CHAPTER III

RESEARCH METHOD

This chapter discusses the description of the research method. It consists of research design, research variable, population and sample, instruments of research, procedure of experiment, data collection method and data analysis.

A. Research Design

This research employed the quantitative method using quasi-experimental design. Quantitative method was chosen because this research aims to obtain an empirical evidence in investigating whether a technique of teaching writing, indirect written corrective feedback, is effective in teaching writing recount text. According to Creswell (2012: p. 301), one of the characteristics of experimental design is the researcher manipulates the treatment variables, or independent variable to determine their effect on the outcome, or dependent variable. Thus, this research adopted experimental design because the researcher gave treatment to the subject to determine the outcome.

Moreover, Creswell (2009: p.158) said that in quasi-experiments, the researcher uses experimental and control groups but does not randomly assign participants to groups because there are only intact groups available to the researcher. Thus, quasi-experimental design was used due to the way in determining the subjects, experimental group and control group. Because the researcher did not have authorized to randomly assign some individuals from their class to be the subject, the researcher took those samples by choosing the two groups randomly, called cluster sampling.

Furthermore, this research involved non-equivalent (pre-test and post-test) control-group design, where both groups take a pre-test and post-test and only the experimental group receives the treatment (Creswell, 2009: p.161). Accordingly, pre-test was given to the both groups followed by providing the treatment only to the experimental group. Thus, while the experimental group received indirect written corrective feedback in their writing assignments, the control group received another teaching technique, (the researcher choose direct written corrective feedback). Finally, after receiving the treatment, both group were given post-test to measure whether the treatment, indirect written corrective feedback is effective.

Table 3. 1 Quasi-Experimental Design: Non-Equivalent (Pre-Test and Post-Test) Control-Group Design

Time →

Groups	Pre-test	Treatment	Post-test
Experimental group	Pre-test	Indirect written corrective feedback	Post-test
Control group	Pre-test	Another technique (direct written corrective feedback)	Post-test

B. Variables

According to Creswell (2012: p.112), a variable is a characteristic or attribute of an individual or an organization that can be measured or observed by researchers and it varies among individuals or organizations studied. In order to make a clear what treatment is given to the sample and what outcomes are being measured, in an experimental research, the variables need to be specified into independent and dependent variables. Fraenkel and Wallen (2009: p.261) state that the independent variable in experimental research refers to as the experimental, or treatment, variable; meanwhile, the dependent variable, also known as the criterion,

or outcome, variable, which refers to the results or outcomes of the research. Thus, this research involved independent variable and dependent variable, as follows:

1. Teaching techniques, indirect and direct written corrective feedback, as the independent variable;

2. students' recount text writing skill as the dependent variable.

Because the subjects were not randomly assigned, this research might involve random assignment of units to conditions. Therefore, besides those two variables, there is another variable outside the study which might occur and was also assumed to affect the dependent variable, the result of the research. Thus, the researcher also involved students' initial ability before getting treatment (score in pretest) as a control variable, where Mackey and Gass (2005: p.104) state that it refers to variable that might interfere with the findings which need to be measured for the purposes of eliminating it. According to Creswell (2012: p.298), pretests may affect aspects of the experiment and are often statistically controlled for by using the procedure of covariance rather than by simply comparing them with posttest scores. Therefore, the researcher needs to reduce experimental error by controlling pre-test score as the covariate.

C. Population and Sample

A population is defined as all members of any well-defined class of people, events, or objects that will be generalized; meanwhile, a sample is the small group that is observed (Ary, Jacobs, Sorensen, & Razavieh, 2010: p.148). The population of this research was the tenth grade students of MAN 2 Kediri in academic year 2019/2020. It consists of 330 students which come from eleven classes; each class

consists of 30 students. The sample was taken by cluster sampling, where Ary et.al (2010: p.154) consider that the groups are not selected individually but, rather, groups of individuals who are naturally together. This is because the researcher did not have authorized to take some individuals from their class to be the subject. As a result, the researcher takes class X-IBB-1 as the experimental group who received indirect written corrective feedback and X-IBB-2 as the control group who received another technique (direct written corrective feedback).

D. Instruments of Research

Instrument is measurement device used to collect the data to answer the research problem. This research used writing test as the instrument to measure the students' recount text writing skill. It consists of pre-test and post-test. Pre-test is a test given to the students before receiving the treatment. It was used to measure how far the initial ability of students' recount text writing skill before receiving indirect written corrective feedback. While, post-test was given after the students getting the treatment. It was intended to know their progress of their recount text writing skill. Both were given to the both groups, experimental group and control group.

Considering the validity of the test, this study used recount text writing test that is supposed to be comprehended by the first year of senior high school students. The test proposed was in accordance with the need of basic competency 4.7.2 on Curriculum 2013 for first year of senior high school which reads "*Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*". In content validity, the test was considered valid since the test

of writing constituted a representative sample of the language skill and structure and also the material used was chosen based on the Curriculum. In those tests, students were asked to write a recount text about experience consisting at least three paragraphs: orientation, events, and re-orientation. Furthermore, the researcher provided a topic in each tests. For the pre-test, the researcher provided topic "bad experience" that they ever have. While, in post-test, it provided topic "good experience" that they ever have. Both tests were given time 60 minutes and they have the same instructions.

Moreover, the test given must be considered reliable where it gives consistent and dependable result repeatedly (Brown, 2004: p. 20). This research uses inter-rater reliability, it is independently estimated by two or more judges or raters in order to avoid human error, subjectivity, and bias which might affect the scoring process. Thus, the researcher was the first rater, and the English teacher in MAN 2 Kediri was the second rater. Before scoring the students' recount text writing, it was important to make sure that both raters used the same criteria of scoring rubric.

In determining the score or assessment, furthermore, the researcher used analytic scoring criteria proposed by Weigle (2002: p.116) which involves some aspects of writing: content, organization, vocabulary, language use, and mechanics. Content refers to the substance of writing, the experience of the main idea, the unity of the topic sentence and the controlling idea. Each sentence in a paragraph must relate to the topic and develop the controlling idea. Organization refers to coherence, the logical organization of the content. The ideas must stick together in

order to run smoothly within paragraph. Vocabulary refers to the selection of words, consisting of mainly content words including nouns, verbs, adjectives, and adverbs. Language use refers to the use of the correct grammatical and syntactical pattern. It is identified from the construction of well-formed sentence. While, mechanics refers to the use of conventional graphics of the language, i.e., the use of punctuation marks, the step of arranging letters, words, paragraphs. The complete instrument and the analytic scoring rubric can be seen in the appendix. (See Appendix 2: Lesson Plan, Appendix 3: Pretest, Appendix 6: Post-test, and Appendix 7: Writing Scoring Rubric).

E. Procedure of Experiment

The treatment given to the experimental group was different from the treatment given to the control group. The researcher gave treatment to the experimental group by applying indirect written corrective feedback in teaching recount text. Indirect written corrective feedback was used for students in their writing process, especially in the process of revising, editing, or evaluating their work. On the other hand, the control group was taught using another technique, direct written corrective feedback. The following table was the schedule of activity during the research.

Table 3.2 The Schedule of Activity During the Research

Meeting	Date		Stages
	Experimental group	**Control Group**	
First	January 28th 2020	February 1st 2020	Pre-test
Second	February 4th 2020	February 8th 2020	Treatment I
Third	February 11th 2020	February 15th 2020	Treatment II
Fourth	February 18th 2020	February 22nd 2020	Treatment III
Fifth	February 25th 2020	February29th 2020	Post-test

The detail procedure of treatment are written clearly in Appendix 1. Procedure of the Treatment (See appendix 1: The Differences of Students' Activities between Control Group and Experimental).

F. Data Collection Method

This research collected the data in the form of quantitative data. The researcher got them from the students' score in pre-test and post-test. The first data were students' score in pre-test conducted in the first meeting. This test was given before getting treatment to the both groups, experimental and control groups. The scores are used as a measure of their initial ability in writing recount text. The second data were got from post-test the conducted in last (5th) meeting. This data was got after giving treatment to the students. This data was compared to the data of pre-test which is intended to know the students' progression after getting treatment.

G. Data Analysis

Data analysis technique is one of important ways to know the finding of the experiment. After collecting the data, the data were analyzed statistically by using procedure of ANCOVA (Analysis of Covariance). This is because the sample of this experiment was taken by cluster sampling. Cluster sampling doesn't take the individuals randomly, but it takes the groups randomly. Because of that, their initial ability might not the same. Thus, the researcher used the score of pre-test as the covariate to control the statistical analysis. This Analysis of Covariance (ANCOVA) is done by using SPSS 20.