

CHAPTER III

RESEARCH METHOD

This chapter describes the research method that consists of the research design, variable, population and sample, instrument, treatment procedure, data collection, and data analysis.

3.1 Research Design

Research design is a strategy to arrange the setting of the research in order to get valid data. Based on the research problem, research design of this study is quasi experimental design. The research is focused to find the effect of relationship between independent variable and dependent variable. According to Fraenkel & Wallen (2006) quasi experimental design does not take sample randomly. It is suitable with the researcher's investigation, the researcher does not choose the sample randomly. This design was chosen by the researcher to analyze the relation among the variables.

The researcher teaches in two classes which different technique. For the experimental class, the researcher uses clustering technique. But for the control class, the researcher uses free writing. The design of this research is summarized in the following:

Table 3.1 Design of the Experiment

Group	Pre-Test	Treatment	Post-Test
Experimental Group	Pre-Test	Clustering Technique	Post-Test
Control Group	Pre-Test	Free Writing	Post-Test

3.2 Variable

This study consists of two variables. There are independent variable and dependent variable. The dependent variable in this research is students' achievement in writing recount text. The independent variable is clustering technique compare with free writing. Beside that, there is also a variable that can not be controlled such as the students' mood, the atmosphere of the classroom, and the level of the students' intelligence.

3.3 Population and Sample

The population of this study is the first grade students of SMA Negeri 1 Kediri in academic year 2019-2020. The sample of this research is class X-B and class X-H. The researcher decides class X-B as the experimental group and class X-H as the control group. The sample is chosen by the researcher based on consideration given by the school.

3.4 Instrument

Instrument is a tool that is used by researcher to get the data. In this research, the researcher uses test. There are two tests that are used in this research,

pre-test and post-test. Test is done to measure the improvement of the students before and after getting treatment.

3.4.1. Pre-test

Pre-test is conducted before giving treatment to the students. The function of pre-test is to determine the students' writing skill ability. In this test, the students are asked to write recount text about "*My Embarrassing Moment*". The complete pre-test can be seen in Appendix 1.

3.4.2. Post-test

After giving treatment, the researcher gives post-test to the students. Post-test is conducted by the two groups, those are experimental group and control group. This test is used to determine the progress of students' writing skill after the treatment. The complete post-test can be seen in Appendix 2. The researcher measures the score from the pre-test and post-test by using scoring rubric adapted from Brown (2007). The complete scoring rubric can be seen in Appendix 4.

3.5 Treatment Procedure

The researcher uses some procedures in doing the research. the researcher divides the activity into three parts. Those are pre-activity teaching, teaching activity, and post-teaching activity.

3.5.1. Pre-teaching activity

The first, the researcher gives pre-test to experimental group and control group. The researcher asks the students to write recount text about “*My Embarrassing Moment*” by limiting the number of words, which is about 120-150 words. After finishing the test, the researcher scores the result of students’ writing by using scoring rubric.

3.5.2. Teaching activity

After giving pre-test to the students, the researcher gives treatment to experimental group the lesson about recount text by using clustering technique to improve students’ recount writing achievement . On the other hand, for the control group the researcher applies free writing technique.

3.5.3. Post-teaching activity

After giving treatment to the experimental group, the researcher gives post-test both of experimental group and control group. The researcher asks the students to write recount text but in different topic. That is about “*Unforgettable Moment*”. After finishing the test, the researcher scores the result of writing by using scoring rubric.

Table 3.3 The Differences Between Students' Activities in The Experimental Group and Control Group

EXPERIMENTAL GROUP	CONTROL GROUP
Greeting	Greeting
Introducing to the students clustering technique in recount text	Introducing to the students free writing technique in recount text
Teacher explains the topic about recount text by using clustering technique	Teacher explains the topic about recount text by using free writing technique
Teacher asks the students to write recount text by using clustering technique that they have learned	Teacher asks to the students to write recount text by using free writing that they have learned
Teacher gives evaluation about the students activities	Teacher gives evaluation about the students activities
Reviewing material that the students have understood	Reviewing material that the students have understood
Closing	Closing

The schedule of the activity done in this study can be seen in Table 3.4

Table 3.4 The Activity Schedule

Activity	Experimental Class	Control Class
Pre-test	January 27 th , 2020	January 31 st , 2020
Treatment 1	February 3 rd , 2020	February 7 th , 2020
Treatment 2	February 10 th , 2020	February 14 th , 2020
Treatment 3	February 17 th , 2020	February 21 st , 2020
Post-test	February 24 th , 2020	February 28 th , 2020

3.6 Data Collection

Data collection is used to collect all of the data that is needed in this research. This research employs quantitative data taken from students' score in doing the test. They are gained from pre-test and post-test.

The first data is from pre-test. Both of experimental group and control group are given with the same instruction in doing the test. After that, the

researcher gives treatment to the experimental group by using clustering technique. The second data is gained from post-test. The function of post-test is to know the significant difference on the students' recount writing achievement taught by clustering technique and the students who are taught by using free writing.

3.7 Data Analysis

Data analysis attempts to arrange systematically the data which is get from scoring test in pre-test and post-test. In scoring writing test, it involves the subjectivity because the kind of test in this research is recount text. ANCOVA is often used assess treatment effects that may consist of determining the value (Culpepper, 2011). Furthermore, to find out the reliability the researcher uses ANCOVA formula. Because the sample of the researcher does not take randomly. Besides that, the researcher wants to know the effectiveness of clustering technique to improve students' achievement in writing recount text.