

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Design of this research was pre-experimental research because the aim of this research was to find out whether the outlining technique can improve students' writing ability in descriptive text.

According to Gay (2000: 265-266), the One group pretest-posttest design involves a single group that is pretested (O), exposed to a treatment (X), and then test again (O). The success of the treatment is determined by comparing pretest and posttest score. The study conduct 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. Based on the design, Gay (2000:265) shows the one group pretest-posttest in the schema below:

**Table 3.1**

O	X	O
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Where:

O : Pre-test

X : Treatment

O : Post-test

By doing this research, the researcher gave pre-test before give the treatment to the students, after that the researcher provided some treatments by

using the Outlining technique. At the end of the research, the researcher gave post-test to the students to know their abilities in writing descriptive text.

**Table 3.2**  
**Procedure of One Group Pre Test-Post Test Design**

<b>STEPS</b>	<b>PROCEDURES</b>	<b>AIM</b>
Step 1	pretest ( writing test)	To measure the degree of the dependent variable before the treatment
Step 2	Treatment (2-6) presentation, outlining , and written.	To influence the dependent variable
Step 3	Post test (writing test)	To measure the degree of change on the dependent the variable

## **B. Population and Sample**

### **1. Population**

Population is the objects of the research or a set (or collection) of all elements possessing one or more attributes of interest (Arikunto, 2006: 130). The population of this research was the second Year Students of Junior High School 23 Padang. The second year's students were spread on five classes. There were 160 students in class VIII. They choose because based on the curriculum, they have studied descriptive text in the first year and also in the second year. Therefore, they assume to be able to write the descriptive text.

**Table 3.3**  
**Population of Class VIII Junior High School 23 Padang**  
**2017/2018**

<b>Class</b>	<b>Total Student'</b>
<b>VIII<sup>1</sup></b>	<b>33</b>
<b>VIII<sup>2</sup></b>	<b>33</b>

VIII <sup>3</sup>	30
VIII <sup>4</sup>	32
VIII <sup>5</sup>	32

After getting the population, researcher continued the next step to find the sample of this research.

## 2. Sample

Sample is a part of the population that can represent the problem values of the population. A sample comprises the individuals, items, or events select from a large group referred to as a population. The purpose of sampling is to gain information about the population by using the sample.

The sample of this research used cluster sampling. Gay (2000: 131) says that Simple cluster sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample. The selection of the sample is completely out of the researcher's control; instead, a random, or chance, procedure selects the sample. In order words, every individual has the same probability of being select and selection of one individual in no way effects selection of another individual. The sample of this study is class VIII and the students consist of 33 as sample. This class will be chose because it could represent the homogeneous population. To get the representative sample of this research the researcher use simple cluster sampling. The researcher did these steps

- a. Collecting the midterm test score data from all second social grade students in the second semester of SMP 23 Padang.
- b. Test of Normality

Normality test has an objective to know the population normal or not. The normality was analyzed by using spss (Statistical Product and Service Solution) with data exploration of kolmogrov smirnov test and Shapiro wilk. This test was SPSS test. If the data is significant or more than 0.05 the class was normal.

**Table 3.4**  
**Test of Normality**  
**(SPSS)**

**Tests of Normality**

	VAR0000 2	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
VAR0000 1	1.00	.186	33	.005	.948	33	.117
	2.00	.123	33	.200*	.958	33	.232
	3.00	.127	30	.200*	.934	30	.065
	4.00	.159	32	.039	.944	32	.096
	5.00	.168	32	.022	.935	32	.056

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

a. Lilliefors Significance Correction

Based on the table of analysis of normality test above, it can be seen that the significance of class VIII2 and bigger than 0.05 in both kolmogorov-smirnov and Shapiro-wilk.

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

c. Test of Homogeneous Variances

After doing the normality test and getting the normal data. Then the researcher did the homogeneous variation test. This test had an objective as to know the sample homogeneity or not. This test used SPSS with Levene's test, if the data are significant or the data are more than 0.05 it means the data is homogeneous.

**Table 3.5**  
**Test of Homogeneity of Variance**  
**(SPSS)**

**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.	
VAR00001	Based on Mean	.446	4	155	.776
	Based on Median	.335	4	155	.854
	Based on Median and with adjusted df	.335	4	142.704	.854
	Based on trimmed mean	.437	4	155	.782

The decision of column test of homogeneity of variance shown that was bigger than 0,05, so it can be concluded that the class VIII2 were homogeneity.

Next, get the mean class that has no significant differences, then the researcher chose one class as experimental group. To decided the sample the researcher used piece of the experimental class was VIII<sup>2</sup>

**3. Instrument**

Instrument is a tool to collect the data from the sample. There was an instrument that was used in this research. The instrument was a writing test. The test was written test and the researcher made the test. The tests

was given in the first meeting (pre-test) and at the end of the meeting (post-test). In pre-test and post-test, the students were given some topics and then they were asked to write some paragraphs consist of 100-150 words. The students must pay attention to their writing of five aspects namely content, organization, vocabulary, language use and mechanics.

### **C. Place and Time**

This research was carried out at Junior High School 23 Padang. The treatment was conducted at the second year students of second semester. The treatment was done eight times meeting started on January 2018 until February 2018 where the researcher gave students the pre-test in the first meeting, gave treatment six times for six days and the last meeting, the researcher gave past-test in order to know the students' writing skill. To see whether the use of outlining technique gave a significant effect on students' writing skill, the researcher compared the pre-test and post-test result in the class.

### **D. Technique of Data Collection**

The data of this research consisted of students' scores in pre-test and post-test. The data was collected from students' writing about their last experience as the test. Pre-test was given before the treatment and pos-test was given at the end of the research or after finishing the treatment for meetings. The procedure for doing post-test as follow:

1. The researcher prepares a worksheet of post-test consist of the topic, the instruction, and components of writing that will be evaluated. The researcher evaluate the students' writing by using a writing rubric that states by Jacob (1981:90)
2. The researcher determined a topic for the students' test. The students were given the same topic.
3. The researcher asked the students to write outlining based the topic consist of purpose, topic sentence, supporting sentences, and concluding sentences in two sub lists they are identification and description.
4. The researcher asks the student to write their paragraph based on their outlining.

#### **E. Research procedures**

To achieve the goal of the research, it was needed several procedures as preparation, application, and finishing researcher collect the data that relate with preparation steps:

##### **1. Preparation steps**

The researchers collect 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 3.6**  
**Procedure of Experiment Class (Lesson Plan)**

No	Procedure of experiment
1	Apperception
2	<p><b>Main activity</b></p> <p><u>Observing</u></p> <ul style="list-style-type: none"><li>-Teacher shows a picture to the students on white board</li><li>- Teacher asks the students to see the sample text.</li><li>- Teacher asks the students to read the sample texts.</li><li>-teacher asks the students to observe the texts, such as the goal, generic structure, and the language use.</li></ul>
	<p><u>Questioning</u></p> <ul style="list-style-type: none"><li>- The students ask the teacher what the text and picture about that they read</li><li>- Students ask the teacher about social function of this text</li><li>- The other students give reaction from students' question about descriptive text</li><li>- Students ask the teacher about what is content of the text that they read</li><li>- The students ask the teacher about identification, description and</li></ul>



	conclusion of the text
	<p><u>Associating</u></p> <ul style="list-style-type: none"> <li>-Teacher helps the students to analyze the information that they have learned in the last activity.</li> <li>-Teacher helps the students to analyze the material based on outlining.</li> <li>-Teacher explains about outlining to the students based on the sample texts.</li> <li>-Teacher helps the students to analyze the structure of the text by outlining</li> </ul>
	<p><u>Doing/exploring</u></p> <ul style="list-style-type: none"> <li>-Teacher introduces the topic and gives learning about outlining.</li> </ul> <ol style="list-style-type: none"> <li>1. Teacher asks the students to give their ideas about the topic, and the teacher writes students' ideas on the whiteboard. Than teacher and students divide the ideas into sublists.</li> <li>2. Teacher helps the students to make a topic sentence, supporting sentence, and concluding sentence.</li> <li>3. Teacher help the students to build their outlining.</li> <li>4. Teacher and the students discuss the outlining.</li> </ol>
	<ul style="list-style-type: none"> <li>-Students write a paragraph based on the outlining.</li> <li>-teacher monitor the students activities.</li> </ul>
	<ul style="list-style-type: none"> <li>-Teacher monitor the students activity</li> </ul>

	<p>Communicating</p> <ul style="list-style-type: none"> <li>- Teacher asks some student to present their paragraph.</li> <li>-Teacher and students evaluate the paragraph together.</li> </ul>
3	<p><u>Closing</u></p> <ul style="list-style-type: none"> <li>-Teacher and students conclude the lesson</li> <li>-Teacher gives advice to the students.</li> <li>-Teacher collects students' writing.</li> <li>-Teacher closes the class.</li> </ul>

### 3. Finishing

- a. Giving post-test
- b. The researcher collected the data in post-test (students' writing)
- c. Processing data towards post-test
- d. Taking conclusion from technique of data collection

### F. Technique of Data Analysis

All of the students' performances in writing learning process was noted. The result of the pre-test and post-test of the course was analyzed. Pre-test was used to assess students' writing ability while post-test was used to measure students' writing improvement. The researcher saw whether or not the aspects of writing skill can be improved through outlining technique.

Students' competences in writing were graded through five general categories including: Content, Organization, Vocabulary, language use and Mechanics (Jacobs, 1981: 90).

This research would involve many activities, therefore various data were needed to be analyzed and described to find the accurate result of experiment. There is kind of main data, generally, that the researcher tried to analyze through this research students' writing test. It was analyzed by using ESL Composition Profile which consists of five components such as: Content, Organization, Vocabulary, Language Use, and Mechanic. The researcher tried to know about a component that effected by using Outlining Technique.

The data was analyzed by using t-test formula as suggest by Gay (2000:488). T-test means a statistical procedure used to determine whether there is any significant difference between the means of the two sets of scores or between coefficient of correlation. The purpose saw writing skill achievement. It was used to see the different quality of the students' writing before and after using outlining technique.

In analyzing the students' test score, some steps had been do before analyzed the different mean using t-test formula as follows:

- a. This formula was applied to decide mean of students' test score in experimental class.

$$M_x = \frac{\sum fX}{N}$$

Where:

$M_x$  : Mean value of students

$\sum fX$  : Total of value every student

N : Number of students

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

$$SD = \sqrt{\frac{\sum fx^2}{N}}$$

Where:

SD : Standard Deviation

$\sum fx$  : Total of value every student

N : Number of students

After that the data was analyzed above formula and next analyze by t-test formula as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : t-test

D : Deviation (variable X-Y)

$\sum D$  : Sum of Deviation (variable X-Y)

N : Number of students

The t-table is employed to see whether there was a significant difference between the mean score of pre-test and post-test in experimental class. The value of t obtained is consulted with the value of t-table. The data was analyzed by using simple regression for hypothesis with 1% of

significance level, 5 % ( $=0.05$ ) of significance level and the value of t-table of the level of freedom  $df = N-1$ .

If the value t-obtain or t-test is bigger than the value of t-table, the null hypothesis is accepted. On the contrary, if the value of the t obtain is equal, bigger or smaller than the value t-table, the alternative one is not accepted (t-table) t-obtained.



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