CHAPTER III
RESEARCH METHOD

In this chapter, it will be described methodological activities to examine the teaching writing narrative text through Praise Question Polish technique. This chapter concerns with the research design, subject of the research, research variable and the operational definition, instrument of the research, procedure of collecting data and technique of data analysis.

3.1 The Research Design

In this research the researcher used quantitative research because the researcher wanted to know the improvement of students' writing narrative text using Praise Question Polish technique. This study had been held in pre-experiment study, in this study involved one class of the eleventh grade at MA DDI LIL BANAT parepare. The test gave to the students in XI IPA were pre-test and post-test. Pre-test gave before implementation of Praise Question Polish technique, post-test was given after implementation of Praise Question Polish technique. The formula of this research as follows:

$$E = 01 \ X \ 02$$

Notation :

E   : Experimental

O1 : Pre-Test

X   : Treatment

O2 :Post-Test[1]

---

[1]Sugiono, *Metode Penelitian Kuantitatif* (Bandung: Alfabeta, 2010), p. 111.

3.2 Location and Duration of the Research

The research location and duration took place at MA DDI Lil Banat Parepare. The researcher would use the quantitative and it needed several times to analyzed the data, so that the duration of the research would use six meeting for collecting and analyzed the data.

3.3 Population and Sample

3.3.1 Population

The Population of the research is the eleventh grade of MA DDI Lil-Banat Parepare academic year 2019/2020.

Table 3.1 The students' data of MA DDI Lil Banat Parepare.

No	Class	Number of students
1	XI IPA	23 Students
2	XI IPS	20 Students

(Source: MA DDI Lil Banat Parepare)

3.3.2 Sample

In this research, the sample of the data would take from class XI IPA, the researcher choose the class because the researcher used the random sampling technique, The total numbers of the students are 23.

3.4   The instrument of the Research

The instrument of this research was writing test. The test gave before and after doing treatment.

3.4.1. Procedure of Collecting Data

For collecting the data, the researcher would use three steps as follows:

3.4.1.1 Pre-Test

Before giving the treatment, the researcher gave pre-test to the students for the first meeting to identify the student's writing ability. Before the researcher gives the test, the researcher explained the aim of the research.

3.4.1.2 Treatment

After giving pre-test, the researcher gave treatment to the students and it was done for fourth meetings. In these meetings, the researcher used the Praise Question Polish technique in teaching writing. The procedure of the treatment by using Praise Question Polish technique in teaching as follows:

3.4.1.2.1 The First Meeting

1. The researcher open the lesson.

2. The researcher would give greeting and motivation to the students about the important to learn English.

3. The researcher introduced material of writing about definition, structure, the criteria of good writing Narrative text and kinds of writing Narrative text.

4. The researcher gave some minutes for students to understand the material.

5. The researcher asked one of the students comes in front of the class to read the text and identified the structure of the text.

6. The researcher gave a reward to the student who had read the text given by the writer.

7. The researcher concluded the material.

8. The researcher closed the meeting.

3.4.1.2.2 The Second Meeting

1. The researcher opened the lesson.

2. The researcher gave motivation to the students.

3. The researcher asked the students about the material in the last meeting.

4. The researcher introduced material about the definition of Praise Question Polish, the procedure of PQP technique and form of PQP.

5. The researcher gave instruction to make a group work.

6. The researcher gave instruction to write a narrative text to all the group .

7. The researcher closed the meeting.

3.4.1.2.3   The Third Meeting

1. The researcher opened the lesson.

2. The researcher gave motivation to the students

3. The researcher continued about the material in the last meeting

4. The researcher gave instruction to come to their group work.

5. The researcher gave instruction to read aloud their taks in front of other group.

6. The researcher direction each group to hear and check the task of the other group by using PQP form.

7. The researcher direction the students back to the group and discuss about their task and repair their text by see the PQP form from other group.

8. The researcher would collect their task

9. The writer closed the meeting.

3.4.1.2.4   The Fourth meeting

1. The researcher opened the lesson.

2. The researcher gave motivation to the students.

3. The researcher concluded all the material from the first meeting until the last meeting to refresh the students' memory of the material that has been taught.

4. The researcher closed the meeting.

3.4.1.3 Post-test

After giving treatment, the researcher would gave the students post-test. It's purpose to measure the students development in improving writing ability using Praise Question Polish technique. In the post-test the researcher will not give treatment again.

3.5   **Technique of Data Analysis**

The researcher would collect the data through quantitative analyze, the formula as follow :

3.5.1 Classifying the students' scores in writing into the following criteria.

Table 3.2 The Classification of Students' Writing Score[2]

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive.	4
		• Loosely organized but main ideas stand out, not well organized (generic structure).	3
		• Ideas confused or even no main ideas, bad organization (generic structure).	2
		• Does not communicate, no organization (generic structure).	1

[2]Dzaky Mubarak Fasy, *Improving the Grade VIII Students Writing Ability of Narrative Text Through Dictogloss at SMPN 1 Mungkid Magelang* (Yogyakarta: Published Thesis English Education Department, 2015), p. 132.

3.	Vocabulary	• Effective word / idiom choice and usage.	4
		• Occasional errors of word / idiom form, choice and usage.	3
		• Frequent errors of word / idiom form, choice and usage.	2
		• Little knowledge of English vocabulary, idioms and word form.	1
4.	Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
		• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
		• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.	2
		• Dominated by errors.	1
5.	Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		• Frequent errors of spelling, punctuation, capitalization and paragraphing.	2
		• Dominated by errors.	1

Adapted from Jacob et al.'s (1981)

3.5.2 Scoring of the students answer by dividing the correct answer with the total by using with this formula:

$$\text{Score} = \frac{\text{students` correct answer}}{\text{The total number of item}} \text{x } 100$$

3.5.3 The Classification of the students' scores in following criteria as follow:

Table3 3.2 Classification Students` Score

No	Score	Classification
1	86-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41-55	Poor
5	<40	Very Poor[3]

(Source: Depdikbut 1997)

3.5.4 Calculating the frequency and percentage of the students:

$$P \quad \frac{F}{N} \text{X } 100\%$$

Where :

P : Percentage

F : Frequency

N : Total number of students

3.5.5 Calculating the mean scores, the researcher will use the formula:

$$X \frac{\sum x}{n}$$

Notation :

X : Mean score

---

[3]Depdikbud, *Petunjuk Pedoman Belajar dan Sistem Penelitian* (Jakarta: depdikbud, 1997), p. 25.

∑x: the sum of all score

n   : The numbers of students

3.5.6   Calculating of standart devitation of the students' pre-test and post-test scores by using the formula as follow :

$$SD = \sqrt{\frac{ss}{n}}, \text{where ss} = \sum X^2 - \frac{(\sum X)^2}{n}$$

Notation :

SD   : The Standard Deviation

SS   : The Square Root of the Sum Of Square

$\sum x^2$: The Sum of Square

$(\sum X)^2$: The total Square of the Sum

n   : Total number of Sum[4]

3.6   Test of Significance

Finding out the significant difference between the mean score pre-test and post-test by calculating the value of the test using formula as follow :

$$t = \frac{D}{\sqrt{\frac{\sum D2 - \frac{(\sum D2)}{n}}{n(n-1)}}}$$

Where :

T   : Test of significant

D   : The mean score of different analysis

$\sum D$: The sum of total score different

$\sum D^2$: The square of the Sum score different

n   : The total number of the students[5]

---

[4]L. R. Gay, *Educational Research Competencies for Analysis and Application* (Pearson Education Itd : Merril Prenticc Hall, 2006), p. 297-298.

[5]L.R Gay, *Educational Research Competencies for Analysis and Applications Second Edition* (Columbus Ohio: Person Merrill Prentice Hall, 1981), p. 331.