

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

According to Gay 2009, This research utilized the *Experimental Research Design* which is included in quantitative research because it test the effect of using Daraw Label Caption strategy in writing ability. Experimental research is the type of research that can test hypothesis to establish cause-effect relations.

Gay 2009 states, in this research, there are two groups involve. One group is the experimental group which will give treatment, in this case by using Draw Label Caption strategy, while the other group is the control group that will be treated as usual. This research will involve two variables, independent and dependent variables. Independent variable, also call experimental variable, is that process or activity believe to make difference in performance, while dependent variable is the outcome of study, the measure of the change.

In this research, the researcher used *posttest-only control design* Sugiyono (2013: 114).The design of this research can be representase:

**A. Table 3.1**  
**B. Research Design**

	Treatment	Posttest
Experiment	X	Y
Control	-	Y

Where:

X = treatment of experimental group

Y = post-test

This design had two classes where the researcher randomly choose. The first, One class would be the experimental class that received a treatment (X) or Draw Label Caption strategy in teaching writing process, while another class was the control class that received no treatment. The effect of giving treatment would be posttest result ( $O_1$ :  $O_2$ ). In this research, the effect of Draw Label Caption would be statistically analyze with t-test.

## B. Population and sample

### 1. Population

Gay (2000:122) says that population is a group to which the researcher would like the results of the study to be generalized 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.

This researcher would be done at the state Islamic Senior High School 1 Padang. The total number of the population is 101 students. They were distributed into four classes as shown in the table belows:

**Table 3.2 Population of The Research**

N O	Classes	Number of students
1	X IPA <sub>1</sub>	36
2	X IPA <sub>2</sub>	32
3	X IPA <sub>3</sub>	33
	Total	101

*Source: English teacher at class X MAN 1 Padang*

They would be chosen as the population based on the assumption that they had a basic knowledge in writing. They were taught with the

same material and syllabus IPA of Islamic Senior High School 1 Padang in academic year 2017/2018. There were 101 students that distributed into threeer classes. The three classes used SPSS (Statistical Product and Service Solution) to know the normality and homogeneous data. To show the sample was representative or not, the table below shows the result of normality and homogeneity test.

**Table 3.3 test of Normality**

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
VAR00002		Statistic	Df	Sig.	Statistic	df	Sig.
VAR00001	1,00	,188	36	,002	,900	36	,003
	2,00	,110	35	,200 <sup>*</sup>	,963	35	,282
	3,00	,100	37	,200 <sup>*</sup>	,961	37	,210

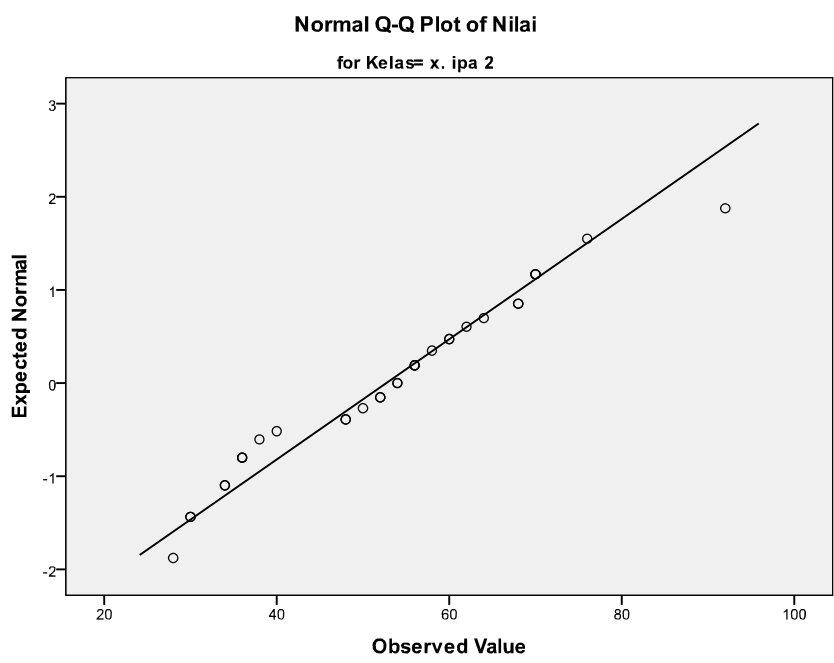
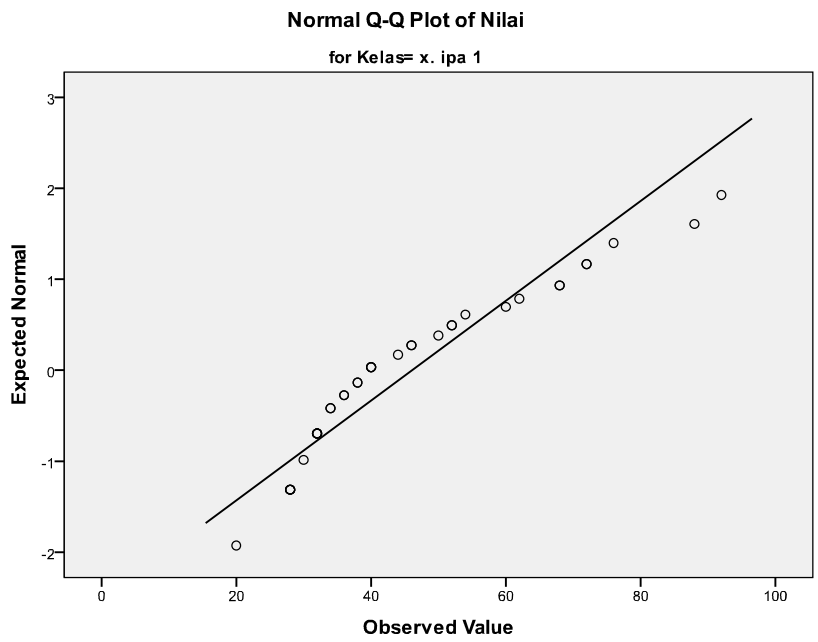
a. Lilliefors Significance Correction

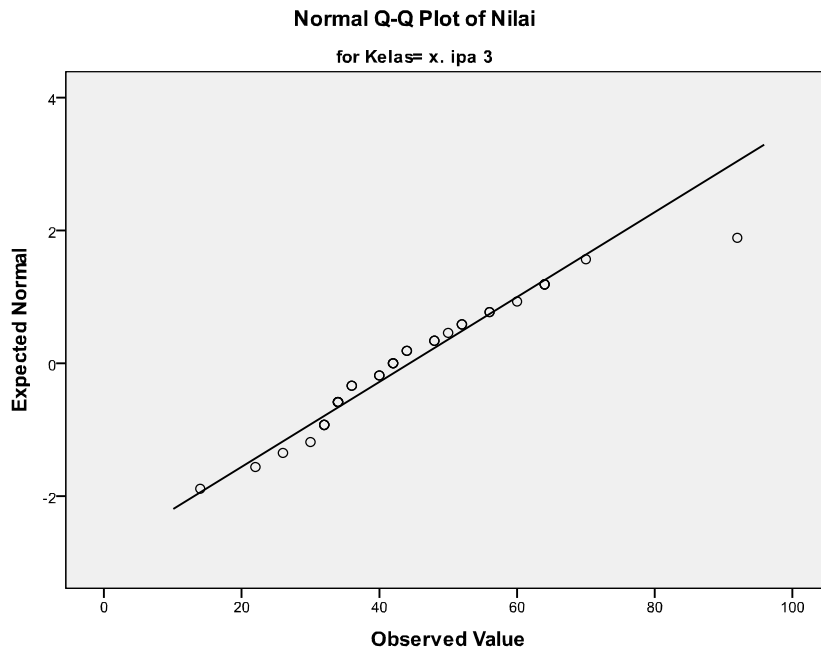
\*. This is a lower bound of the true significance.

Based on the table, it could be seen that the significance or probability score of three classes (K IPA 1, 2 and 3) bigger than 0.05 in both Kolmogorof-Smirnov and Shapiro-Wilk.

To see whether the sample normal or not in distribution, researcher also used normal graphic of Q-Q plot, the data was normal if the distribution of data plot be in the surrounding of aslant and athwart line.

From the normality test, researcher got the output as below:





From the graphic above, it could be seen that the drops three classes (X IPA 1, 2 and 3) spread around the line. So, it could be concluded that the distribution of those class of the population were normal.

After did the normality test, researcher analyzed the homogeneous variation test. This test has an objective as to know whether the sample homogeneity or not. The researcher did the test of homogeneity by using *test of homogeneity of Variance*. Population has homogeneity variance if P-value was bigger than 0.05. see the table below:

**Table 3.4 test of Homogeneity of Variance**

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
VAR00001	Based on Mean	1,282	2	105	,282
	Based on Median	,651	2	105	,524
	Based on Median and with adjusted df	,651	2	95,112	,524
	Based on trimmed mean	1,127	2	105	,328

The decision of column *test of homogeneity of variance* shown that was bigger than 0.05, so it could be concluded that all the class were homogeny. After knowing the normality homogenous test by using SPSS, the researcher found three classes were normal and all classes was homogeny as a population. The three classed had the significant of normality and homogeneous more than 0.05. based on the graphis Q-Q plot, if the data around and near with the line, it means the data was normal. After get the population, researcher would continued to the next step to find the sample of this research.

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## 2. Sample

According to Gay (2000:121) sampling were the proces of reflecting a number of individuals for a study in such way that the individual represents the large group which it are selected. He also states that a good sample was the one that representative of the population from which are selected. The sample of this research cosisted of two groups; an experimental group and a control group. After did test of normality of three classes as the population, it was found that three of the classes were normal. The classes were class X IPA 1, X

IPA 2 and X IPA 3. In determining experimental group and control group the researcher used cluster random sampling. The researcher got the result that class X IPA 2 as experimental group with 32 students' and class X IPA3 as control group with 33 students.

**Table 3.5 Sample of Research**

<b>Class</b>	<b>Class</b>	<b>Total</b>
<b>Control group</b>	<b>X IPA 3</b>	<b>33</b>
<b>Experimental group</b>	<b>X IPA 2</b>	<b>32</b>

### **C. Place and Time of The Research**

This research was conducted in Islamic Senior High Shool 1 Padang. The treatment was conducted at the second year students of first semester. The experimental was treated from August until September (six time of meeting). The treatment was carried out based on the teaching schedule of Islamic Senior High School 1 Padang.

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### **D. Instrument of The Research**

Instrument is atool to collect the data from the sample. The instrument in this research was writing test. In experimental group, researcher gave writing test after experiencing the students by using Draw Label Caption strategy in teaching writing. While in control group, researcher gave this test without using Draw Label Caption strategy in teaching writing. This written test which was given in post-test for both of control and experimental classes

were the same writing test. The blueprint of writing test can be seen in the following below:

**Table 3.6 Blueprint of Writing Test**

NO	Component of writing test	Indicator	Topic	Number of Item
1.	Content	The students are able to write a paragraph in good content, organization, vocabulary, language use and mechanic.	Tourism object	1
2.	Organization			
3	Vocabulary			
4	Language Use			
5	Mechanics			

From the table above, the students were ask to write a descriptive text, and they can choose topic about tourism object. The students were asked to write descriptive text based on the thesis, identification and description.

Researcer gave attention to the students about criteria to be evaluated from their writing such as: content, organization, vocabulary, language use, and mechanics. The researcher used the students' writing to get the students score by giving mark on each descriptive text indicators. The mark on each indicator were based on Jacob's writing indicators, such content (13-30), organization (7-20) vocabulary (7-20), language use (11-25), and mechanics (2-5).



**Table 3.7 Sample of Instrument in Giving Writing Scores**

No. Students	Aspect					
	C (30)	O (20)	V (20)	LU (25)	M (5)	Total (100)
1						
2						
3						
4						
5						

#### **E. Procedures of Research**

The researcher used two classes to collect the data, the researcher though the students by using Draw Label Caption Strategy for experimental class, and used conventional strategy for control class. However, the material of the teaching was the same writing material. In short, the researcher implements this procedures.

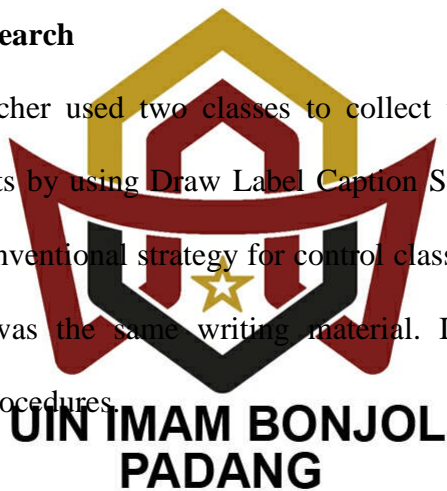






Table 3.8 Procedures of research


No	Learning Activities	Time	Teacher's Activities	Students' Activities
1	<p><b>Pre-Activity</b></p> <p><b>Aperception</b></p> <ol style="list-style-type: none"> <li>Teacher greets the students</li> <li>Teacher checks students attendance</li> <li>Students pray</li> <li>Teacher asks students about the last material</li> </ol> <p><b>Motivate</b></p> <ol style="list-style-type: none"> <li>Teacher gives students motivate</li> </ol>	15 minutes	<p><i>Morning my dear students...! How are you this morning?</i></p> <p><i>I'm fine too, thank you Who is absent today? Ok. good!</i></p> <p><i>To start our material today, let's say basmalah. Hopefully our learning process running well).</i></p> <p><i>Well, before we continue the lesson today, did you still remember about the last topic that you learned?</i></p> <p><i>Ok good.</i></p> <p><i>Well class, I hope you enjoy to study with me, and you can answer the questions and have good participation in my class. You are good students, okay?</i></p>	<p><i>Morning Miss,</i></p> <p><i>Fine, thank you, and you?</i></p> <p><i>Nobody's absent today Miss</i></p> <p><i>Praying</i></p> <p><i>How to tell the time miss</i></p>
2	<ol style="list-style-type: none"> <li>Teacher encourages students to speak English</li> </ol>	60 minutes	<p><i>Ok, my dear students Do you know what this is my dear students? Good my dear What do you think</i></p>	<p><i>Yes, miss. That is Carocok beach, miss</i></p> <p><i>That is very nice miss</i></p>

<p>by asking questions</p> <p><b>Whilst-Activity Observation</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows a picture and gives example of question based on the topic to builds' students background knowledge about descriptive text</li> <li>2. Teacher writes a topic of the Lesson on the whiteboard</li> <li>3. The teacher and students discuss about the new vocabulary that relevan with the text</li> </ol>	<p><i>about this</i></p> <p><i>Ok, that's right my dear</i></p> <p><i>Exactly, now we are going to talk about <b>descriptive text.</b></i></p> <p><i>Based on your statement, guess what we are going to talk today?</i></p> <p><i>Good.</i></p> <p><i>Look at the whiteboard please!</i></p>  <p><b>UIN IMAM BONJOL PADANG</b></p> <p><i>Are you ready to talk?</i></p> <p><i>What is the picture about?</i></p> <p><i>Oke my dear, please read this text!</i></p> <p><i>Teacher give example of the text</i></p> <p><i>What kind of this text my dear?</i></p> <p><i>Do you find the new vocabulary my dear?</i></p> <p><i>Thanks my dear</i></p>	<p><i>Descriptive text miss!</i></p> <p><i>Students see the topic in the whiteboard</i></p> <p><i>Yes mis</i></p> <p><i>The picture is about the Beach, Miss.</i></p> <p><i>The students read the text!</i></p> <p><i>descriptive text miss!</i></p> <p><i>About Carocok Beach, miss!</i></p> <p><i>Yess, miss</i></p>
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<p><b>Questioning</b></p> <p>1. Teacher explain about definition of descriptive text</p> <p>2. Teacher explains to students about generic structure of descriptive text</p> <p>3. Teacher explains to students about language features of descriptive text</p>		<p><i>Teacher asks students about definition of descriptive text: what is descriptive text?</i></p> <p><i>Generic structure of descriptivetext:</i></p> <p><i>a. Identification</i></p> <p><i>b. description</i></p> <p><i>language features of descriptive text:</i></p> <p><i>a. using noun phrases</i></p> <p><i>b. using adjectives phrases</i></p> <p><i>c. using verb phrases</i></p> <p><i>d. using simple present tense</i></p>	<p><i>The student answer question: descriptive text is.....</i></p> <p><i>Students listen carefully what the teacher's explanation</i></p>
<p><b>Exploring</b></p> <p>1. Teacher and students discuss the key component of writing</p> <p>2. The teacher Shows the example of format Draw Label Caption to students</p>	 <p><b>UIN IMAM BONJOL PADANG</b></p>	<p><i>Before we are write a descriptive text, there are three steps that we used:</i></p> <p><i>1. make a quick pencil sketch of your scene</i></p> <p><i>2. create one or more word text label for each item in your drawing</i></p> <p><i>3. write a single or more sentences for their sketch.</i></p> <p><i>Ok, my dear students this is the</i></p>	<p><i>About Carocok Beach</i></p>

		<p><i>example of Draw Label Caption:</i></p> <p><i>Draw</i></p>  <p><i>Label</i>                      <i>beach</i></p>  <p><i>Caption</i>  <i>Carocok beach is located in Pesisir Selatan district, West Sumatra, Indonesia. Its atmosphere was relaxed and comfortable. The sky is clear, the wind blows gently sloping beaches, sparkling white sand exposed to sunlight, the leaves of palm trees waving unsteadily, if signaling to nature that there are visitors who came</i></p>	<p><i>The students pay attention about format of Draw Label Caption that the teacher give</i></p> <p><i>The students choose one topic.</i></p>
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<p><b>Assosiating</b></p> <p>1. The teacher asked the students to write their topic Based on steps of writing</p> <p>3. After the students finish, asks them to collect their paper.</p> <p>4. After finished, teacher revise Students draft.</p>	<p><i>to relieve fatigue.</i></p> <p><i>Choose one your interested topic about descriptive text and make your draft that consider steps of Draw Label Caption strategy.</i></p> <p><i>Do you finish you draft my dear?</i></p> <p><i>Ok, time is up!</i></p> <p><i>Teacher checks the students draft.</i></p>  <p><b>UIN IMAM BONJOL</b></p>	<p><i>Yes miss</i></p> <p><i>Oke miss</i></p>
<p><b>Communicating</b></p> <p>1. Teacher gives feedback/comment or reward on students presentation</p> <p>2. Teacher asks</p>	<p><b>PADANG</b></p> <p><i>Ok give plus to your friend!</i></p> <p><i>I thing that good, but there some mistake in your language such as....</i></p> <p><i>Please improve your writing in the next meeting oke!</i></p> <p><i>What are the difficulties as long as you write!.</i></p>	<p><i>Thank you miss</i></p> <p><i>Yes miss.</i></p> <p><i>The students tell about the difficulties in</i></p>

	the students difficulties in writing.			writing.
3	<p><b>Post-Activity</b></p> <p>1. Teacher and students review and conclude the lesson</p> <p>2. Teacher gives reflection (students responses about the lesson)</p> <p>3. The teacher tells the next material</p> <p>4. Teacher closes the class</p>	15 minutes	<p><i>So, descriptive text is.....</i></p> <p><i>So, how do you feel after learning this material?</i></p> <p><i>Do you enjoy with our lesson?</i></p> <p><i>The next meeting we will discuss about tourism object My Village, right?</i></p> <p><i>I think enough, thank for your attention, let's say hamdallah and I will see you with waalaikumsalamwr. wb)</i></p> <p><i>See you next week</i></p>	<p><i>Students conclude the material</i></p> <p><i>Happy miss</i></p> <p><i>Enjoy miss</i></p> <p><i>Yes miss.</i></p> <p><i>say hamdallah</i></p> <p><i>waalaikumsalamwr.wb</i></p> <p><i>see you too</i></p>

## F. Technique of Data Collection

The data was collected through a post-test score. Researcher gave both of groups different treatment for writing test. Data of this research used the students' post-test score. The post-test score took in the last meeting after gave the treatment six times.

After researcher gave treatment to the students, The researcher teach both the experiment group and control group. For experimental group, researcher used Draw Label Caption strategy in teaching writing. For control group, researcher used conventional strategy in teaching writing. Finally, both of groups would be gave the post-test. The post-test was administered to got final result of the research.

### G. Technique of Data Analysis

To analyze the students score in post-test, the researcher used T-test formula took from (sudjana, 1996). In this case, t-test mean a statistical procedure used to determine whether both of groups were in the same skill or not.

In analyzing the students' test score, some steps were done before analyzing the different mean by using t-test formula as follows;

- a. This formula apply to decided mean of students' test score in experimental and control classes;

$$\bar{X}_1 = \frac{\sum F_1 X_1}{\sum F_1} \text{ (Experimental class)}$$

$$\bar{X}_2 = \frac{\sum F_2 X_2}{\sum F_2} \text{ (Control class)}$$

- b. This formula will be used to decide standard deviation of experimental and control classes;

$$S_1 = \sqrt{\frac{\sum F_1 (X_1 - \bar{X}_1)^2}{\sum F_1}} \text{ (Experimental class)}$$



$$S_2 = \sqrt{\frac{\sum F_2 (X_2 - \bar{X}_2)^2}{\sum F_2}} \quad (\text{Control class})$$

Furthermore, the data analyzed by using t-test formula as suggested by Sudjana (2002: 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:

t : The value of t calculated / observer / obtained

$\bar{X}_1$  : Mean score of experiment sample

$\bar{X}_2$  : Mean score of control sample

$n_1$  : The number of subject of experimental class

$n_2$  : The number of subject of control class

$S_1^2$  : Variance of experimental class

$S_2^2$  : Variance of control class

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