

CHAPTER III

RESEARCH METHOD

In this chapter discusses matters a research design, population variables and research samples, research instruments, treatment procedures, data collection processes, and data analysis techniques.

A. Research Design

Researchers used a quantitative approach in this study to analyze the data. Creswell (2003:18) states as “A quantitative approach is an approach in which the researcher uses post - positivist claims to develop knowledge (i.e., cause and effect thinking, reduction of certain variables and hypotheses and questions, use of measurement and observation, and theory testing). , using investigative strategies such as experiments and surveys, and collecting data on predetermined and statistically generated instruments. Before conducting research the researcher should identify what the kind of the research and need to make plan how the research would be conducted.

This study uses a quasi-experimental design, in extraordinary terms the researcher uses pre-test, treatment, and post-test. The researcher uses a quasi-experimental format because of the reality the quasi-experimental has a putting that doesn` t permit to manipulate and manage all relevant or non-random variables. in step with Iman (2017:13), that the researcher used a quasi-test to finish, had determined the undertaking institution, gave a pretest, which meant to set up the intervention situations into one group and deliver a submit-check. This examines use quasi experimental design. The number one variable is the impartial variable and the second one variable is the set up variable. Teaching media

using Instagram with pics due to the fact the based variable and the fee of university college students writing descriptive text due to the fact the impartial variable. The impartial variable is also often called a take a look at or remedy. The based variable specializes in the consequences or studies consequences. Therefore, quasi-experimental aims to demonstrate a causal relationship between the intervention and its outcome. The quasi-experimental format can use pre-intervention and post-intervention measures and a control group that is not selected at random (Harris, et.al, 2006:2).

Table 1.2 Research Design.

| Class | Pre-Test | Treatment | Post-test |
|--------------|-----------------|------------------|------------------|
| Experimental | Y1 | Instagram | Y2 |
| Control | Y1 | Printed Picture | Y2 |

Explanation:

E for Experimental class

C for Control class

Y1 for Pre-test experimental class

Y1for Pre-test control class

Y2 for Post-test experimental class

Y2 for Post-test control class

B. Variable of the Research

In this observe there are two variables which have a correlation with every different. And the variable of an object of studies is an critical point on this studies. The variables are.

1. Independent variable

In this study is teaching media. Namely “media Instagram” for experimental group and the usage of pics for the control group.

2. Dependent variable

The dependent variable can be measured or discovered to determine whether a variation or alternate within the independent variable causes or impacts a change in the dependent variable. In this observe, the dependent variable is students' writing skill.

C. Population and Sample

The population is two classes of X grade students of SMA Hasyim Asy'ari. These were selected as the population with the assumption that they had learned about descriptive texts.

The researcher chose the class as the topic of study. Because they have the same requirements in English matters based on the opinion of the English teacher completely. X-IPA as the experimental class was taught through Instagram and X-IPS as the control class. The sample is complete of X-IPS and X-IPA.

D. Research Instrument

To find out the students' hobbies in writing descriptive texts, the researchers used test. The first this study set is the test. Experimental class and control class are given the test. There are test, especially pre-test and post-test.

- a) The first is the pre-test for the first meeting, students are given a pre-test. The reason for doing a pre-test an exam is to find out the student's writing function before students get the treatment. Students are given 60 minutes to finish writing

descriptive texts based on predetermined topics and students choose one of these topics.

- b) The second is post-test. The post-test is given at the last meeting. The post-test motive finally determines the students' writing achievement in descriptive text after students get treatment. At this stage the researcher gave instructions to students to describe. Students are given 60 minutes to finish writing descriptive text based on the selected topic.

When students have completed the test. The researcher gave a score on the students' writing based on five categories. There are five aspects of evaluating in writing: they are content, organization, vocabulary, language use, and mechanics. The following table presents five aspects of the evaluation used By Jacobs, et al (1981).

The scoring rubric and instrument test that will be used in the study can be seen in appendix 1 and 2.

A. Treatment Procedure

In the treatment method, several discussions were held together with the number one meeting being given a pre-test, giving a treatment 3 times for the experimental class and control class, and post-test for experimental class and control class at the last meeting.

Table 1.4 Treatment Procedure

| Experiment Group | Control Group |
|---|---|
| Opening | Opening |
| The teacher gives an introduction about Instagram | The teacher gives introduction material about description text. |
| The teacher gives introduction material about description text. | The teacher gives example for students simple present tense |

| | |
|--|--|
| The teacher ask the students to identify the social function of the text based on celebrity pictures and questions that have been posted by the researcher on the Instagram experimental class | The teacher asks students to discuss material based on image provided by researcher in class. |
| The teacher shows descriptive text on Instagram. | The teacher gives Explanation of descriptive text using printed picture. |
| The teacher gives generic explanation descriptive text structure. | The teacher gives generic explanation descriptive text structure. |
| The teacher asked students to make descriptive text based on pictures uploaded on Instagram. | The teacher asks students to make descriptive text based on existing pictures given by the researcher. |
| The teacher asks students to present their results. | The teacher asks students to present their results. |
| Closing | Closing |

E. The Processing of Collecting Data

To collect research data, the researcher uses a test here. Because, the function of the test is to determine the skills, knowledge, intelligence, pupil achievement, and student conduct. In keeping with Muijs (2004:56) states that facts series is acquired via gazing a situation, the use of a rule, requiring interaction using the chosen device. The researcher will give a check which includes pre - test and post - test. This examine will use a pre - test a look at to get the precept rating statistics for writing pupil descriptive texts for the primary meeting earlier than getting treatment and for the post-test a look at given on the very last assembly after being given treatment. The researcher gave a pre - test to the experimental class and the control class as the sample of the treatment.

1. Pre – test

For the first meeting students will be given a pre-test. The reason for the pre-test is to determine the students' writing ability earlier than the repair time. The researcher gives a pre- test for the experimental group and control group as a research sample.

2. Treatment

After the researchers gave a pre-test to the pattern being treated, they used a caption about Instagram descriptive text in the experimental class and used pictures in the control class. Researchers carried out this treatment 5 which will be assessed, namely content, mechanical, grammar, vocabulary, and organization ability.

3. Post – test

In this study, the researcher used a written test, especially an essay test to determine students' writing achievement in descriptive texts. Post-test conducted on the experimental and control groups. The post-test will be given after the experimental class and the control class has received treatment.

F. The Technique of Analyzing Data

The essential one to recognize the coaching process is a success or now not is by using the usage of the facts analysis. ANCOVA (evaluation of Covariance) used in this have a look at is to research records from pre-test and post-test. The researcher the usage of ANCOVA because the sample of this studies is not taken randomly. Subsequent will be Covariance evaluation (ANCOVA) the use of SPSS. Large fee or criterion of familiar or rejected are: 1) $p \text{ cost (sig)} > \acute{\alpha}$ (five% or zero.05), it method that H_0 is rejected and H_1 is accepted. It approach that Instagram isn't powerful enforcing in teaching writing descriptive text at the tenth grade students of SMA Hasyim Asy'ari. 2) $p \text{ fee (sig)} \leq \acute{\alpha}$ (5% or zero.05), H_0 is rejected and H_1 is accepted.