CHAPTER III

RESEARCH METHOD

This chapter decribes the method of the research in collecting data. Which consists of research the design of the research, population target of the research, sample took by the researcher, the research variable, instrument used on the research, testing validity and reliability of the instrument, test of normality and homogenity distribution of the instrument, data method in collecting the data of the research, data analysis and hypothesis testing.

A. Research Design

This research used pre experimental design by one group pre test and post test. Researcher used experimental design because of it is the appropriate methode to reach the accurate result from the implementation of the experimental treatment to the variable. The design of pre-experimental design provides of pre-test, treatment, amd pos-test. Pre-test provides to measure the ability of the experimental variable before receives the treatment and post-test provides to measure the ability of the experimental variable after receives the treatment.

Table 3.1 Design of one group pre-test and post-test

Pre-test	Treatments	Post-test
Y_1	X (Independent Variable)	Y_2 (Dependent Variable)

X : Give One Take One strategy.

Y_1 :   Students' score of writing report text before taught by give one take one strategy (represent the result of pre test).

Y_2 :   Students'score of writing report text after taught by give one take one strategy (represents the result of posttest).

The design of the research worked as follows:

1. conduct a pre-test (Y1) on the subject to evaluate the student's performance in writing of report text before applying give one take one strategy as the treatment

2. Applying experimental treatment (X) by applying give one take one strategy in teaching writing of report text.

3. Conduct a post-test (Y2) on the subjek to evaluate the learners' achievement on writing report text being taught by give one take one strategy in teaching writing report text.

B.   **Descriptionof the treatment**

Treatment is the process of data collecting methode, which is this step will be determine the success of the study. In this study, the researcher used give one take one strategy to teach writing report text as the treatment. These are the steps of using give one take one strategy to teach writing report text:

1. Before the researcher gives the treatment the researcher gave pre-test to know the learners' ability in writing report text.

2. After knowing the learners' ability in writing report text, the treatment start by devide the students in to some groups which choosen rendomly. The students should elaborate their idea each others to create a good report text by exchange

their idea to another in peace of paper. Every student should have contribution to another. This treatment conducting three time with the same rules.

3. After the end of the treatment the researcher gave the post test to measuring the development of the students ability of writing report text after being thaught by give one take one strategy.

C. Population and Sample

1. Population

Before conducting the research the researcher needs to find out the target of the ppopulation to be researched. Population is a set to which a researcher wishes to generalize. Gay (1992: 124) stated population is a group which interest to the researcher to be target of the study, which the researcher want the product of the study be able to applied in general term. It can be said that population is the general subject of research in the wide range. According to Cresswell (2009) stated that population are all of the mambers of defined peoples class in a hall groups. The population took in this research are eight grade students of MTsN 2 Blitar which consists of 1o classes by number of the students 370.

2. Sample

Selected the sample in a research is the important stage in conducting a research. Bordens (2008) stated sample is a part of population that was selected to represent the the large popultion. The exact sample of the research should be able to represent the large population generally.

The sample took in this research are VIII B students at MTsN 2 Blitar without randoming the mambers of the class, because the students of this class

was have differents ability and characteristics. This class was consists of 30 students which consists of 10 males and 20 females with differents abilities which represent the population of all the eight grade students of Junior High school.

D. Research Instrument

The instrument has an essential function in collecting data. The instrument is the tools to tests the things that want to be measure in the research in order to got the data of the research and to answer the problem of the research. Stated by Bordens (2011) that instrument is the tool to get the information of the students' achievement on writing report text. There are two kinds of test conducted by the researcher, those were pretest and posttest. The pretest was conducted before applyed the treatment and the posttest was conducted after applyed treatment. Those tests were conduct to measure the comparison of the score of the students' writing test before applyed the treatment and after done the treatment, to find out that the treatment was effective or not in increasing students' writing score.

The score of the students writing report text after administering the instrument analyze by using writing scoring rubric addapted from Cohen (1994) as follows:

Table 3.2 : Writing scoring rubric

Aspects	Scores	Indicators
Content of report text	5 (Excellent)	The main idea of the text stated clearly and accurately,put on the opinion very clear.
	4 (Very Good)	Main ideas stated fairly clear and accurately, put on the opinion relatively clear
	3 (Good)	Main ideas abit unclear and inaccurate, put on the opinion abit weak
	2 (Poor)	Main ideas not clear and not accurate, put on the opinion weak
	1 (Very Poor)	Main ideas not all clear or accurate, put on the opinion very weak
Organization	5 (Excellent)	Clear organization and perfectly coherent
	4 (Very Good)	Fairly clear organization and generally coherent
	3 (Good)	Loosely organization but main ideas was clear, logical but incomplete sequencing
	2 (poor)	The ideas was not connected, lacks logical sequencing
	1 (Very Poor)	No organization, incoherent
Vocabulary	5 (Excellent)	Very effective choice of words and use of idioms and word forms
	4 (Very Good)	Effective choice of words and use of idioms and word forms
	3 (Good)	Adequate choice of words but some misuse of vocabulary, idioms and word forms
	2 (Poor)	Limited range, confused use of words, idioms, and word forms
	1 (Very Poor)	Very limited range, very poor knowledge of words, idioms, and word forms
Grammar	5 (Excellent)	No errors, full control of complex structure
	4 (Very Good)	Almost no errors, good control of structure
	3 (Good)	Some errors, fair control of structure
	2 (Poor)	Many errors, poor control of structure
	1 (Very Poor)	Dominated by errors, no control of structure
Mechanics	5 (Excellent)	Mastery of spelling and punctuation

	4 (Very Good)	Few errors in spelling and punctuation
	3 (Good)	Fair number of spelling and punctuation errors
	2 (Poor)	Frequent errors in spelling and punctuation
	1 (Very Poor)	No control over spelling and punctuation

Score: The total numbers x 100 = n
The maximum score

The instrument used in this research in form of writing test. The test are group test which the students should doing the the test cooperatively appropriate with the instruction of the instrument. Before administering he test he students has been divided in to the some groups of the students which every group consist of 5 students. The instrument of this research as follows:

a. **Instrument of research**

Instrument

Writing test

Topic : Social Problem

Times : 90minutes

Writing Test

1. Read The Following Instruction Carrefully!

a. Write your name on the top of right corner of your work sheet!

b. Write the information you have known about social problem that

   you want to share to your friends in Give One column.

c. Write the information you have been got from your friends in

   Take one column.

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d. Move to a new partner and repeat the process.

e. Arrange the sentences of information you got in to a good paragraph of report text.

f. Your duration in arranging a good paragraph of report text is 45 minutes.

Note: Exchange no more than one idea with any given partner

E. Validity and Reliability

Every measuring instrument has two important characteristics, those are the process of checking validity and reliability.

1. Validity of the instrument

Validity testing was to measure is the instrument was good enough to be used or not. According to Arikunto (2006) validity testing was showed that the instrument was valid or not yet. The instrument with high validity level indicated that the instrument was valid and the low level of validity indicated that the instrument was not valid and its can't to be used in research test. Therefore, the validity of the test was be the important key to get the good instrument of the research. The validity of the test was measure whether the test was appropriate and supposed of the purpose of the assessment or not.

The researcher analyzed the validity of the instrument with content validity and construct validity in measuring the validity level of the instrument.

a) Content Validity

Content validity was measure whether the instrument has congruity with the curriculum and the object being evaluated. The instrument was clarified

has content validity if the instrument has good reflection of the object to be tested. Content validity is the congruity of an instrument with the students' needs and the indicator of the teaching learning process. The researcher used the syllabus and curriculum of 2013 to junior high school as reference of creating instrunent to measure that the instrument was has content validity.

Table 3.3 Core Competence and Basic Competence of Report text in Curriculum of 2013

Competence core	Understanding, applying, analyzing the factual knowledge, conceptual, procedural, based on curiosity about science, technology, arts, culture, and humanities with in insight into humanity, national, state, and civilization relation causes of phenomena and events, as well as applying procedural knowledge in the field of study specific according to their talents and interest to solve the problem.
Competence standard	Writing Arranging spoken and written simple report text about placebeing paid attention with social function, text structure, and language features correctly and appropriate with context
Indicator	Students are able to: 1. Write a report text with a good organization which consist of: a. Identificati on b. Description 2. Write a report text with adequate relation (content) to the topic given. 3. Use the correct grammar to write a report text. 4. Use the correct

	punctuation and spelling (mechanics).
Technique	Written text

b) Face validity

Face validity was the congruity of the test with the skill to be assessed. The test has face validity if the test able and effective to measures what its supposed to be measure in the test. The face validity of the instrument used in this research measured by consulting the instrument with the advisor and English teacher. Based on their evaluation stated that the instrument was proper to be tested to the students.

c) Construct Validity

Construct validity determined the capability of an instrument in spesific characteristics in accordance with the theory of language behavior and learning. The test was has construct validity if the composition of the test appropriately used the certain operational correctly based on the theoretical concept. To measure the construct validity of the instruments the researcher was consulted the term of instrument to the advisor and English teacher.

Table 3.4 The Statistical Correlation of Pearson Product-Moment from IBM SPSS Statistics 16.0

Correlations

		PRETEST	POSTTEST
PRETEST	Pearson Correlation	1	.951[**]
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	3520.967	3209.933

		121.413	110.687
	Covariance		
	N	30	30
POSTTEST	Pearson Correlation	.951**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	3209.933	3235.867
	Covariance	110.687	111.582
	N	30	30

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

The data analysis result poin out the statistical correlation of person product moment of the instrument was 0.951. The result indicated that the instrument was has possitive correlation. It concluded tthe test has strong positive correlation which is means that the instrument was valid to be tested.

2. Reliability

Brown (2003: 20) stated the reliability of the test is its consistency and dependable. Reliability is measure the accuracy, consistency, dependability scores resulting from assessing the test. The test was reliable if test yield similar result if the test given to the similar characters of students in two different occasions. In this research, the researcher analyze the reliability of the test by SPSS.

Zarkasyi (2015: 206) devided the chriteria of reliability instrument in to five classes as follows :

a. If the score of person product moment 0.00 – 0.02 means that the instrument less reliable.

b. If the score of person product moment 0.21 – 40 means that the instrument rather reliable

c. If the score of person product moment 0.41 – 0.70 means that the instrument enough reliable.

d. If the score of person product moment 0.71 – 0.90 means that the instrument.

e. If the score of person product moment 0.91 – 1.00 means that the instrument very reliable.

For the description above can be concluded if the score of person product moment under 0.41 means that the instrunment was not reliable and when the score of person product moment higher 0.41 means that the instrument was reliable. The table showed that the value of the statistical corelation of person product moment was 0.951 means that the instrument was very reliable.

F. Normality and Homogeneity Testing

Normality and Homogenity testing conducted to measure that the data was has normal distribution and the data was has homogeneous variance. In this research the researcher using SPSS application to compute the normality and hogenity of the data.

1. Normality Testing

   Normality testing determined that the data was normal distribution or not. Normality of this research data compute by the researcher by using One-Sample Kolmogrov-Sminrove test on SPSS with significance value 0.05 with the roles as follows:

   a. H_0 :   If the significance value of One-sample Kolmogrov Sminrove < 0.050 means the data was not normal distribution.

b. H_1 :   If the significance value of One Sample Kolmogrov Sminrove

      > 0.050 means the data was normal distribution.

2. Homogenity Testing

The test Homogenity was held to measure that the data was has a homogeneous variance or not . The homogeneity testing of thos research compute by Test of Homogeneity Variances with the significance value 0.05 on SPSS. The researcher decided the hypothesis of the homogeneity testing as follows :

a. H_0 : If the significance value of the data < 0.050 indicates that the data was not homogen

b. H_1 : If the significance value of the data > 0.050 indicates that the data was homogen.

G. Technique of data collection

Data collecting method is the significant aspect of the study. Data collecting method was contains of all the process in collecting data of the study (Cresswell, 20013). Technique in collecting the data is the crucial aspect in conducting a research. The appropriate technique was determined the actualization of the data. The process of colletcting the data of this research was conducted by pre-test and post-test. To know the test was accompplished it was done through two steps, there are:

1. Pre-test

Creswell (2003) stated that a pre-test provides a measure on some attribute or characteristic that you assess for participant in an experimental before they receive the treatmen. In this research the pretes was conducted before the treatment. The aimed of pretest was to evaluate the learners'

writing achievement before the implementation og get one - take one strategy carried out the treatment.

2. Post-Test

Posttest was conducted after the students got the treatment. As like pretest, post test also contained of essay questions. The type of instrument was same as the imstrument of pretest with different theme. The score of this test was identifyed the students' development on writing. From the students' score the researcher find out the effectiveness of give one – get one strategy in increasing students' score on writing. The result of scoring than compared with the score of post-test.

H. Hypothesis Testing

The hypothesis test was intended to measure whether the null hypothesis was rejected or not by comparing the students' score of pre test and post-test. Braves and Caputy (2001: 40) stated the way to test the null hypothesis able to rejecting is by comparing the T-value of obtained statistics is less than 0.05. The hypothesis of this study are bellows:

1. If the significant level lower than 0.05 the alternative hypothesis was rejected and the null hypothesis was accepted. Its mean that there was no improvement score of the students' of writing report text before and after taught by using give one take one strategy.

2. If the significant level higher than 0.05 the null hypothesis was rejected and the alternative hypothesis was not rejected. It means that there was improvement of

the students' score of writing report text before and after taught by using give one take one strategy.

I. Techniques of Data Analysis

Ary (2002:465) stated that the data analysis is a time consuming and difficult process, because typically the researcher faced massive amounts of field notes, interview transcripts, reflections and information from documents to examine and interpret the data. The researcher used SPSS in conducting statistical computation to analyze the data of the research. The data got with by the comparition between the score of students' pretest and post test. This step provides to prove the significant development of the learners' writing achievement before and after taught by give one take one strategy.