CHAPTER III

RESEARCH METHOD

A. Research Design

This research was an experimental research. This research concerned the implement of Tell-Show Strategyas dependent variable and students' writing skill as independent variable. Researcher divided sample into two groups. They concerned for experimental research. According to Ian Peers (2006:10)Experimental research is distinguished from non-experimental research by the critical features of manipulation and controlof variables to determine cause and effect relationships.Gay (2000: 367-368), the experimental research is the only type of research that can test hypotheses to establish cause-and effect relationship.

There were two classes involved in this research. The first was classified as the experimental (E) and the other one was the control class (C). Both of classes had the same topic, the same length of time. Both experimental class and control class were taught by researcher. The experimentalclass were taught by using Tell-Show Strategy and the control class were taught by conventional strategy. Both of classes were treated as many as six meetings. At the end of the reatment the researcher gave the students post test.

After deciding which class was experimental and control, the researcher continued with the treatment process for experimental class by applying Tell-Show Strategy and applying conventional strategy for the control class.This research describes like:

Table 3.1
Research Design

Group	Independent Variable	Dependent Variable
E	X	0
C	-	0

Where:

E : Experimental Group

C : Control group

0 : Post test (Writing Test)

X : Treatment (Teaching through Tell-Show)

The researchergaveTell-Show strategy for the experimental class, and for the control class the researcher gave without Tell-Show strategy. At the end of the research the researcher gave the post test to both samples. The test waswritten test. Every students made a descriptive text with their own word and they had to include the generic structure of the descriptive and also language features of descriptive text.

B. Population and sample

1. Population

Gay (2000: 121) stated that the population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized. The population of this research was all of the students at class VII of Junior High School 1 Pariaman. The number of the students as shown by the table below:

Table 3.2
Total of Students in Class VII at Junior High School 1 Pariaman

No	Class	Total
1	VII. 1	32
2	VII. 2	32
3	VII. 3	32
4	VII. 4	32
	Total	**128**

There were fourclasses for class seven. The number of students in every class was about 32 students. All of them were 128 students.

2. Sample

After deciding the population, researcher choose the research sample.In deciding which class was the experimental class, the researcher used simple random sampling. Gay (2000:121) says that sampling the process of selecting a number of individuals for a study in such a way that they represent the large group from which they were selected.The individuals selected comprise a sample and the larger group was referred to as a population. To choose these classes which class would be a sample, the researcher chose random sampling.

In addition Gay (2000: 131) stated that random sampling is the best way to obtain a representative sample. The sample in this research were class VII_1 and class VII_2. Before the researcher took the sample, the researcher knew first the normality and homogenity

of those classes whether that classes came from normal distribution or not, to got the representative sample of this research the researcher did these steps following:

a. Test of normality

Table 3.3: Test of Normality

Tests of Normality

	Nilai	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Kelas	7.1	,147	32	,078	,952	32	,169
	7.2	,115	32	,200*	,956	32	,208
	7.3	,113	32	,200*	,958	32	,235
	7.4	,113	32	,200*	,967	32	,419

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

a. Lilliefors Significance Correction

Based on the table of analysis of *Normality Test* above, it could be seen that the significance of all the classes bigger than 0.05 in both Kolmogorov-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 could be seen in **appendix 3.**

b. Test of homogeneity

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

Table. 3.4

Test of Homogeneity of Variances

Test of Homogeneity of Variances

Kelas

Levene Statistic	df1	df2	Sig.
1,821	3	124	,147

The decision of co[illegible]n *test of homogeneity of variance* showed that was bigger than 0.05, so it could be concluded that all the classeswere homogeny. After knowing the normality and homogenous test by using SPSS, the researcher found all classes' normal and homogeny as a population. The fourclasses had the significant of normality and homogeneous more than 0.05. Based on the graphics Q-Q Plot, if the data around and near with the line, it means, the data was normal. After got the population, researcher continued the next step to found the sample of this research.

C. Time and Place of the Research

This research was done in Junior High School 1 Pariaman of grade VII. This place was chosen because the researcher had ever teaching

practice there. This research conductedthere for six meetings in applying Tell-Show strategy.

After giving treatment by using Tell-Show strategy for six times in classroom activity, the researcher gave posttest in order to know the students' writing after treatment and to seewhetherTell-Show Strategywas effective to improve students' writing ability, the researcher compared the result post test for both experimental class and control class.

D. Instruments of the Research

The instrument that used for this research was writing test. The researcher made the test andgave the test for the last meeting after applying Tell-Show strategy in the process of teaching. Test used to collect the data about the students' improvement of writing skill in terms of content, organization, language use, vocabulary and mechanics. In post-test, the students assigned to create a descriptive text based on the topicwas given. Then, the researcher evaluated students' achievement in terms of content, organization, language use, vocabulary and mechanics.

According to Gay (2000: 191), 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 interpretations of test scores.

In this research, the researcher used a written test. The written test was done on post-test toward two classes (experimental class and control class). The students in experimentalclass were taught writing throughTell

Show Strategy and the students of control class weretaught through Conventional Strategy.

Table 3.5
Sample of instrument in giving writing score

No. of Students	Aspects					
	Content (13-30)	Organization (7-20)	Voc (7-20)	Lg Use (5-25)	Mec (2-5)	Total (100)
1						
2						
↓						
32						

While, the researcher used the Jacob's criteria (1981:90) in scoring the student's writing.

E. Teaching Procedures

There wereseveral stages that the following in this research:

1. Preparation
    a. Determine the research time.
    b. Preparing the lesson plan arranged by curriculum.
2. Application
    a. Doing treatment for both experimental and control group (based on the table).

Table 3.6
The Procedures In Teaching Writing In Experimental Class And Control Class

Experimental Group	Control Group
Pre-activity **Appreciation** 1) Teachers greats the students 2) Teacher and students pray 3) Check attendant list 4) Ask the students whether they are ready to study or not 5) Teacher asks students about the last material **Motivation** 1) Teacher motivate the students 2) Teacher encourage students to speak English by asking questions	**Pre-activity** **Appreciation** 1) Teachers greats the students 2) Teacher and students pray 3) Check attendant list 4) Ask the students whether they are ready to study or not 5) Teacher asks students about the last material **Motivation** 1) Teacher motivate the students 2)Teacher encourage students to speak English by asking questions
Whilst-activity **Observation** 1) Teacher shows a picture and gives example of question based on the topic to builds' students background knowledge about descriptive text 2) Teacher writes a topic of the Lesson on the whiteboard 3) The teacher and students discuss about the new vocabulary that relevant with the text	**Whilst-activity** **Observation** 1) Teacher gives example of question based on the topic to builds' students background knowledge about descriptive text 2) Teacher writes a topic of the Lesson on the whiteboard **Questioning** 1) Teacher explain about definition of descriptive text 2) Teacher explains to students about generic structure of

Questioning 1) Teacher explain about definition of descriptive text 2) Teacher explains to students about generic structure of descriptive text 3) Teacher explains to students about language features of descriptive text **Exploring** 1) Teacher asks the students to find simple sentence in the text 2) Teacher asks the students to mention something which is described 3) Teacher asks the students to write down thing on the left side of the chart 4) Teacher asks the students to make picture of that sentence in their mind 5) Teacher asks the students to write down thing on the SHOW side of the chart **Associating** 1) The teacher Shows the example of format Tell-Show to students 2) The teacher asked the students to write their topic based on steps of writing 3) After the students finish, teacher asks the students to collect their	descriptive text 3) Teacher explains to students about language features of descriptive text **Exploring** 1) The teacher gives the students examples of the descriptive text 2) The teacher ask the students to read the text 3) The teacher and students discuss about the new vocabulary that relevant with the text **Associating** 1) The teacher asked the students to write topic that interesting for them 2) After the students finish, Teacher asks the students to collect their paper **Communicating** 1) After finished, teacher revise Students draft 2) Teacher asks the students difficulties in writing

paper **Communicating** 1) After finished, teacher revise Students' draft 2) Teacher asks the students difficulties in writing	
Post-activity 1) Teacher and students review and conclude the lesson 2) Teacher gives reflection (students responses about the lesson) 3) The teacher tells the next material 4) Teacher closes the class	**Post-activity** 1) Teacher and students review and conclude the lesson 2) Teacher gives reflection (students responses about the lesson) 3) The teacher tells the next material 4) Teacher closes the class

b. After the treatment, [illegible] student would have a post test.

c. The result was calculated using the percentage of improvement.

d. Findings.

F. Technique of Data Collection

The data was collectedtrough a post- test score. Researcher gaveboth of groups defferent treatment for writing test. Data of this research used the students' post-test score.The post-test scorewas taken in the last meeting after giving the treatment six times.

After researcher gave treatment to the students, the researcher taught both the experiment class and control class. For experimental class, researcher used Tell-Show strategy in teaching writing. For control class,

researcher used conventional strategy in teaching writing. Finally, both of classes were given the post test. The post test was administered to got final result of the research.

G. Technique of Data Analysis

The technique of data analysis used the statistical procedures. To analyze the students` score, the researcher used T-test means a statistical procedure used to determine whether both of classeswere in the same ability or not. T-test was analyzed from students' writing score in post-test. T-test formulas develop which was presented as follow:

a. This formula was applied to decide mean of students` test score in experimental and control class;

$$\overline{X_1} = \frac{\sum F_1 X_1}{\sum F_1}$$ (Experimental class)

$$\overline{X_2} = \frac{\sum F_2 X_2}{\sum F_2}$$ (Control class)

b. This formula was used to decide standard deviation of experimental class;

$$S_1^2 = \frac{n_1 \sum F1\, X1^2 (\sum F1\, X1)^2}{n_1 (n_1 - 1)}$$

This formula was used to decide standard deviation of control class;

$$S_2^2 = \frac{n_1 \sum F2\, X2^2 (\sum F2\, X2)^2}{n_2 (n_2 - 1)}$$

c. The formula of T-test was as follows(Subana, 2000: 171)

$$t = \frac{X_1 - X_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

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

Note:

X_1 = Mean score of experimental class

X_2 = Mean score of control class

S_1 = Standard deviation of experimental class

S_2 = Standard deviation of control class

n_1 = Number of experimental class

n_2 = Number of control class

The $t\text{-}_{table}$ was employed to see whether there was a significant difference between the mean score of both experimental class and control class. The value of $t\text{-}_{obtained}$ was consulted with the value of $t\text{-}_{table}$ at the degree of freedom $(n_1\text{-}1) + (n_2\text{-}1)$ and the level of confidence of 95% = 0. 05. If the value of $t\text{-}_{obtained}$was less than the value $t\text{-}_{table}$, the null hypothesis was accepted; on the contrary, if the value of $t\text{-}_{obtained}$ was equal or bigger than value of $t\text{-}_{table}$, the alternative one was not accepted.