CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was an experimental research. According to Gay (2002:368), the purpose of experimental research was to identify cause- effect relationship both two variable. Basically, experimental research has three kinds of design: one short time case study, pre test-post test and post test only. In this research, this research used pre test- post test design.

There were two groups involve the one is experimental group and the other one is control group. Before given the treatment the researcher gave the pretest. This research was gave pre test in experiment class and control class. After that the researcher gave the treatments, One group was functioned as experimental group provided some treatments Group Grid Technique in teaching writing and control group provided some treatments by teaching technique used in the target school and target grade exactly. The treatment was given to experimental group eight meetings and also eight meetings in control group. At the end of the research, the teacher gave post test to the students to know their abilitie.

Table 3.1

Research Design

E	0_1	X	0_2
C	0_1	-	0_2

Where:

E   =   Experimental group

C   =   Control group

X   =   Experimental treatment (Group Grid Technique)

01   =   Pre-test

02   =   Post-test

     By doing this research, the researcher gave pre test before giving the treatments, after that the researcher provide some treatments by Group Grid Technique. At the end of the research, the researcher gave post test to know students' writing skill.

B. Subject of The Study

1. Population

     Population is a group of interest to the researcher, the group to which she or he would like the result of the study to be generalized, Gay (2012:122). The population of this research was 8th grade students

of Junior High School 1 Bayang. Total number of the population is 103 consist of five classes (VIII 1, VIII 2, VIII 3, VIII 4, VIII 5).

Table 3.2

Population of Class VIII Junior High School 1 Bayang

2017/2018

Class	VIII 1	VIII 2	VIII 3	VIII 4	VIII 5
Total Students	21	21	21	20	20

2. Sample

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected, Gay (2012:134). He also states that a good sample is the one that representative of the population from which is selected.

In order to get sample, the sample of this research has been taken by cluster sampling. According to Gay (2012:144) cluster sampling is sampling in which groups, not individuals are randomly selected that have similar characteristics and in which subjects can be found. The sample of this research has been taken by cluster random sampling. To get the representative sample of this research the following steps:

a. Collecting the score MID test scores the entire students class VIII from the teacher

b. Test of normality

Normality test had an objective to know the population normal or not. In this research, researcher used kolmogrov smitnov and shapiro wilk to know the sample normal or not. Based on analyzed by SPSS (*statistical product and service solution*) 20.0 program two groups of population the result of P-vlue higher than 0.05, it means that the data is normal

Table 3.3

Test of Normality

|		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Bahasa Inggris	VIII.1	,177	21	,083	,944	21	,261
	VIII.2	,161	21	,164	,936	21	,178
	VIII.3	,206	21	,021	,841	21	,003
	VIII.4	,257	20	,001	,864	20	,009
	VIII.5	,159	20	,200[*]	,887	20	,023
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above, can be seen that the sihnificance or probability score of two the classes biger than 0.05 in both Kolmogorov-Smirnov and Shapiro-Wilk. To see wether the sample normal or not in distribution, researcher also use normal graphic of Q-Q plot, the data is normal if the distribution of data plot be in the surrounding of aslant nd athwart line. From the normality test, researcher get the output as below:
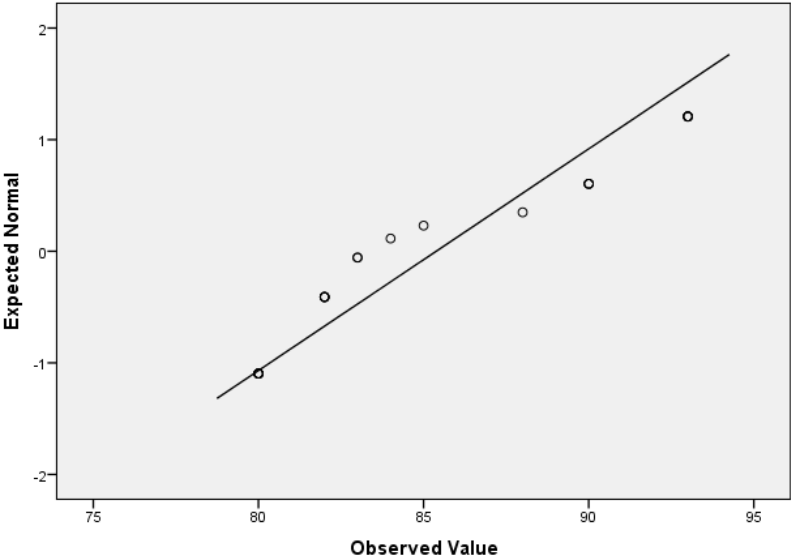
Normal Q-Q Plot of Hasil Belajar Bahasa Inggris

for Kelas= VIII.1
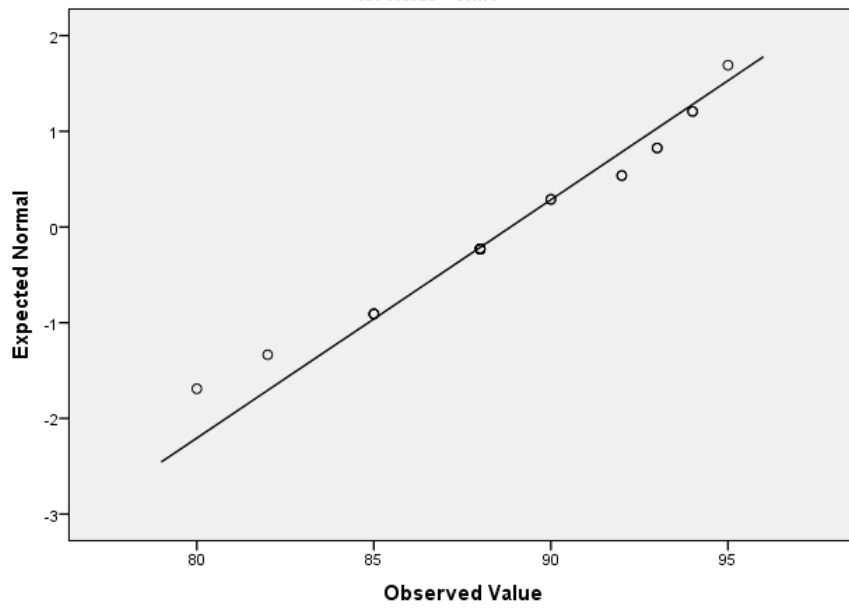
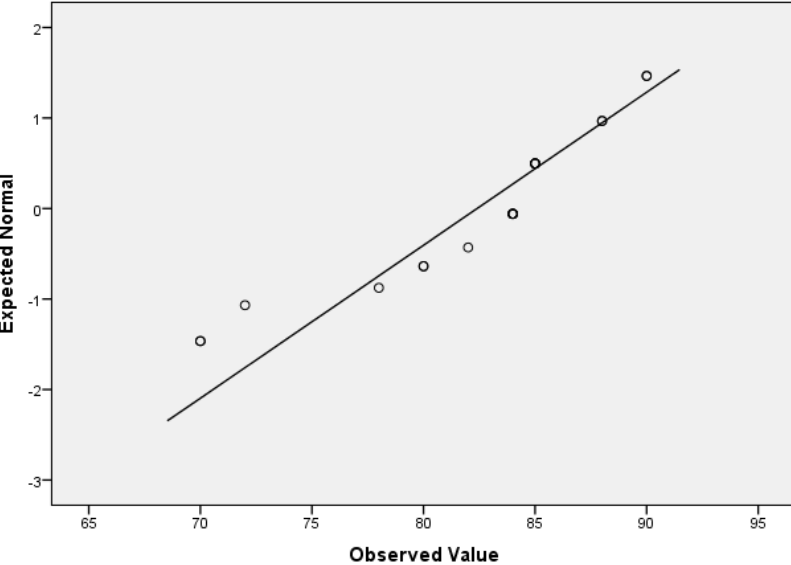## Normal Q-Q Plot of Hasil Belajar Bahasa Inggris

for Kelas= VIII.2
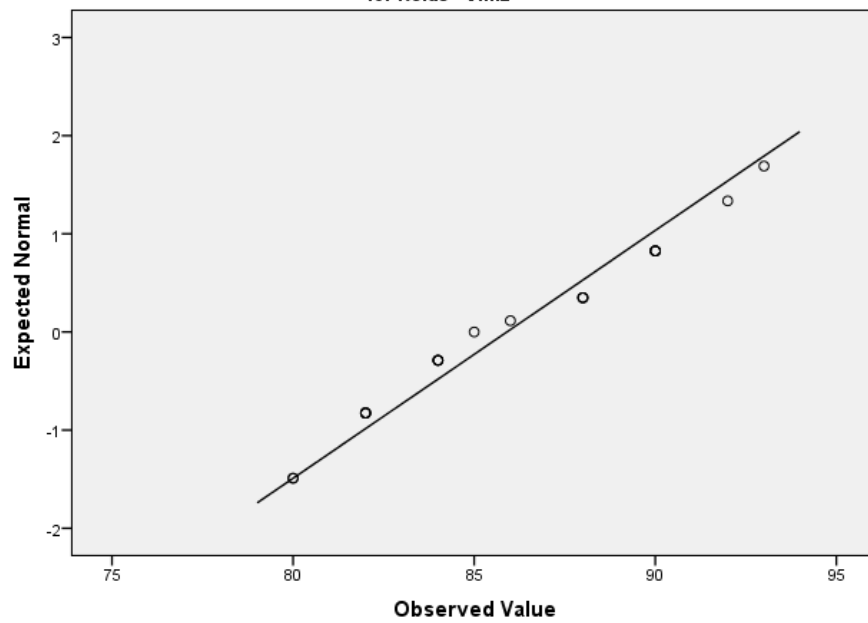
Normal Q-Q Plot of Hasil Belajar Bahasa Inggris
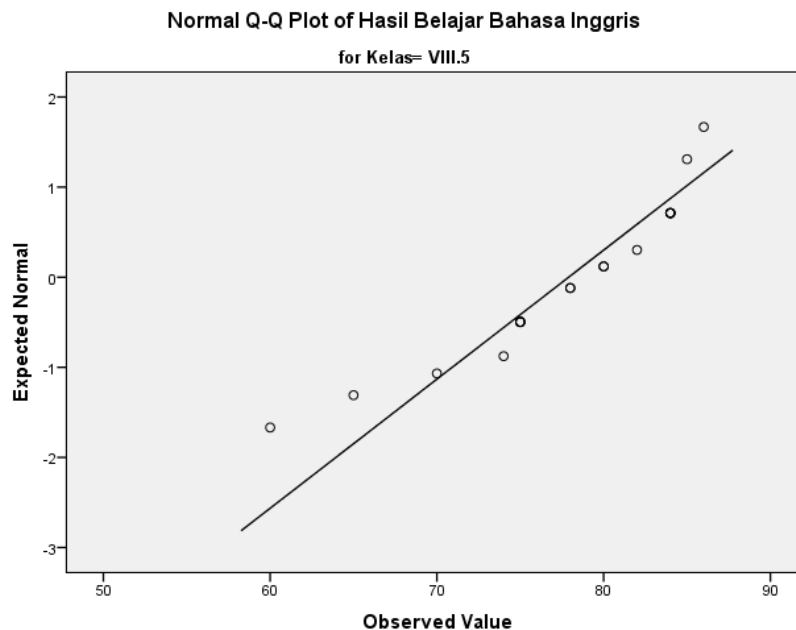
for Kelas= VIII.3

Normal Q-Q Plot of Hasil Belajar Bahasa Inggris

for Kelas= VIII.4

Normal Q-Q Plot of Hasil Belajar Bahasa Inggris
for Kelas= VIII.5

a. Test of Homogeneous Variences

After doing the normality test and get the normal data. Then the researcher does the homogeneous variation test. This test has an objective as to know the sample homogeny or not. This test uses SPSS with levene test, if the data are significant or not the data are more than 0.05 it meant the data is homogeneous.

Next, get the men class that has no significant differences, the the researcher chose one classes as experimental group. To describe the sample the researcher uses of paper it is experimental class is VIII.1

Table. 3.4

Test of Homogenity of Variance

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Hasil Belajar Bahasa Inggris	Based on Mean	1,913	4	98	,114
	Based on Median	1,310	4	98	,272
	Based on Median and with adjusted df	1,310	4	78,311	,274
	Based on trimmed mean	1,767	4	98	,142

b. After geting the class. The sample of this research consisted of two groups: an experimental group and control group. Then the researcher chose two classes as the sample. In determining experimental group and control group, the researcher used cluster samlping. Se VIII.2 as control class and VIII.1 as experimental class

Table 3.5

Sample of the Research

| No.	Class	Description
1.	VIII-1	Experimental class
2.	VIII-2	Control Class

C. Place and Time of Research

This research was done at Junior High School 1 Bayang. This place was chosen because the researcher had ever do observation there.

The treatment was conducted at the class VIII students of second semester.

D. Instrument of The Research

Instrument is a tool to collect data from the sample. This instruments which used in this research focused on the data that needed to be collected. The collected data would be used to explain the application of this research. have content validity and reliability. Arikunto (2010:62) 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 has been given to the students and it is based on the Curriculum and Syllabus. The researcher will use the Curriculum or Syllabus and teaching material to construct the test.
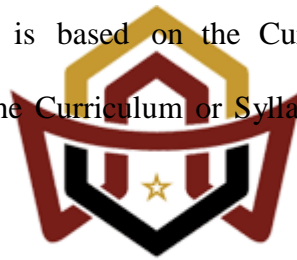
The instrument for this research is the form of written test. The researcher will use the test type from Jacob's criteria (1981:90) in scoring students' writing test. The blueprint of writing test can be seen in the following below:

Table 3.6

Blueprint of Writing Test Blueprint of Writing Test.

No	Component of Writing Test	Indicator	Topic	Number
1	Content	The students are able to write down a paragraph in good content, organization, vocabulary, language use, and mechanic.	Recount text 1. My Holiday 2. GoodExperience 3. Went to the zoo 4. my experience when I was a child 5. Came late to achool 6. My Tired Day 7. Visiting the zoo 8. My Lucky day	1 1 1 1 1 1 1 1
2	Organization			
3	Vocabulary			
4	Language use			
5	Mechanic			
Total				8

From the table above, the students asked to write a recount text based on the topics given. They allowed to choose one of six topics that they like most. The six topics are talk about experience, such as talk about good/bad experiences.

Tabel 3.7
Indicator and Criteria of Scoring Writing based on Jacob (1981: 101)

No	Items	Criteria of Each Item	Score
1	Content	a. Excellent to very good: Knowledgeable; substantive; thorough development of thesis; relevant to	30-27

		assigned topic.	
		b. Good to average: Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.	26-22
		c. Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.	21-17
		d. Very poor: does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate.	16-13
2	Organization	a. Excellent to very good: Fluent expression; ideas clearly stated/ supported; succinct; well organized; logical sequencing; cohesive.	20-18
		b. Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.	17-14
		c. Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.	13-10
		d. Very poor: does not communicate; no organization; or not enough to evaluate.	9-7
3	Vocabulary	a. Excellent to very good: sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate register.	20-18
		b. Good to average: adequate range; occasional errors of word/ idiom form,	17-14

		choice, usage but meaning not obscured.	
		c. Fair to poor: limited range; frequent errors of word/ form choice, usage; meaning confused or obscured.	13-10
		d. Very poor: essentially translation; title knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	9-7
4	Language Use	a. Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.	25-22
		b. Good to average: effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	21-18
		c. Fair to poor: major problems in simple/ complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; meaning confused or obscured.	17-11
		d. Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate;	10-5

5	Mechanics	a. Excellent to very good: demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing.	5
		b. Good to average: occasional errors of spelling, punctuation, and capitalization, paragraphing, but meaning not obscured	4
		c. Fair to Poor: Frequent errors of spelling, punctuations, capitalizations, paragraphing; poor handwriting, meaning confused or obscured.	3
		d. Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate.	2

E. Procedures of Research

The researcher was use two classes to get data. These two classes were taught by using the same material. However, they were taught by using different treatment. The researcher wasl implement this procedure:

There are some steps to conduct the research such as preparation, application, and finishing.

1. Preparation.

   The researcher collected the data that relate with preparation steps:

   a. Selecting the material

   b. Preparing media.

   c. Preparing the lesson plan based on the curriculum

2. Application steps.

   This step is conducted in three teaching activities. The first activities are introduction which included greeting, checking attendance, apperception and motivation. The second is main activities included pre-writing, main activity and post-writing. The last activities were post activities included concluding the material andevaluation.
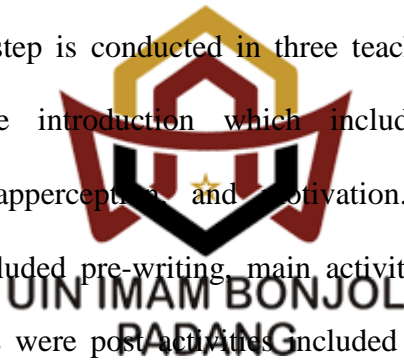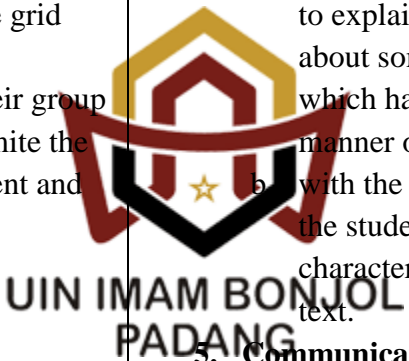
Tabel 3.8
Treatment Procedure of Learning and Teaching Writing in the Experimental Class

Experimental Class	Control Class

A. Pre-teaching Activity (10 Minutes)
  1. Greeting
  2. Praying
  3. Check attendant list
  4. Check homework
  5. Review the last matrial
  6. The teacher tells about the purpose of the lesson plan
	A. Pre-teaching Activity (10 Minutes)
	  1. Greeting
	  2. Praying
	  3. Check attendant list
	  4. Check homework
	  5. Review the last matrial
	  6. The teacher tells about the purpose of the lesson plan

B. Main Activity
  1. Observation
    a. The teacher exposing recount text in some example
    b. The teacher tells the technique that will be used in the class
    c. The teacher explain the nature of recount text
    d. The teacher shape the grid
    e. The teacher model the grid
  2. Questioning
    a. Invite the students ask about the definition social function, structure text, language features of recount text and the grid
    b. The teacher explain it
  3. Exsploration
    a. The teacher show the grid on the whiteboard and invite students to
	B. Main Activity
	  1. Observation
	    a. the students see the example of recount text and listen the text that the teaxher read with clearly.
	    b. The students repeat again what the teacher read with attention in the pronounciation and intonation.
	    c. The students learn to find the characteristics, main idea, and information from recount text.
	  2. Questioning
	    a. The students ask about recount text and the function from the text along with using word question who, where, what, when, why and how for

categories the key word of the grid
b. The students categories the key word of the grid
4. Association
  a. The teacher form groups
  b. The teacher distribute the grids
  c. The teacher explain the instruction for the activity and the limit time
  d. Teacher give the randomized list of information items
5. Communicating
  a. The students develop the information of the grid into paragraph by discussed with their group
  b. The students submite the grids for assessment and evaluation
	asking about the text that they hear.
	3. Exsploration
	  a. The teacher asks the students fos search and gather information with roleplay.
	  b. The students discuss it with their seatmate.
	4. Association
	  a. with the teacher guidance, the students can determine pattern of the sentence in the text personal recount and identification the characteristics interaction to explain and asking about something/event which happen in a routine manner or real action.
	  b. with the teacher guidance, the students to identify the characteristics of recount text.
	5. Communicating
	  a. the teacher ask the students to write a personal recount text, with simple and appropriate with the contects.

C. Post Activity
  1. Teacher asks the students about understanding materials that students have gotten.
  2. Students are asked to make conclusion about the lesson.
	C. Post Activity
	  1. Teacher asks the students about understanding materials that students have gotten.
	  2. Students are asked to make conclusion about the lesson.

3. Final Phase

a) Giving test (post-test) to experimental and control class

b) Processing data

c) Taking conclusion from technique of data collection

F. Technique of Data Collecting

In collecting the data, the researcher collects the data by giving writing test. The data of this research is student's score in pre-test and post-test. The researcher gives pre-test to population or sample that has been choose at 8th grade of Junior High School 1 Bayang to identifying the students' writing skill before giving the treatment. Treatment is the process of group grid technique in teaching and learning writing process.

The class will be conducted for eight meetings. And the material will be taught is *a kind of the monologue text* (recount text) by using group grid technique. In this section, the researcher prepares an instructional design for each meeting.

At the end of this research, the researcher will give the post-test to students in experimental class. Post-test is the process of giving the test after giving the treatment. It is aimed to find out the effect of group grid technique to students' writing score.

G. Technique of Data Analysis

In this research, researcher measures the writing's score of students through students' writing products. Students' writing products will be analyzed by using ESL Composition Profile which consists of five components such as content, organization, vocabulary, language use, and mechanics. Statistical procedure is the technique used to analyze the data by using a set of test. It is used to see the different quality of the student's writing in before (pretest) and after (posttest) using treatment.

In analyzing students' test score, some steps are done before analyzing the different mean by using t-test formula as follows Sudjana (2005:67, 93, 239):

T-test formulas develop which is presented as follow:

I. This formula is used to decide mean of students' test score in experiment and control class:

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

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

II. This formula is used to decide standard deviation of experiment class

$$S_1^2 = \frac{n_1 \sum F_1 X_1^2 \ (\sum F_1 X_1)^2}{n_1(n_1 - 1)}$$

III. This formula is used to decide standard deviation of control class

$$S_2^2 = \frac{n_2 \sum F_2 X_2^2 \ (\sum F_2 X_2)^2}{n_2(n_2 - 1)}$$

The formula of T-test is followed by Sudjana, (1996: 239)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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

Where:

t = the value of t calculated

X_1 = mean score of experiment class

X_2 = mean score of control class

n_1 = the number of subject of experiment class

n_2 = the number of subject of control class

S_1^2 = standard deviation of experiment group

S_2^2 = standard deviation of control group

The T-$_{table}$ is employed to see whether there is a significant difference between the mean score of pre-test and post-test of experimental class. The value of t obtained was consulted with the value of T-$_{table}$. The data was analyzed by using simple regression for hypothesis with 5 % (0. 05) of significance level and the value of T-$_{table}$ of the level of freedom (N1-1) + (N2-1)

If the value T-$_{obtained}$ is bigger than the value of t-table, the null hypothesis was accepted. On the contrary, if the value of the T-$_{obtained}$ was equal, bigger or smaller than the value t-table, the alternative one is not accepted (T-$_{table}$) T-$_{obtained}$.