CHAPTER III

RESEACRH METHOD

This chapter discuses several things such as research design, variable of the research, subject of the study, instrument of the study, data collection and data analysis. Those things are very important for research in conducting the study and obtaining the data as the result of the study.

A. Research Design

This study is investigated the effectiveness of using Instagram on student's writing recount text. This study uses quantitative design that uses experimental research. The researcher focused in the effectiveness of using Instagram on student's writing recount text. In this case, the researcher does not choose sample randomly but, the researcher uses quasi-experimental. The researcher compare the two groups of study, then the researcher decides one class to be experimental group and one class to be control group. Because this study using experimental. The research gives some experiment by giving some treatment to the subject study by comparing two groups of study (experimental and control group). The experimental group receives pre-test and then gives a treatment by using media Instagram, the last is given post-test. And the control group gives pre-test without using media Instagram and the last they also get post-test. The effectiveness of using Instagram on students writing recount text can be seen from the post-test of both groups.

Table 3.1Research Design

Group	Pretest	Independent Variable	Posttest
Experimental	X1	Instagram	X2
Control	Y1	PPT	Y2

Notes :

X1   *: Pre-test for Experimental group*

Y1   *: Pre-test for Control group*

X2   *: Post-test for Exprimental group*

Y2   *: Post-test for Control group*

B. Variable of the Research

In this research, there were two variables that had correlation each other. Variable wa an objec of study thst became important points in the research. The variables are.

1. Independent variable

   In this research the independent variable is teaching. Writing. Those are "media Instagram" for Experimental group and media Power Point for Control group.

2. Dependent variable

   Dependent variable was measured or observed to determine whether a variation or change in the independent variable causes or effects a change in the dependent variable. In the research, the dependent variable was students writing skill.

C. Population and Sample of the Study

Population is the tenth students of grade students of MAN 2 Kediri. It is chosen as population with assumption that they have learned about recount text.

The sample is entire of MIA-2 and MIA-3. The researcher takes these classes as the subject of study. Because they have same standards in English subject based on the English teachers opinion. MIA-2 as the experimental group taugh by Instagram and MIA-3 as a control group.

D. Research Instrument

The instrument of this research is test to know the score of student writing skill. Test is used to get the data about the skill in writing recount text. There are two kinds of test:Pre-test and Post-test. 1) Pre-test is used to get the data of student writing skill before given treatment. Both of the control and experimental groups are given pre-test by researcher. These stages the researcher gives instruction to the students are asked to write recount text. Students are gives 60 minutes for finish to write recount text based on the topic bad experiance and unforgetable experience the students choose one of the topic.

2) Post-test is used to get the data of student after gives treatment. It was give to both of group, the experimental and control group. This test was to know the progression of student writing in writing recount text. This test was to know the result of the treatment that was effective or not. These stages the researcher gives instruction to the students are asked to write

recount text. Students are gives 60 minutes for finish to write recount text based on the topic holiday.

When the students have been done the test. The researcher gives score to the student writing based on five categories. The categories are content, organization, vocabulary, language use, mechanics. Scoring rubric used in this study. By Weigle (2002).

Table 3.2 Scoring Rubrics

	COMPONENTS	RANGE	DESCRIPTIONS
1	CONTENT	30-27	EXCELLENT: Knowledgeable, substantive, through development of thesis, relevant to assigned topic
		22-26	GOOD: Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant topic, lacks detail.
		21-17	POOR: Limited knowledge of subject, little substance, inadequate development of topic
		16-13	VERY POOR: Does not show the knowledge of subject, non-substantive, not pertinent, enough to evaluate
2	ORGANIZATION	20-18	EXCELLENT: Fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive
		17-14	GOOD : Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
		13-10	POOR: Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
		9-7	VERY POOR : Does not communicate, no organization, not enough to evaluate
3	VOCABULARY	20-18	EXCELLENT: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
		17-14	GOOD : Adequate range, occasional errors of word/idiom form, usage but meaning not obscured
		13-10	POOR : limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
		9-7	VERY POOR : Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate
4	LANGUAGE USE	25-22	EXCELLENT: Effective complex constructions, few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions.

		21-18	GOOD : Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions, but meaning never obscured
		17-11	POOR : Major problems in simple /complex constructions, frequent errors of negation, agreement, tense, number, word order/functions, articles, pronouns, prepositions, or fragments, deletions, meaning confused or obscured
		10-5	VERY POOR : Virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, not enough to evaluate
5	MECHANICS	5	EXCELLENT: Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
		4	GOOD: Occasional errors of spelling, punctuation, capitalization, paragraphing, meaning not obscured
		3	POOR: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	VERY POOR: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, not enough to evaluate

SCORE:

Content + Organization + Vocabulary + Language use + mechanics = (TOTAL SCORE)

Categorizations of scoring

Categorizations	Score
Excellent	80-90
Good	70-80
Fair	60-70
Poor	50-60

E. The Procedure of Treatment

In this research there are some procedures of experiment. The first is giving pre-test and post-test to the experimental group and control group.

The experimental group was taught by using media Instagram and the control group was taught by using Power Point (PPT).

Table 3.3 Treatment Procedure

Experimental Group	Control Group
Opening	Opening
-Greeting -Asking the attandance list -Reviewing the previous study	-Greeting -Asking the attandance list -Reviewing the previous study
Explain about the material	Explain about the material
The teacher explains about Instagram complate the steps and the rules	The teacher show short story about recount text by using PPT
The teacher Ask the students search #Experimentalmipa2	Ask the students to identify the story.
The teacher share picture and short story about recount text on instagram then the student identify the story.	The teacher gives blank story and the students complate the story.
The teacher divided the students into 5 group.	The teacher divided the students into 5 group
The teacher gives picture on Instagram.	The teacher Show picture on PPT
The student discuss about picture and make recount text based on picture then uploud in Instagram.	Ask the students to discuss and make recount text based on the picture
The research ask the student to make recount text based on their picture (indvidual)	The teacher divided the students into 5 group
Ask the students to gives coment and like in their friends Instagram	The teacher give video about recount text
The teacher gives feedback if there is mistake	Ask the students to rewrite story from video
Clossing	Clossing

Table 3.4 The Activity Schedule

Activity	Control Group	ExperimentalGroup
Pre-test	Saturday, February, 1th 2020	Thursday, February, 6th 2020

Treatment 1	Saturday, February, 8th 2020	Thursday, February, 13th 2020
Treatment 2	Saturday, February, 15th 2020	Thursday, February, 20th 2020
Treatment 3	Saturday, February, 22th 2020	Thursday, February, 27th 2020
Post-test	Saturday, February, 29th 2020	Thursday, March, 5th 2020

F. The Data Collection

Before conducting the research, the researcher asks for permission from the principal and teachers at MAN 2 Kediri and prepared the instrument. The researcher also made a lesson plan based on the Tenth grade syllabus of MAN 2 Kediri. After that, the researcher gives a pre-test to the control group and the experimental group. After the researcher gets the data from the pre-test, the researcher gives treatment using Instagram for the experimental group. In addition, researcher gives media Power Point in the learning process for the control group. Next, the researcher gives a post-test to both groups. After providing a post-test and the values of the two groups came out, researcher can analyze the results of the post-test data and compare both of them.

G. The Data Analysis

The important one to know the teaching process is successful or not is by using the data analysis. ANCOVA (Analysis of Covariance) that use in this research is to analyze the data from pre-test and post-test. The researcher using ANCOVA because, the sample of this research is not taken randomly. Furthermore, analysis of Covariance (ANCOVA) is done by

using SPSS. Significant value or criterion of accepted or rejected are: 1) *p* Value (sig) > ά (5% or 0.05), it means that H_0 is accepted and H_1 is rejected. It means that Instagram is not effective implementing in teaching writing recount text at the tenth grade students of MAN 2 Kediri. 2) *p* Value (sig) ≤ ά (5% or 0.05), H_0 is rejected and H_1 is accepted.