

CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology which be used in conducting this research. It covers: (1) Research Design, (2) Subject of The Study, (3) Research Instrument, (4) Validity Testing, (5) Normality and Homogeneity Testing, (6) Data Collecting Method, and (7) Data Analysis.

A. Research Design

This research uses quasi experimental design. This design intent on reveal the causal relationship by using control group and experimental group and does not selects those groups randomly.

This study used quasi experimental design in the form of nonrandomized control group, pretest-posttest design. This design does not permit random assignment of subject to the experimental and control group (Ary, 2010:316). The researcher determines to select two intacts group. The first group is given treatment, called experimental group and the other group is not be given a treatment, called control group. Then, both of two groups will be given pretest to know the beginning condition that is there any differences between control group and experimental group. Further, conducts experimental treatment activities with the experimental group only, and then administers a posttest to asses the differences between the two groups (Creswell, 2012: 310). The research design in this research is explained at table 3.1, as follows:

Table 3.1 Nonrandomized Control Group, Pretest-Posttest Design

Group	Pretest	Independent variable	Posttest
E	Y_1	X	Y_2
C	Y_3	-	Y_4

(Ary, 2010: 316)

Notes:

E : experimental group

C : control group

 Y_1 : pretest for experimental group Y_3 : pretest for control group

X : treatment, or taught writing recount text by using movie

 Y_2 : posttest for experimental group Y_4 : posttest for control group**B. Subject of The Study****1. Population**

Population is all of what we investigated. Ary (2010:147) stated that population is defined as all members of any well-defined class of people, events, or subject. The population in this research is the tenth grade students of MAN Trenggalek in academic year 2016-2017. The total number of the tenth grade students of MAN Trenggalek in academic year 2016-2017 are 352 students, which are consist of X-1 class until X-11 class.

2. Technique Sampling

In this research, the researcher use Purposive Sampling Technique to take the samples. In purposive sampling, which also referred to as judgment sampling, sample elements judged to be typical or representative are chosen from the population. (Ary, 2010:156). The researcher had taken two classes at tenth grade of MAN Trenggalek in academic year 2016-2017, those are X-2 class and X-3 class. It was done with some considerations that both of two classes are the existing classes which almost have the same average in writing ability.

3. Sample

Sample is taken from population. According to Ary, (2010: 47) sample is a portion of a population. It shows that sample is take a role as the representative in the research. The researcher decides to draw a sample from population because the population is big. It is more efficient (in case of money, time and energy), can decreasing bustle and minimizes the errors which can be easily be made by researcher during collecting data.

This research uses quasi experimental design which has main characteristics; without random placement and use intact group or group which be available. So, the researcher use the groups which are available as sample. The researcher does not take the sample individually but in the form of class. The sample which be taken are X-2 class as the experimental group and X-3 class as the control group. There are 32

students in each group, so the total number of sample is 64 as respondents in this research.

C. Research Instrument

Instrument of the research is a tools which be used by the researcher in collecting data. The instrument that is used in this research is test.

1. Test

Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary, 2010:201). The researcher applies pretest and posttest. Pretest is taken before giving treatment or before teaching by using audiovisual media. The purpose is to know or measure the students' ability in writing before be given a treatment. Pretest has similar questions and it is given to experimental group and control group. The number of the question is only one in the form of text.

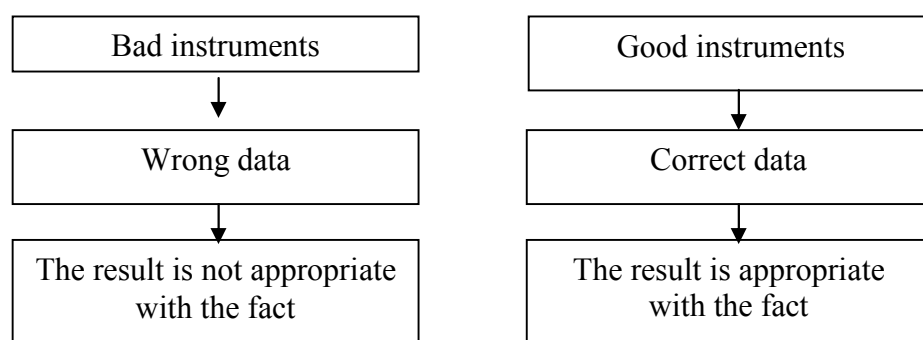
After getting the result of pretest from experimental group and control group, the researcher gives treatment to teach recount text for experimental group by using movie. Meanwhile, the researcher does not give treatment or gives conventional method teaching to teach recount text for control group. After that, the researcher gives posttest to experimental group and control group. Posttest is used to know the students' writing ability after taught by using movie from the one of not using movie. The number of the test is only one question in the form of text. The text must be consisting of

three elements; orientation, events and reorientation. The students have to use more than 10 sentences in making a text. The allocation time to do the test is 30 minutes. The students have to pay attention to the five aspects of writing which would be used in the assessment. These five aspects are as follow; content, organization, vocabulary, grammar and mechanic.

D. Validity Testing

Data has the important role in the research. It determines the quality of the research result. Meanwhile, the correct or wrong data depend on good or not the data collecting instrument.

Figure 3.1. The illustration of instruments quality in resulting data



Validity is a measurement that indicates the levels of the rightness of a certain instrument. In this study, a researcher used written test to measure the students' ability in writing recount text by using movie and who are not using movie. Before using the instrument, firstly the researcher must try out the instrument to the target research in order to examine empirical validity level of instrument. In this research, the researcher used face validity, construct validity and content validity.

a. Face validity

The instrument have face validity when it looks can measure what is supposed to measure. Face validity refers to the degree to which a test looks right and appears to measure the knowledge or abilities it claims to measure (Mousavi, 2002:244). The test in this research was designed to measure the students' writing ability. To achieve face validity, the researcher provides the instructions on the paper test to ask students to write.

b. Construct validity

Construct validity is validity which show how far the tests are suitable with the theory that becomes a foundation on composing those tests. Construct validity referred to what extent the instrument measure concept of a theory, which be base of composing instruments. The instrument is constructed concerning aspects that will be measured according to the certain theory. Then, the instrument is consulted to the expert.

In this research, the instruments which have been constructed based on the writing and recount theory. The item test demands students to write a story about recount text. To test the construct validity is used the expert opinion. After an instrument is constructed about the aspects which be measured based on appropriate theory, then the instrument is consulted with the expert. The expert who is chosen by researcher in this research is a lecturer of IAIN Tulungagung, she is Mrs. Nurul Chojimah.

The expert will give their opinion about the instrument which researcher made. After get the judgment from the expert, the instrument can be tried out to the eleventh students' of MAN Trenggalek which consist of 20 students to find out the validity of the test.

c. Content validity

A test is said have the content validity when the test represent the language skills which be tested. In this case, the researcher makes a written test consist of an item question in a form of text. The test is made up to testing the students' ability in writing recount text. Besides, Isnawati (2014: 27) said that a test will have content validity not only represent the sample of the language skill, structures, etc. which being tested, but also includes a proper sample of content which is relevant with the purpose of the test. The test is appropriate with the lesson material be taught. In this study, the content validity refers to the Curriculum of 2013 as the school has implemented. Based on the basic competence in syllabus of Curriculum of 2013, it is stated that the first grade students of Senior High School are taught about recount text. Moreover, the basic competence mentions that the students are expected be able to composing recount text by concerning on the social function, text structure, and language fatures correctly according to its context.

Table 3.2 Content Validity

Core competence	<p>3. Understanding, implementing, analyzing factual, conceptual, and procedural knowledge based on the curiosity towards science, technology, art, culture, and humanity with the knowledge of humanism, nationalism, and civilization related to the cause of phenomena and events and implementing the procedural knowledge in a specific field according to the skill and interest to overcome the problem.</p> <p>4. Analyzing, thinking, and performing in both concrete and abstract fields related to the development of what has been learnt in school individually and being able to use the method based on the theory in science.</p>
Basic competence	<p>4.7 Recount text – historic events</p> <p>4.7.2 Composing simple written and spoken recount text about historic events by concerning on the social function, text structure, and language features correctly according to its context.</p>
Indicator	Writing a simple and short paragraph of recount text with the correct structure.
Technique	Written test
Instrument of the test	<p><u>Pretest</u></p> <p>The students should write a short recount text consisting of three elements; orientation, events and reorientation by choosing one of four topics which be served.</p> <p><u>Posttest</u></p> <ul style="list-style-type: none"> • Control class The students should write a short recount text consisting of three elements; orientation, events and reorientation by choosing one of four topics which be served. • Experimental class The students should write a short recount text consisting of three elements; orientation, events and reorientation by choosing one of four topics on the basis of the movie that students' have seen.
Time allocation	30 minutes

Based on the table 3.2 above, the instrument of the test can be said have the content validity because the test has equal purpose with the core competence and basic competence in syllabus of Curriculum of 2013, which is testing the students' ability in writing recount text with the correct structures.

Actually, the ideal instruments should be valid and reliable. In this research, the test is productive skill form that is writing test. The researcher did not find the reliability and the researcher decide to be regardless the reliability.

E. Normality and Homogeneity Testing

1. Normality Test

Data normality testing is conducted to show that the sample data come from a normally distributed population. In this research, the result of data both experimental and control group are tested with the helped of SPSS program 16.0 version. The data included students' score in pretest and posttest. The output is seen by Kolmogrov-Smirnov column. Normality testing is done by using the rule of Asymp. Sig (2 tailed) as follows :

- a. If Asymp. Sig (2 tailed) > 0.05 , so the test distribution is normal.
- b. If Asymp. Sig (2 tailed) < 0.05 , so the test distribution is not normal.

Table 3.3 The Output of Normality Testing in Pretest Data

One-Sample Kolmogorov-Smirnov Test		
	experimental_pretest _scores	control_pretest _scores
N	32	32
Normal Parameters ^a	Mean	73.28
	Std. Deviation	72.97
Most Extreme Differences	Absolute	8.945
	Positive	7.498
	Negative	.180
Kolmogorov-Smirnov Z	.166	.185
Asymp. Sig. (2-tailed)	-.180	-.107
	1.018	1.047
	.251	.223
a. Test distribution is Normal.		

Based on the result of computation with the helped of SPSS program 16.0 version, value of Asymp. Sig (2 tailed) from both pretest in experimental and control class are bigger than 0.05. The value of Asymp. Sig (2 tailed) of pretest in experimental class is 0.251 and it is bigger than 0.05 ($0.251 > 0.05$). It can be conclude that the test distribution is normal. Then, the value of Asymp. Sig (2 tailed) of pretest in control class is 0.223 and it is bigger than 0.05 ($0.223 > 0.05$). So, the test distribution is normal.

Table 3.4 The Output of Normality Testing in Posttest Data

One-Sample Kolmogorov-Smirnov Test		
	experimental_p osttest_scores	control_posttes t_scores
N	32	32
Normal Parameters ^a	Mean	81,41
	Std. Deviation	75,94
Most Extreme Differences	Absolute	5,570
	Positive	6,652
	Negative	,178
Kolmogorov-Smirnov Z	,162	,198
Asymp. Sig. (2-tailed)	-,178	-,158
	1,008	1,120
	,262	,162

a. Test distribution is Normal.

Based on the result of computation with the helped of SPSS program 16.0 version, value of Asymp. Sig (2 tailed) from both posttest in experimental and control class are bigger than 0.05. The value of Asymp. Sig (2 tailed) of posttest in experimental class is 0.262 and it is bigger than 0.05 ($0.262 > 0.05$). It can be conclude that the test distribution is normal. Then, the value of Asymp. Sig (2 tailed) of posttest in control class is 0.162 and it is bigger than 0.05 ($0.162 > 0.05$). So, the test distribution is normal.

2. Homogeneity Test

The homogeneity test is conducted to know whether the variety of data both experimental and control classes is same or not. Homogeneity test is important since the result of research will be generalized in a population. In this research, a researcher conducts testing the homogeneity with the helped of SPSS program 16.0 version.

The homogeneity testing must fulfill the testing criteria as follows:

- a. P-value or Sig. is ≥ 0.05 means the data have same variant or homogeny
- b. P-value or Sig. is < 0.05 means the data have different variant or not homogeny.

Table 3.5 The Output of Homogeneity Testing

Test of Homogeneity of Variances			
scores_posttest			
Levene Statistic	df1	df2	Sig.
2.567	1	62	.114

From the table above, the number of *levene statistic* is 2.567 while the P-value (Sig.) is 0.114, and it is bigger than 0.05. So, the homogeneity testing of variance in pretest of control class and experimental class show that the data had homogeneity of variances and can be used as sample in this research.

F. Data Collecting Method

Data collecting is the most important work in the research in order to be acquired the appropriate result. Data collecting method is the way that used by the researcher to collect the data. The researcher used administering test as a method in collecting data.

1. Administering Test

Data of this research is collected by administering the test. According to Ary, test is consist of achievement test and aptitude test (Ary, 2010:201). The achievement test usually is used in educatoinal research, as well as in school systems. The aim is to measure the students' knowledge. Achievements test generally classified to standardized test and researcher-made test. In this study, the researcher used researcher-made test as the instrument of collecting data. The researcher construct test in order to be suitable for the specific objectives of the research. The test that given is written test which given as pretest and posttest. The pretest is given to both of experimental class and control class before the researcher does a treatment. Whereas, posttest is given both of experimental class and

control class after the researcher does a treatment. The treatment which be done by researcher is different for both of two class. To experimental class, the researcher does a treatment by using movie. Meanwhile, the researcher does not give a treatment to control class. The researcher just teaches the students in control class by using conventional method in teaching learning process.

For pretest, the researcher gives a question in a form of text to the students. The students have to write recount text based on their imagination. The content of the text should come from their idea and thought. For posttest, the researcher also gives a question in a form of text to the students. The students have to write some paragraphs about recount text based on their idea that appear through the treatment which be given to them. A text should consist of more than 10 sentences. The students should be pay attention to the five aspects of writing which would be used in the assessment. These five aspects are as follows; content, organization, vocabulary, grammar and mechanic. To pass the written test, the students should reach good level in five aspects of writing. The analytic scoring provided by Cohen (1994: 328-329) in Isnawati's book (2014: 75) can be seen in table 3.6. In this case, the calculation is done by dividing the total scores with maximal score (20) and multiplying it with one hundred. Finally the students writing level can be determined. The criteria of writing test can be seen in table 3.7. The schedule of the test and treatment can be seen in table 3.8.

Table 3.6 The Analytic Scoring of Written Test

Aspect	Explanation	Score
Content	- Main ideas stated clearly and accurately, change of opinion clear	5
	- Main ideas stated fairly, clearly and accurately, change of opinion relatively clear	4
	- Main ideas somewhat, unclear and inaccurate, change of opinion somewhat weak	3
	- Main ideas not clear or accurate, change of opinion weak	2
	- Main ideas not all clear or accurate, change of opinion very weak	1
Organization	- Well organized and perfectly coherent	5
	- Fairly well organized and generally coherent	4
	- Loosely organized but main idea clear, logical but incomplete sequencing	3
	- Ideas disconnected, lacks logical sequencing	2
	- No organization, incoherent	1
Vocabulary	- Very effective choice of words and use of idioms and word form	5
	- Effective choice of words and use of idioms and word forms	4
	- Adequate choice of words but some miss use of vocabulary, idioms and word form	3
	- Limited range, confused use of words, idioms, and word form	2
	- Very limited range, very poor language of words, idioms, and word form	1
Grammar	- No errors, full control of complex structure	5
	- Almost no errors, good control of structure	4
	- Some error, fair control of structure	3
	- Dominated by errors, no control of structure	2
	- Many errors, poor control of structure	1
Mechanic	- Mastery of spelling and punctuation	5
	- Few errors in spelling and punctuation	4
	- Fair number of spelling and punctuation errors	3
	- Frequent errors in spelling and punctuation	2
	- No control over spelling and punctuation	1
$\frac{\text{The total number gotten} \times 100}{\text{The maximal score}} = n$		

Table 3.7 The Criteria of Writing Test

No	Grade	Qualification	Range of scores
1.	A	Excellent	85-100
2.	B	Good	84-70
3.	C	Average	69-55
4.	D	Poor	54-50
5.	E	Very Poor	49-0

Table 3.8 The Schedule of the Research

No	Group	Meeting	Date	Activity	Time
1	Control (X-3)	I	Thursday, March 2 nd 2017	Pretest	7-8
2	Experimental (X-2)		Friday, March 3 rd 2017	Pretest	1-2
3	Control (X-3)	II	Saturday, March 4 th 2017	Treatment 1 (Holiday and Going to theme park)	3-4
4	Experimental (X-2)		Monday, March 27 th 2017	Treatment 1 (Holiday and Going to theme park)	3-4
5	Control (X-3)	III	Thursday, March 30 th 2017	Treatment 2 (Visiting to a city or country)	7-8
6	Experimental (X-2)		Friday, March 31 st 2017	Treatment 2 (Visiting to a city or country)	1-2
7	Control (X-3)	IV	Saturday, April 1 st 2017	Posttest	3-4
8	Experimental (X-2)		Monday, April 3 rd 2017	Posttest	3-4

In this research, the researcher conducts four meetings to teach the students. In the first meeting, the researcher gives some explanation about the material is taught, that is recount text. Although recount text has been taught in the last semester, but it is better if the students be explained again

in order to build up their memories about recount text. After that, the researcher convey their purpose in teach the class and gives pretest for writing testing. Pretest is given to experimental and control class. For pretest, the researcher gives a question in a piece of paper. The students must do the task appropriate with the instruction. The result of test will be assessed by using analytical scoring provided by Cohen.

In second meeting, the researcher gives the first treatment for experimental and control class. For experimental class, the researcher does a treatment by giving movie. The students watched a movie entitled vacation. Vacation tells about the journey of a family that wants to go to theme park. By watching the movie, students can see and hear the process of go to somewhere. The researcher as the teacher also taught how to construct the text by explains the plot of the story. After finished, the students are asked to make a short text about the story they watch in the movie. The result of the task is collected to the teacher in order to be corrected. For control class, the researcher just teaches the students by using conventional method. The researcher gives some explanation about recount text and gives an example related with the material. After that, the researcher asks the students to write a short text based on their experience at holiday. The results of the task writing are collected to the researcher in order to be corrected.

In third meeting, a researcher gives the second treatment for experimental and control group. A researcher does a treatment for

experimental group by watching movie entitled Eat Pray Love. The movie is tells about an experience of a woman goes to some country; Italia, India and Bali. By watching the movie, the students can see and hear the experience when go to somewhere. The students can know the events happen by observing the characters in a movie. After that, the researcher asks students to write a story related with the movie they have been watched. The result of the writing task is collected to the researcher to be corrected. In another hand, a researcher returns the correction of the product writing in the last meeting. A researcher as a teacher explains again about the material and give example about recount text. Then, a researcher asks students to write a recount text based on their imagination. Later, the text is collected to a researcher.

In the fourth meeting, a researcher as a teacher gives a posttest to experimental and control group to measure the writing ability after they got a treatment. A researcher gives a question in a piece of paper. The students must do the task based on the instruction. The result of test will be assessed by using analytical scoring provided by Cohen.

G. Data Analysis

After the data have been collected from the data collecting result, the researcher should analyze the data immediately. The data or the score of experimental and control class test should be analyzed to know the effectiveness of using movie in this research. The researcher divides the test

result into two groups, they are experimental group and control group. The score of the written test of both groups are analyzed. The researcher uses statistical analysis to analyze the collected data using t-test formula with the helped of SPSS program 16.0 version. T-test technique is a statistical technique which is used to testing the difference significance of 2 mean which comes from 2 distributions. Based on the statement above, this research used t-test in order to differentiate the students' result of writing a recount text who were taught by using movie and those who weretaught without using movie was significant or not.