

## CHAPTER III

### RESEARCH METHOD

This research aims to find out Charlie Chaplin's video is effective in teachingwriting narrative text at MA Al-Muslihun, Tunggangri or not. This chapter described the research design, description of treatment, population, sample, and sampling, research instrument, validiy and rebility, normality and homogeneity testing, data collection, data analysis, and statistical hypothesis.

#### A. Research Design

This research use experimental sudy with quantiative research to investigate the effectiveness of silent video on students' abilty in narrative text.

In this study, the writer uses pre-experimental design because the writer wants to established possible cause effect between the independent and dependent variable. The researcher uses one-group pre-test and post-test because of the feasibility to conduct the research in two classes.

**Table 3.1 The design One-Group Pretest-Posttest Design adapted from Ary et al. (2010).**

Pretest	Independent variable	Posttest
$Y_1$	X	$Y_2$

Notes:

Y1 : Students achievement on writing narrative text before being taught by using free writing tasking

X : Narrative text with silent video tasking that treatment

Y2 : students achievement on writing skills after being taught by using narrative text with silent video tasking

The procedures of experimental research that use one group of pre-test and post-test design are:

1. Administering a pre-test before applying strategy with a purpose of measuring writing achievement of tenth grade at MA AL-Muslihun, Kalidawir.
2. Applying the experimental treatment teaching writing by using silent video (Charlie Chaplin).
3. Administering a post-test after applying strategy with purpose of measuring writing achievement of the tenth grade at MA AL-Muslihun, Kalidawir.

In this research, the researcher wants to see whether the silent video is effective in teaching writing for tenth grade students of senior high school by comparing the pre-test and post-test scores.

## **B. Description of Treatment**

This study was conducted in X MIA class. The researcher finally choose this class based on the student's consideration and of course based on the recommendation of Mrs. Mudrikah as the English teacher which know more about the subject's condition. This study is using Charlie Chaplin's as medium to teach writing narrative text. Before applying this method, the researcher discussed first with Mrs Mudrikahas the English teacher and finally decided to use video based on the result of simple discussion in preliminary study with some of the students which talked about their difficulties in writing narrative and also the English teacher. Charlie Chaplin's video as a medium to teach writing narrative text is new teaching method for Mrs. Mudrikah. She rarely uses any media in teaching and learning, moreover teaching writing narrative text.

So, to solve this problem the researcher gives an explanation about what the English teacher done must. And it was done in a second meeting before applying this method in class. After that the English teacher applied the way in teaching writing narrative text for 4 meetings. The first meeting is pretest and treatment, the second and third meeting is treatment and the fourth meeting is post test.

The procedure of this study was described as follow:

**Table 3.2 The Procedure of The Study.**

NO.	Procedure of study	
	Date	Theme/Material
1.	18 April 2018	Pretest + treatment
2.	19 April 2018	Treatment
3.	25 April 2018	Treatment
4.	26 April 2018	Post test

On the first meeting, writer has conducted pretest in one group of class and continued with treatment. On the second and third meetings writer had given treatment again and the last meeting continued with post test. In the pretest, the reasearcher ask the group to do free writing. They can choose the topic as they want. And almost the students write about some popular stories, forinstance: Cinderella, Bawang putih, Bawang merah, and snow white. There is a possibility that the students imitate the story from the internet or books. And then the treatment and post test was done in the last meeting but in a different setting of time.

The treatments for the group were carried for for every meeting is 90 minutes. During this period, students were taught using Charlie Chaplin's video. The treatment was held on 18 April 2018. In this time students taught using Charlie Chaplin's Video. The first activity is giving a warming activity to make the atmosphere of the class fun. After that the teacher gives an explanation about language features of narrative text. The

teacher plays the video and then after that ask students to make some list about what the main Characters of the video do. Then, The teacher ask the students to make good sentences appropriate the language feature of narrative text.

The second meeting, the begining of the activity is giving a warming activity to make the atmosphere of the class fun. The teacher gives an explanation about vocabulary and conjuntion of narrative text. After that the teacher plays the video and then after that ask students to make some list about vocabularies related with the video. Then students analyse some sentences about conjuntion. The third meeting, the beginning of the activity is giving a warming activity to make the atmosphere of the class fun. After that the teacher gives an explanation about generic structure of narrative text The teacher explains about the meaning of narrative text and also the content of narrative. Then, the teacher ask student to make some group, after that plays the video of Charlie Chaplin. During this process the teacher ask the students to write any information that related with the content of narrative text. It means any vocabulary related with the story. After that, the teacher asked the students to rearrange their vocabulary in the form of draft to make easy in arranging writing narrative text. And the last the teacher asked the students to develop their draft in the form of paragraph with their group.

The last meeting is post test, teacher ask students to make a narrative text based on the Charlie Chaplin video.

The teaching process as follows:

**Table 3.3 The teaching process.**

<p>Pre-writing</p> <ul style="list-style-type: none"> <li>- T gives warming up activity</li> <li>- T explain about the material of narrative text</li> <li>- T explain the student work</li> <li>- T play Charlie Chaplin's Video</li> <li>- T ask the students to write any information from the video</li> <li>- T asks the students to arrange draft together.</li> </ul> <p>Whilst-Writing</p> <ul style="list-style-type: none"> <li>- T correct the draft</li> <li>- T ask the students to develop the draft into paragraph</li> </ul> <p>Post-writing</p> <ul style="list-style-type: none"> <li>- T ask the students to collect the paper</li> <li>- T give comment and suggestion</li> <li>- T give score</li> </ul>
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## **C. Population, Sample, and Sampling**

### **1. Population**

Population is total subject research (Aikunto, 2006: 130). The population in this research will be the ten graders of MA Al-Muslihun, Tunggangri. This school is Islamic school that use Bahasa to communicate each other. They use Bahasa in daily conversation. They think that English

more difficult to learn specially in writing because they don't have any vocabulary to support their writing. Therefore, writing English becomes boring. English teacher also give statement that the students English skill is low. The students like don't have motivation to learn. So, the students need another teaching method, a creative and effective method to increase students interest to learn English more. Therefore, the Researcher decided to choose this school based on this consideration.

## **2. Sample**

Sample is a smaller group or the objects selected from a large group (Population). In this research, the researcher choose X MIA class as a sample. It is consist of 31 students. The researcher choose this class based on the consideration.

## **3. Sampling**

Sampling is a technique to take sample from population. Sampling technique is needed as representative sample of the whole population. In this research, the researcher uses purposive sampling. In purposivesampling, sample has been chosen for a specific purpose (Cohen, 2005:103). The researcher chooses purposive sampling technique because she doesn't have authority to make a new class only for research. So, the sample is determined by the teacher

#### D. Research Instrument

The research instrument plays an important role to collect data. The instruments that used in this research for the students is writing test to measure the students ability after watching Charlie Chaplin's video. The test here means the students work, writing narrative paragraph that has developed from the students draft of narrative text. And to measure the result of the data the researcher use rubric narrative. Then, the data will produce use numeric based on the students score.

As an experimental research, the main instrument used in this research is test. The materials of the test was taken from English book which related to student's subject and based on Curriculum 2013. There were kinds of test in this research.

##### 1. Pre-test

To measure the student's ability before the treatment process. The purpose of this test is to know the basic competence for student and their earlier knowledge before they get the treatment. Then, the score of the test will be determine between pre-test and post-test. Each student's assignment scored by using calculation bellow:

$$\frac{SkorPerolehan}{SkorMaksimal} \times 100$$

##### 2. Post-test

To measure their ability after the treatment process. The purpose of this test is to know the basic competence for students and their



knowledge after they get the treatment. It is done to know the final score and to know the student difference achievement before and after the treatment. Each student's assignment scored by using calculation below:

$$\frac{SkorPerolehan}{SkorMaksimal} \times 100$$

### 3. Try Out Test

Before administering the test, the researcher conducted the try out test to know whether the test was reliable or not. The test was conducted on March, 2018. The test was in the form of writing test by using narrative text. To get the score, the researcher used a rubric to assess the writing test. The respondent is 26 students of MA Al-Muslihun, Tunggangri X IIS class.

## E. Validity and Reliability

### a. Validity

Validity is the most important idea to consider when preparing or selecting an instrument for use. To measure whether the test has good validity. The researcher analyzed the test from content validity, criterion validity, and construct validity. There are three types of validity:

#### a) Content validity

The one refers to know the content appropriate of the manifest variable that we are trying to measure. Clearly, there is an

important role for theory in determining content validity. The better we know our subject and how the concept, we are using are theoretically defined, the better we will be able to design an instrument that is content valid. Therefore its accordance to a theory of how the concept works and what it is. An extensive research of the literature on the concept you are wanting to measure is going to help you to achieve validity. Asking respondents whether the instrument or test looks valid or then is also important.

In this study, the content validity refers to the Curriculum of 2013 as the school has implemented when the researcher conducted this research. The test was designed based on main competence and basic competence in the Curriculum of 2013.

b) Criterion validity

The one is closely related to theory when you are developing a measure, you usually expect it to be related to other measures or to predict certain outcomes. Two types of criterion validity: *predictive validity*, whether or not the instrument you are using predicts the outcomes you would theoretically expect it to. *Current validity*, make a less stringent assumption. The question here is whether scores on your instrument agree with scores on other factors you would expect to be related to it. In this research, the researcher administered a writing test and the technique of scoring the

students writing is based on the five aspects of writing; they are content, organization, vocabulary, grammar, and mechanics.

c) Construct validity

The one is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring. This is related to our theoretical knowledge of the concept we are wanting to measure. In this study, the face validity was done through validator by the expert. The purpose of face validity which is used in this research is to check some aspects that are consideration in the test, they are:

- a. To check that the instruction must be clear and understandable for the students.
- b. The test is suitable with syllabus and their level.
- c. Time allocation must be given clearly.

**b. Reability**

Reliability of the test is the consistency and dependable. According to Ary et al (2010:236) defines reliability as the degree of consistency with which an instrument measures whatever it is measuring.

To know how far the reliability of the instrument, the researcher made test to be tried out to students before giving pretest and posttest. In this research, the writer uses inter rater reliability where the result of the test was scored by two scorers or two raters to get reliability coefficient. Then, the two sets of scores gotten from the two raters are

calculated to get the correlation coefficient. Finally, SPSS 16.0 for windows program is used to compute the reliability of instruments.

Here the result of try out test:

**Table 3.4 and 3.5 The Statistical Correlation of *Person Product***

***Moment* from IBM SPSS Statistical 16.0**

**Table 3.4 Reability of pre-test**

Correlations			
		Rater1	Rater2
Rater1	Pearson Correlation	1	.916**
	Sig. (2-tailed)		.000
	N	26	26
Rater2	Pearson Correlation	.916**	1
	Sig. (2-tailed)	.000	
	N	26	26

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

**Table 3.5 Reability of post-test**

Correlations			
		Rater1	Rater2
Rater1	Pearson Correlation	1	.837**
	Sig. (2-tailed)		.000
	N	26	26
Rater2	Pearson Correlation	.837**	1
	Sig. (2-tailed)	.000	
	N	26	26

Correlations			
		Rater1	Rater2
Rater1	Pearson Correlation	1	.837**
	Sig. (2-tailed)		.000
	N	26	26
Rater2	Pearson Correlation	.837**	1
	Sig. (2-tailed)	.000	
	N	26	26

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

Table 3.5 shows that Pearson Correlation of both rater1 and 2 were 0.923. Meanwhile, table 3.6 shows that Pearson Correlation of both rater1 and 2 were 0.732. In this case, if the Pearson Correlation was closer to +1, it can be said has strong correlation. Based on the both of table above, the result is closer to +1, so the data has strong reliability. It can be concluded that it is reliable.

## F. Normality and homogeneity testing

### 1. Normality

Normality test uses to know whether that the data is in normal distribution or not. The main reason of conducting normality testing in a research is to know that the population or data involved in the research is in normal distribution. The normality test can be found by using *One-Sample Kolmogorov-Smirnov* formula and computed using SPSS 16.0.

The distribution of data is normal if Asymp.Sig > 0.05. But if Asymp.Sig < 0.05, the distribution of data is not normal.

## 2. Homogeneity

Homogeneity testing is conducted to know whether the sample data has a homogeneous variance or not. The computation of homogeneity testing by using *SPSS Statistics 16.00* is *Test of homogeneity of Variance* by the value of significance = 0.05. There is also certainty in taking decision or homogeneity testing, as follow:

The value of significance is higher than 0.05, it means that the data of sample has same variance.

## G. Data Colletion Method

The researcher collecting the data by giving test. According with Donald, Lucy, and Chris (2006:201), test is valuable measuring instrument for educational research. Test is set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.

The test is used to get the data of the students of the students writing skills. The researcher uses the essay test/writing test to test the writing skills. There are procedures of conducted the research:

### 1. Pre-test

Pre-test was given to the students before the students being taught writing skills by using silent video. The purpose of this test is to know

the student's ability in writing skills before the students got the treatment.

## 2. Treatment

After administering pre-test, the researcher gave the treatment to the students. The treatment was done in 2 times exactly on April 18<sup>th</sup> until April 26<sup>h</sup> 2018. The researcher applied the treatment by using silent video (Charlie Chaplin) in writing narrative text. Firstly, the researcher introduced about language features of narrative text and the generic structure of narrative text and how to make the narrative text by use the silent video (Charlie Chaplin).

**Table 3.6 Syntax of The Treatment**

First treatment on April, 18<sup>th</sup> 2018

Aspect	Teachers' activity	Students' activity
Pre-activity	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Pray</li> <li>• Check the attendance</li> <li>• Give the stimulation for students with the questions</li> </ul>	<ul style="list-style-type: none"> <li>• Give response of greeting</li> <li>• Pray together</li> <li>• Answer the questions</li> </ul>
Whishlist-activity	<ul style="list-style-type: none"> <li>• Give the lesson of the language feature in the narrative text to the students.</li> <li>• Play the silent video (charlie chaplin)</li> <li>• Divide the students into 6 groups that each group consists of 5-6 students.</li> </ul>	<ul style="list-style-type: none"> <li>• The students discuss together about the language fearture of narrative text.</li> <li>• Pay attention and give the response of the video.</li> <li>• The students divided</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the topic of the video and language feature of narrative text .</li> <li>• Ask students to make some sentences use past tense and fill the blank story.</li> </ul>	<ul style="list-style-type: none"> <li>• into 6 groups.</li> <li>• The students discuss and make some sentences use past tense and fill the blank story.</li> </ul>
Post-activity	<ul style="list-style-type: none"> <li>• Give the conclusion about the lesson.</li> <li>• Closing.</li> </ul>	<ul style="list-style-type: none"> <li>• Concluded the lesson.</li> <li>• Give response of closing.</li> </ul>

Second treatment on April, 19<sup>th</sup> 2018

Aspect	Teachers' activity	Students' activity
Pre-activity	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Pray</li> <li>• Check the attendance</li> <li>• Give the stimulation for students with the questions</li> </ul>	<ul style="list-style-type: none"> <li>• Give response of greeting</li> <li>• Pray together</li> <li>• Answer the questions</li> </ul>
Whilst-activity	<ul style="list-style-type: none"> <li>• Give the lesson of the conjunction and vocabulary in the narrative text to the students.</li> <li>• Play the silent video (charlie chaplin)</li> <li>• Ask the students about the content of the video</li> <li>• Ask students to make some sentences using conjunction based on the video together and check it together also</li> <li>• Ask students to sit with their group</li> <li>• Give each group assignment about conjunction</li> </ul>	<ul style="list-style-type: none"> <li>• The students discuss together about the conjunction and vocabulary in the narrative text</li> <li>• Pay attention and give the response of the video.</li> <li>• Gather make some sentences using conjunction based on the video</li> <li>• Gather with the group</li> <li>• Discuss the assignment with their group</li> </ul>



Post-activity	<ul style="list-style-type: none"> <li>• Ask the students to submit their assignment and explain the next lesson.</li> <li>• Closing.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit the project.</li> <li>• Listen the explanation.</li> </ul>
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Third treatment on April, 25<sup>th</sup> 2018

Aspect	Teachers' activity	Students' activity
Pre-activity	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Pray</li> <li>• Check the attendance</li> <li>• Give the stimulation for students with the questions</li> </ul>	<ul style="list-style-type: none"> <li>• Give response of greeting</li> <li>• Pray together</li> <li>• Answer the questions</li> </ul>
Whilst-activity	<ul style="list-style-type: none"> <li>• Give the example and explain of narrative text and generic structure of narrative text to the students.</li> <li>• Ask students to sit with their group</li> <li>• Play the silent video (charlie chaplin)</li> <li>• Ask the students to write any information about the video</li> <li>• Guide the students to make draft to make them easy in arranging writing narrative text</li> <li>• Inform the students that they will make a narrative text based on the video</li> <li>• Ask the students to discuss and make a narrative text with their group</li> </ul>	<ul style="list-style-type: none"> <li>• The students identify the generic structure of narrative text that showed by teacher.</li> <li>• Gather with the group</li> <li>• Pay attention and give the response of the video.</li> <li>• Write any information about the video</li> <li>• Make draft and narrative text with their group</li> </ul>
Post-activity	<ul style="list-style-type: none"> <li>• Give the conclusion about the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Concluded the lesson.</li> <li>• Give response of</li> </ul>

	• Closing.	closing.
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### 3. Post-test

Post-test was given to the students after the students being taught writing skills by using silent video. The purpose of this test is to know the students ability in writing skills after the students got the treatments.

## H. Data Analysis

Data analysis is the way data analyzed by the researcher. In managing and analyzing the data collected, the researcher use quantitative data analysis by using statistical technique. The analysis is used to find the significant difference of the students' writing achievement before and after using silent video. Analyzing data is a process of analyzing the acquired from the result of the research. The data which is needed in this research have been collected in writing recount form. To analyze the data, the researcher used Paired SampleS T-Test in IBM Statistics 16.0.

## I. Statistical Hypothesis

The hypothesis of this study is as follows:

- 1) If the significant value is smaller thansignificance level (0.05), the alternative hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected. It means that there is no different score between

use silent video and do not use silent video in students' achievement in writing.

- 2) If the significance value is bigger than significance level (0.05), null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. It means that there is different score between use silent video and do not use silent video in students' achievement in writing.