher gives assignment to do exercise in the book. ➤ The students write the answer on the board. ➤ The teacher gives correction.
4	<ul style="list-style-type: none"> ➤ The teacher reviews about folktale movie and the 	<ul style="list-style-type: none"> ➤ The teacher reviews the material to the students.

	<p>simple explanation of narrative text.</p> <ul style="list-style-type: none"> ➤ The teacher divided the students into 5 group in class ➤ The teacher asks the students to make the whole story based on the movie in a group. ➤ The teacher shows the movie ➤ Students submit their assignment. ➤ The teacher gives feedback / makes a positive correction to students' assignment. 	<ul style="list-style-type: none"> ➤ The teacher gives assignment to do exercise in the book. ➤ The students write the answer on the board. ➤ The teacher gives correction.
5	<ul style="list-style-type: none"> ➤ The teacher shows the movie ➤ The teacher asks the students to make the simple story based on the movie individually. 	<ul style="list-style-type: none"> ➤ The teacher reviews the material to the students. ➤ The teacher gives assignment to do exercise in the book. ➤ The students write the

	<ul style="list-style-type: none"> ➤ Students submit their assignment. ➤ The teacher gives feedback in the students' work. 	<ul style="list-style-type: none"> answer on the board. ➤ The teacher gives correction.
	<ul style="list-style-type: none"> ➤ The teacher gives post-test to the students 	<ul style="list-style-type: none"> ➤ The teacher gives post-test to the students.

E. Data Collection

In the collecting the data, researcher uses the pre-test and post test. So, the researcher gives the title of folktale story based on the instruction. The students rewrite about story. The folktale story that may students has ever heard before. After the students did the test, the students collect the assignment to the researcher. The students' score is based on the content, organization, vocabulary, language use or grammar, and mechanic use skill. The result of the students' test is based on the criteria which are fulfilled.

Table 3.6 the Data Collection Procedures

Data	Instrument	Procedures
English writing skill	Test	1. The researcher gives instruction to the students to rewrite the folktale, the instructions are: <ul style="list-style-type: none"> ➤ Please tell the folktale from the beginning to the end as sequence as

		<p>based on the story. Chose one and write in English the folktale based on the topic.</p> <ul style="list-style-type: none"> ➤ Use the vocabularies that you know in English, minimal 150 words. ➤ Use English grammatical correctly. ➤ Use writing rules well (spelling, punctuation, capital, paragraphing, etc) <ol style="list-style-type: none"> 2. The students do their assignment. 3. The researcher and the teacher will give the score based on the scoring rubric.
--	--	---

F. Data Analysis

In this research, the researcher used non-parametric test, and the normality test is performed before the calculating of Mann Whitney U. it is to determine whether or not the data was normally distributed. The data is analyzed using SPSS.