

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was pre-experimental research. Pre-experimental research are classified depending on whether there is an involvement of one or two groups, and whether the groups are post-tested only or both are pre-tested and post-tested by Gay (1987: 281).

The design of this research was pre-experimental design because it is aimed to find out whether the implementation of Action-Feeling-Setting strategy can gives significant effect students' writing ability. This design, basically involved one group which is experimental group. The experimental group will be given a treatment by applying Action-Feeling-Setting to improve their writing skill.

According to Gay (2000: 265-266), the one group pretest-posttest design involves a single group as experiment group that is pretested (O), exposed to a treatment (X), and tested again (O). The success of the treatment is determined by comparing pretest and posttest score. The study conducted into two steps: Pre-test and Post-test. The pre-test was given at the first meeting of the research to see the students' writing ability before doing the treatment, and the post-test was done at the last meeting of the research to find out the result of the treatment given to the students.

According to Gay (1987: 282) the success of the treatment is determined by comparing pre-test and post-test scores. The purpose of this study is to identify cause-effect between both variable, whereas Action-Feeling-Setting (X) and Students' Writing Skills (Y).

The relationship between the variables is shown in the schema below:



In addition, this pre experimental design involves just one group that called "*one-group pre test-post test design*". A pre experimental design executed just in one group to use for comparison, this design fall under the broad category of paired data analysis. Here is a single subject is measured on two separate occasions and the researcher wishes to determine if there is a difference between the first and the second measurements. The first measurement is called pre test or baseline measurement, and the second measurement is called the post test measurement. Based on this design, Gay (2003:389) shown the one-group pre test-post test in schema below:

$$O_1 \quad X \quad O_2$$

Where:

O_1 : Pre test

X : Teaching Writing through Action-Feeling-Setting

O_2 : Post test

By doing this research, researcher will give pre test before giving the treatments, after that researcher provide some treatments by Using Action-Feeling-Setting. At the entire series of the research, the researcher will give post test to the students to know their ability in writing.

As seen in, the first one is administrated at the beginning of the treatment and the second one at the end.

Table 3.1 Procedure of One-Group Pre Test-Post Test Design

STEPS	PROCEDURES	AIM
Step 1	Pre test (Writing Test)	To measure the degree of the dependent variable before the treatment
Step 2	Treatment (Action-Feeling-Setting)	To influence the dependent variable
Step 3	Post test (Writing Test)	To measure the degree of change on dependent the variable

B. Population and Sample

1. Population

Gay (1987: 102) says that population is a group to which the researcher would like the results of the study to be generalizable and sampling is the processes of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they were selected. In this research, the population is the first grade students of Islamic Senior High School 2 Kota PADANG. The total number of the population is 175 students. They are distributed into five classes. The members each class of the at the second year of students Islamic Senior High School 2 Kota Padang will be shown as follows:

Table 3.2 The total first grade of MAN 2 PADANG

Class	Total Students
X IPS 1	35
X IPS 2	34
X IPS 3	35
X IPS 4	36
X IPS 5	34
Total	175

2. Sample

In deciding which is group will be the experimental group, the researcher use simple random sampling. Based on Sugionos' statement (2009:82) concern that simple random sampling refers to select the sample that the researcher believes to be representative of homogenous population.

To show the sample is representative or not, so, the researcher will do the steps:

- a. Collected the English Mean score data from all ten grade students in first semester
- b. Test of normality

Normality test had an objective to know are the sample normal or not. In this research, to do the normality test researcher used Kolmogorov Smirnov and Shapiro Wilk. This test is SPSS test. If the data was significant or more than 0.05 the class is normal.

Table 3.3 Tests of normality

Tests of Normality

KELAS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
NILAI X IPS 1	.156	35	.030	.940	35	.055
X IPS 2	.108	39	.200*	.984	39	.835
X IPS 3	.120	38	.186	.969	38	.362
X IPS 4	.114	37	.200*	.961	37	.214
X IPS 5	.112	34	.200*	.960	34	.239

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

c. Test of homogeneous variances

After doing a normality test and got the normal data. Then the researcher did the homogeneous variation test. This test had an objective as to know are the sample homogeneity or not. This test used SPSS with levene test, if the data significant or the data more than 0,005 it means the data is homogeneous.

Table 3.4 Test of Homogeneity of Variance

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Based on Mean	6.426	4	178	.741
Based on Median	5.618	4	178	.104
Based on Median and with adjusted df	5.618	4	161.634	.202
Based on trimmed mean	6.268	4	178	.469

d. After got the class that had no significant differences, then researcher chooses one class as a pre-experimental.

C. Place and Time

This research was carried out at Islamic Senior High School 2 Padang. The treatment was conducted at the first year students of first semester. The treatment was done six times meeting started on November 3rd 2017 until January 4th 2018 where the researcher gave students the pre-test in the first meeting, gave treatment four times for four days and the last meeting, the researcher gave past-test in order to know the students' writing skill. To see whether the use of listing technique gave significant

effect on students' writing skill, the researcher compared the pre-test and post-test result in the class.

D. Instruments of the Research

The instrument of this research will be written test that was used to collect data about the improvement of students' writing ability after implementing Action-Feeling-Setting Strategy. A test must have content validity and reliability. Arikunto (2001:62) says that one of the characteristics of test validity is content validity. It means the test is valid if it fixes with the material that will be given to the students and it is based on the Curriculum and Syllabus and teaching material to construct the test.

According to Gay (1987), validity was the most important quality of a test. It was the degree to which a test measures it was supposed to measure and consequently, permitted appropriate interpretation of test scores. However, Arikunto (1999) says "a test have had a validity if it could be measured the specific purpose related with the material that students have learned".

The test (written test) will reliable if it has stability consistently, even though, the test will be given on two different occasions and the results are similar. The topics of written test will be created by considering the ESL criteria (Jacob, 1981) which appropriate to the level of grade X students of Senior High School.

E. Procedures of the Experiment

To achieve the goal of the research, it was needed several procedures as preparation, application, and finishing.

1. Preparation Steps

The researcher collected the data that relate with preparation steps:

- a. Planning learning in experimental class
- b. Determining learning material
- c. Determining population and sample
- d. Preparing learning design
- e. Preparing research instrument

2. Application Steps

The scenario of learning in experimental class can be seen in Lesson Plan.

Table 3.5 The Procedures of Learning and Teaching Writing in the Experimental Class

Teaching Activities	Activities
Apperception	<ul style="list-style-type: none"> - Greeting - Praying - Motivated students' in studying - Review the materials last week
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> - Teacher gives the students samples of recount text. - Teacher asks the students to read the sample text. - Teacher asks the students to observe the text, such as the goal, generic structure, and the language use. <p>Questioning</p> <ul style="list-style-type: none"> - Teacher helps the students to ask about the goal, generic structure, and language use in recount text. - Teacher helps the students to ask the difference among the structure of the text.

	<ul style="list-style-type: none"> - The students ask the other example of recount text. <p>Associating</p> <ul style="list-style-type: none"> - Teacher helps the students to analyze the information that they have learned in the last activity. - Teacher explains about Action Feeling Setting strategy to the students based on the sample texts. - Teacher helps the students to analyze the structure of the text. <p>Doing/Exploring</p> <ul style="list-style-type: none"> - Teacher introduces the topic and gives learning about recount text. - Teacher asks the students to make a free writing about their own experience. - Teacher helps the students to write the topic sentence. - Teacher divides the table into three parts on the whiteboard (Action, Feeling, Setting). - Teacher asks the students to write their sentence on the white board one by one. - Teacher asks the students to write down the main points and subpoints of the topic on the paper. - Teacher and students discuss about Action Feeling Setting. - Students write paragraph based on the Action Feeling Setting tables. - Teacher monitors the students' activities. <p>Communicating</p> <ul style="list-style-type: none"> - Teacher asks some students to present their paragraph.
Closing	<ul style="list-style-type: none"> - Teacher and students conclude the lesson. - Teacher gives advice to the students. - Teacher collects students' writing and evaluates it - Teacher closes the class.

1. Application Phase

In application phase, the researcher will do a treatment by using Action Feeling Setting strategies in experimental class.

2. Final phase

In this phase, the researcher will give post-test for the class experimental after six meeting. The result will determine the effectiveness of strategy used.

F. Technique of Data Collection

The data of this research will be collected by giving writing test. The data of this research is students' score in pre test and post test. Pre test is process of identifying students' skill before giving the treatment. Treatment is the process of Action-Feeling-Setting as a strategy in teaching and learning process to improve the students' writing ability.

The class will be conducted for six meetings. And the material will be taught recount text by Action-Feeling-Setting strategy. In this section the researcher will be prepared an instructional design for each meeting.

While, post test is the process of giving after giving the treatment. It is aimed to conclude the contribution of Action-Feeling-Setting strategy in teaching and learning writing process to students' writing ability.

G. Technique of Data Analysis

This research will involve many activities, therefore, various data are needed to be analyzed and described to find the accurate result of the experiment. There is kind of main data, generally, that the researcher tries to analyze through this research students' writing products (writing test).

It will be analyzed by using ESL composition Profile which consists of five components such as: Content, Organization, Vocabulary, Language Use, and Mechanics.

The data of study will be analyzed by using statistical procedure T-test. The formula that is used is a T-test. The purpose is to differentiate of students' writing competence experimental group in pre test and post test. Furthermore, the data will be analyzed by using T-test formula and suggested by Sudjana (1989:239), and the formula of T-test is:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where:

\bar{x}_1 = Mean score of post test

\bar{x}_2 = Mean score of pre test

S_1^2 = Standard Deviation of pre test

S_2^2 = Standard Deviation of Post test

n_1 = Number of samples in pre test

n_2 = Number of samples in post test

The T-table will be employed to see whether there will a significant difference between the mean score of pre test and post test of experimental class. The value of t obtained will consulted with the value of T-table. The data will be manipulated and statistically analyzed. Quantitative data can be

expected visually in graphs, histograms, table, and charts. The data quantitative get from the result of students writing test in form of written test.



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