CHAPTER III

RESEARCH METHOD

This chapter presents about the research design used in this research, the population and sample of the research, research instrument, validity and reability design, normality and homogenity testing data collecting method and data analysis technique.

A. Research Design

In this research, the researcher uses quantitative method which was intended to see the students' descriptive writing improvement after the implementation of Teacher's Indirect Corrective Feedback. Quantitative method is methodology to study phenomena by collecting numeric data in the field and analyzed using statistical technique.

Pre-experimental will be aplied in this research because the researcher want to to compare the students' ability in pretest and posttest after the treatment was given. The research applied one group pretest-posttest. The researcher used one class where the students were asked to make first draft before treatments (pre-test) and they were asked to make second draft after the treatment (post-test). The first draft was to find out the students' preliminary ability before the treatments were given. The

second draft was used to see how far the increase of the students' writing mastery after the treatments was given. The treatment was given to the students by using Teacher's Indirect Corrective Feedback as the technique. The Research design can be illustrated as follows:

Table 3.1 The illustration of Research Design

Pre-Test	Treatment	Post-Test
Y1 **(DV)**	**X** **(IV)**	**Y2** **(DV)**

X : Teacher's Indirect Corrective Feedback technique (Independent Variable)

Y1 : Students' achievement in writing descriptive text before taught by using Teacher's Indirect Corrective Feedback technique (Dependent Variable)

Y2 : Students' achievement in writing descriptive text after taught by using Teacher's Indirect Corrective Feedback technique (Dependent Variable)

B. Population, Sample and Sampling

1. Population

Population is the group of people whom the study is about (Dornyei,2007). Population can be small or large depend on what kind of group that will be studied. The populations used in this research are tenth grade students of MA Al-Ma'arif Tulungagung which consist of three classes (X IIK, X MIA, X IIS). They are 69 students. They were chosen as population because they have already learned about descriptive text.

2. Sample and Sampling

Sample is the group of participants whom the researcher actually examines in an empirical investigation (Dornyei, 2007).

The technique in taking sample is called sampling (Sugiyono, 2013:90). In this research, the researcher used purposive sampling as the process of sampling. Ary et al (2010: 169) states that purposive sampling-also referred to as judgment sampling-sample elements judged to be typical, or representative, are chosen from the population. In purposive sampling, the researcher uses expert judgment to take some representatives or typical cases from population. The researcher decide to choose X IIK as the sample was because in applying the experimental stage, the sample must not be to "good" and too "bad" in their writing achievment. It's intended to reduce the extraneous

variable may appears since the design is pre-experimental research without control group. Then, based on English teacher suggest class X IIK that consist of 22 students was assumed to be homogenous and the students are cooperative and active. It is the reason why the researcher decided to choose that class.

C. Data Collecting Method

Data collecting method is the method to obtain the data in the research. The aims of the data collecting in conducting scientific research was to get data that needed by the researcher. The technique of collecting data was clarified as follow:

1. Pre-Test

   Pre-test was given to the students before the treatment. Pre-test is needed to know the basic competence for students and how far the students know about the subject that will be taught. It was done on Monday, 22th April 2019. The form of pre-test is essay. The student must description the subject well.

2. Treatment

   The treatment was conducted after the administration of the pre test on April, 23th – 25th 2019. The purpose of treatment is to help students in understanding English text, especially in descriptive text. In those 3

meetings the students was guided to write a descriptive text. The first, the researcher given material about descriptive text, the researcher learn about how to write and what content of descriptive text like, aim, structure of descriptive text, example of descriptive text. Then, Indirect feedback was given to the errors on every students' composition until the student made a good composition from the first to the final draft. After the treatment was given, the posttest was given to the students to evaluate their ability in writing descriptive text after the implementation of Teacher Indirect Corrective Feedback.

3. Post-Test

After the treatment, post-test was given to the students on April, 26th 2019. The test item in the post-test is exactly same as those in the pre-test. The goal of this test to measure students' writing comprehension after treatment. It is intended to know the mean scores of experimental class.

Table 3.2 Schedule of the research's activities

No	Date	Activities
1	April, 22th 2019	Giving pre-test to the experimental class
2	April, 23th 2019	Giving the first treatment
3	April, 24th 2019	Giving the second treatment
4	April, 25th 2019	Giving the third treatment
5	April, 26th 2019	Giving post-test to the experimental class

D. Research Instrument

The instrument of this research is a writing test. This research is focused on the use of Teacher's Indirect Corrective Feedback to improve writing skill on descriptive text. The tests are intended to measure the students' achievement in writing descriptive text before and after being taught by using Teacher's Indirect Corrective Feedback technique. The material of writing test was essay. Students were given two kind test, the first do on April 22th 2019 and the second test do on April 26th 2019. The students asked to write about descriptive text. The researcher had chosen it because not only the learners had, according to English Curriculum 2013 for first year of senior high school learned this typical writing, but also it is regarded as the simplest type of writing so made the learners easily to express their ideas in their composition.

There is one topic used. It is about person. In the Pre-test the students write about Agnes Monica. In the Post-test the students write same topic but different title, they are about student's family, father and mother, the students must to choose one of them. The reason why the researcher choose the topics, because the topics are people around the participants and they definitely have known so well; as a result, they could (1) imagine as well as describe the topics clearly (2) use vocabulary items they have known and might often be used, and being simple, and (3) describe the objects vividly and enthusiastically since they have recognized the objects so properly.

Then, the researcher makes scoring rubric. The researcher decides to use an analytical scoring rubric. Analytic scoring is the scoring procedure based on several aspects of writing or criteria. The analytic method attempts to evaluate separately the various components of a piece of writing. The script would be rated on such features as content, organization, vocabulary, grammar, and mechanics. Analytic scoring provides more detail information about the writing quality.

The researcher gave score to the students' writing on descriptive text by using scoring rubric from Brown (2007: 214) in the following formulas below:

Table 3.3 Descriptive writing scoring rubric

Aspect	Score	Performance	Weight
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic	3X
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2X
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse connectives	
	1	Identification is not complete and descriptions are arranged with misuse connectives	
Grammar (G) 20% -Use present tense -Agreement	4	Very few grammatical, and agreement inaccuracies	2X
	3	few grammatical, and agreement but not effect the meaning inaccuracies	
	2	Numerous grammatical, and agreement inaccuracies	
	1	Frequent grammatical, and agreement inaccuracies	
Vocabulary (V) 15%	4	Effective word choice, word forms and appropriate word number	1.5X
	3	Few misuse of word choice, word forms but not change the meaning and sufficient word number	
	2	Limited range confusing word choice, no word forms and less word number	
	1	Very poor knowledge of words and word forms and limited word number	
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and Capitalization	1.5X
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score: } \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

The score uses rate from 1-2-3-4 and the way to calculate, the researcher uses weighting as what the scoring rubric has been existed before. The weight of content is 3, organization is 2, vocabulary is 2, grammar is 1.5, mechanics is 1.5. Every chosen rate of aspect will be timed to its weight. After that, the last sum of scores will be divided to 40 and timed to 100. Furthermore, there will be no decimal score, so if there is decimal score must be sphered into numeral number.

E. Validity and Reliability Testing

1. Validity

Validity is one of characteristic of a good test. The concept refers to the appropriateness, meaningfulness and usefulness of the specific inferences from the test scores. Test validation is the process of accumulating evidence to support such inferences.

There are four types of validity that provide evidence the achieve the validity of the test (Isnawati 2012:27), they are content validity, criterion-related validity, construct validity and face validity. In this research, the researcher used two types of validity are analyzed.

a. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content

validity, the material given is suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject meter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982: 251). This study used descriptive writing test that was supposed to be comprehended by the first year of senior high school students. The test was considered as valid in content validity since the test of writing constituted a representatives sample of the language skill and structure and also the material used was chosen based on English Curriculum 2013 for first year of senior high school. The instrument in this research achieved content validity if the test is designed based on core competence and basic competence. The researcher will conduct consultation with the expert as the way to validate the test that has been set up. Then, arranged on blueprint test can see in appendix 1.

Core Competence

KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan meode sesuai kaidah ilmu.

Basic Competence

4.4 : Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan bangunan sejarah dengan memperhatikan

tujuan, struktur teks dan unsur kebahasaansecara benar dan sesuai dengan konteks.

Indicator

4.4.1 Menyajikan informasi terkait struktur teks, dan unsur kebahasaan yang diperoleh dari teks deskriptif

4.4.2 Mendeskripsikan secara lisan, pendek dan sederhana tentang orang, tempat wisata, dan bangunan sejarah terkenal

b. Construct Validity

Construct Validity is slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring, Mujis (2004: 68). The instrument is constructed by concerning to the aspects of writing descriptive text. In this research, researcher gave instruction to students and give a topic then they must write it vividly.

2. Reliability

Reliability refers to the consistency of a measurement. It deals with Azwar (in Sujianto, 2009:97) who noted that "reability means consistency." In this research, it means that reliability shows a measure of consistency of the instrument in producing one the similar score on different testing occasion or with different raters. Since the type of the test is belong to authentic testing, the researcher ascertained that the test was reliable by doing inter-rater reliability.

According to Sarosdy et al. (2006: 135) inter-rater reliability refers to consistency of scores given by two or more scores to the same set of oral or written texts. The two scorers were the researcher and English teacher.

To measure the realibility of test item before conducted the real test, the researcher firtsly gains Try-out test in different class (X MIA). To find out the reliability of the test, the researcher used Pearson Correlations to check the reliability of the test. According to SPSS Inc (2007: 187) correlation measure how variables or rank orders are related. Correlation coefficient range in value from -1 (a perfect negative relationship) and +1 (a perfect positive relationship). A value of 0 indicates no linear relationship.

The result of try out score from rater 1 and 2 can be seen below:

Table 3.4 List Score of Try Out

Respondent	Rater 1	Rater 2
R1	43	58
R2	58	50
R3	70	70
R4	43	55
R5	53	40
R6	48	50
R7	55	60

R8	48	43
R9	75	76
R10	63	55
R11	70	83
R12	60	70
R13	63	66
R14	58	65
R15	83	70
R16	73	83
R1	78	79
R18	65	62
R19	78	70
R20	48	45
R21	70	83
R22	50	66

The researcher analyzed each item of instrument and computed it by using SPSS Statistic 16.0 version. Then the result of computing can be seen below:

Table 3.5 The Statistical Correlation of Pearson Product Moment

Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.743**
	Sig. (2-tailed)		.000
	N	22	22
Rater2	Pearson Correlation	.743**	1
	Sig. (2-tailed)	.000	
	N	22	22

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table showed that the result of Pearson Correlation is 0.743 or close with 1. It means there is perfect positive relationship between two variables. It could be concluded that the instrument is reliable to be tested.

F. Normality and Homogeneity Testing

1. Normality Testing

Normality text is used to test wheather a variable is normal or not. Normal here means if the data have normal distribution. The main reson of conducting normality testing in a research that it is necessary for the researcher to know that the population or data involved in the research in normal distribution. To test the normality of the data use the One Sample Kolmogorov-Smirnov test in IBM SPSS Stastitic 16.0 by significant level (0.050). The hypotheses for testing normality are:

H0 : Data is normal distribution

Ha : Data is not in normal distribution

In this case, H0 is rejected if the significant value is lower than 0,050 while H0 is accepeted if the significant value is higher than 0,050. In testing hypotheses, the data is in normal distribution if H0 is accepeted. If the data distribution is normal, next the researcher goes to homogeneity testing.

2. Homogeneity Testing

After normality testing gives indication that data is distributed normally, so it needs to do homogeneity testing. Homogeneity testing is used to know the similarity of the two conditions or population. Homogeneity testing is conducted to know wheather the gotten data has a homogeneous varience or not. To know the homogeneity, the researcher used Levene statistic with IBM SPSS Stastitic 16.0.

G. Hypothesis Testing

The hypothesis Testing of this study were as follow:

1. If the significance value is smaller than the significance level (<0.05), the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant difference score on the students' writing achievement before and after being taught by using Teacher's Indirect Corrective Feedback.
2. If the significance value is bigger than the significance level (>0.05), the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no significant difference score on the students' writing achievement before and after being taught by using Teacher's Indirect Corrective Feedback.

H. Data Analysis

Data Analysis is a review of a series of activities, grouping, systematization, interpretation and verification of data so that phenomenon has social value, academic and scientific (Tanzeh, 2009 : 69)

The researcher use the application SPSS statistics 16 for windows to analyzed the score of data.In the experimental design, the data analyses are experimental one group, used pre-test and post-test. The data analysis in this research is using t-test. The researcher use t-test to analyze the data, because the researcher would like to compare two means and to find out which one is more effective between before the students' being taught by using Teacher's Indirect Corrective Feedback and after the students being taught by using Teacher's Indirect Corrective Feedback. If the post-test on the students' writing test is higher than pre-test, it means that teaching writing by using Teacher's Indirect Corrective Feedback is effective.

After getting the data from both pre-test and post-test, the researcher will analyze the data by using Paired Sample t-test formula. Because the researcher hope to find out the effect of Teacher's Indirect Corrective Feedback on writing descriptive text. The researcher used paired sample t-test at SPSS because this research used only one group of students and to know the significant difference effect before and after being taught by using Teacher's Indirect Corrective Feedback on the students' writing comprehension ability.