CHAPTER III

RESEARCH METHOD

This chapter presents about the description of the research method which consists of research design, population and sample, instruments, procedure of treatment, data collection, and data analysis.

A. Research Design

Research design is a strategy to arrange the setting of research in order to get the valid and the right data based on the research problem in order to be able to explain more comprehensively. The design of this research is quasi-experimental design with pre-test and post-test treatment by using *Engpoly* and Powerpoint.

The concept of quasi Experimental design method is an idealized abstraction. The goal of this design method is to conduct research which is allow us to find the relationship between the variables we have selected. This research design did an experiment by giving some different treatment to the subject study in order to know the effectiveness of *Engpoly*for improving student's grammar ability by comparing two groups of the study, experimental group and control group.

Group	Pre Test	Treatment	Post Test
Experimental Group	Pre Test	Engpoly	Post Test
Control Group	Pre Test	Power Point	Post Test

The experimental group taught by using *Engpoly* especially in teaching *simple present tense*, while control group taught by using Powerpoint which usually used in the school. Before and after treatmen, both of two groups got the pre-test and post-test from the researcher. In this case, pre-test is conducted to know the grammar knowledge of the students before getting treatment, while Post-test is conducted to know the student's grammar knowledge after getting treatment

B. Variable of Research

In this study, there are two variables devided into Independent variable (X) and dependent variable (Y). The Independent variable of this study is *Engpoly* media in teaching *simple present tense*. Meanwhile, the dependent variable of this study is teaching grammar. There are also extraneous variable which other than dependent and independent variable. Which can interrupt any effect on the student's behavior of the subject being studied. There are extraneous variable as follows:

1. Participant variable in which the students are low motivation to study and not confident with their own ability in sharing their knowledge.
2. Situational variables containt of aspects from the environment, niose situation from outside of class, the wether and the temperature that make the student's concetration is disturbed.

C. Population and Sample

The population of this study is the students of eight grade in MTs.Sunan Gunung Jati Gurah. The total number of students at the eight

grade in MTs.Sunan Gunung Jati Gurah as the population is 68 students. Base on the population, the researcher choose the students of two classes in the eight grade which consist of 34 students in the each class. The researcher took a half from each class by using purposive sampling students. So that the researcher took 17 students from each group as the sample of the study. The researcher took the eight grade of Junior High School as the sample of study because both of them have the same students.

D. Instruments

This study conducted some tests to measure how far the students ability in writing skill before and after getting the treatment. The test included pre-test, and post-test. The definition of those test are as follows:

a) Pre-test

Pre-test is an instrument which conducted to know how far the students ability in grammar focused on *simple present tense* before getting the treatment. In this test, the researcher gives a question sheet consisting of 10 question numbers, where each question consists of 3 sentences, included positive, negative and introgative sentence. One of the sentences is the key in working on the questions in each number. Pre-test was given with instruction, first, write down your name. Second, change the sentence according to the instruction given, to write positive, negative or intro gative sentence form by knowing one sentence form the questions for each number of questions.

b) Post-test

Post-test is an instrument which given to both experimental and control group after both of two group got the treatment. This test was conducted to know whether teaching grammar using board game is effective. The researcher gave the same work sheet with some different questions.

c) Scoring-Rubric

The component of scoring rubric used in this study are truth, limitation, clarity, simplicity, familiarity, relevance. Here are the grammar presentation assessment criteria by Swan (2002) :

Table 3.1
Scoring Rubric for Grammar by Michael Swan

No	Criteria	Explanation
1	Truth	The sentence structure should be true. It must bear some resemblance to the reality it is describing.
2	Limitation	The sentence structure should show clearly what the limits on the use ofa given form.
3	Clarity	The sentence structure should be clear and does not caused an ambiguity.
4	Simplicity	The sentence strusture should be simple. There is a limit to the amount of exceptions a learner can remember.
5	Familiarity	An explanation should try to make use of concepts already familiar to the learner.
6	Relevance	A sentence structure should answer only those questions may very according to the mother tongue of the learner.

d) The Blueprint of the test

A blueprint is a document that reflects the content of an assessment that given to the students. The blueprint test insures that every instrutional objective is addressed by the test and conversely, every questions on the test addresses an instructional objective. The blueprint table of the test can be seen in the appendix in table 3.3.

E. Criteria of a Good Test

Try out is used to measure the instrument (test) before it is used in pre-test and post-test. This point aims to arrange good item test. The test will be carry out in the class which has the similar characteristics from experimental and control group. The researcher makes 10 number to do in the english classroom. The test refers to the syllabus or basic competence of the grammar knowledge of the eight grade of second semester.

1. **Validity of Instrument**

Validity is the extent to which a test measures what it claims to measure the test before carrying out the test. It is the vital for a test to be valid in order for the result to be accurately aplied and interpreted. Validity is used with correlation between item score and total score. It is computed using *Pearson Product Moment* in SPSS. From the data in table item validity for Tryout test , if $r_{count} \geq r_{table}$ then the instrument's items are valid.

2. **Reliability of Instrument**

Reliability is the test which measure consistently from one time to another. The reliability of a measuring instrument is consistency degree of the test instrument. It means that a test cannot measure anything well. In this study, theresearcher uses internal consistency: *Alpha Cronbachis* commonly used in SPSS. If Alpha score > r_{table} then the instrument is reliable.

F. Procedure of Treatment

This study used quasi experimental design. The experimental group and control group got three parts of teaching writing activities. They were pre teaching activities, main teaching activity, and post teaching activity. In the pre-teaching activity for experimental group, the researcher greeted and checked the attendance list of the students. In main teaching, the researcher devided the students into eight group which was one group containts of four students. After making group,the researcher explained how to tell abot our daily activity and how to tell or ask spontanously. Then the researcher explained about the *Engpoly* to all students and read the rule to play Engpoly. After understanding, the students began to play it in the fiveteen minutes and the researcher went arround the class.

In the post-teaching activity, the researcher asks students to come forward and collect the result of their group discassion. For the experimental group taught by using *Engpoly* while for the control group taught by using

powerpoint. The activities and the scedule of the treatment in this study can be seen in the table 3.3 and table 3.4 :

Table 3.3
The differences between student's activities in the experimental and control group

Experimental	Activity	Control	Activity
Opening (3')	Teacher gave greeting, asked the students to pray together and checking the students attedance.	Opening (3')	Teacher gave greeting, asked the students to pray together and checking the students attedance.
Introduction (22')	Teacher explain abou the structure of *simple present tense.*	Introduction (22')	Teacher explain abou the structure of *simple present tense.*
Connection (10')	Teacher check the students understanding by asking the students to make a group according to the teacher's instruction	Connection (10')	Teacher check the students understanding by asking the students about the form of *simple present tense*
Treatment (35')	Teacher share the *Engpoly* board and explain the rule to play the *Engpoly* board.	Treatment (35')	Teacher ask the students to pay attention to the slide of powerpoint presentation
Reflection (15')	Teacher ask the students to check their answer together. Then, teacher ask the student's understanding about the topic	Reflection (15')	Teacher ask the students to check their answer together. Then, teacher ask the student's understanding about the topic
Extension (3')	Teacher remind the students to learn the next section in their student's book for next meeting	Extension (3')	Teacher remind the students to learn the next section in their student's book for next meeting
Closing (2')	The teacher close the class by reciting hamdalah together.	Closing (2')	The teacher close the class by reciting hamdalah together.

Table 3.4
The Schedule of Activities During the Research

Meeting	Stages	Topic	Experimental Group	Control Group
First	Pre-test	*Simple present tense*	6th February 2020	12th February 2020
Second	Treatment I		7th February 2020	14th February 2020
Third	Treatment II		13 th February 2020	19th February 2020
Fourth	Treatment III		14 th February 2020	21th February 2020
Fifth	Post-test		20 th February 2020	26th February 2020

G. Data Collection

Here are the steps to collect the data first, choosing the two classes to be experimental and control group. Second, gaving pre-test for both group. Third, giving treatment for experimental and control group. Fourth, giving post test for both experimental and control group. Fifth, scoring the result. Sixth, comparing the main score of both groups. Next, analyzing the score, and the last is discussing the research findings.

H. Data Analysis

Data analysis was one of the important instrument to know whether teaching learning process was succesfull or not. The researcher used SPSS to know whether data was distributed normally. Then the researcher used ANCOVA (Analysis of Covariance) to analyze the data that collected from pre-test and post-test. The aims of using ANCOVA with a pre-test and post-

test design is to reduce error variance and eliminate systematic bias. The main purpose of ANCOVA is to adjust the post-test means for differences among groups on pre-test. Therefore such differences are likely to occur with intact groups.