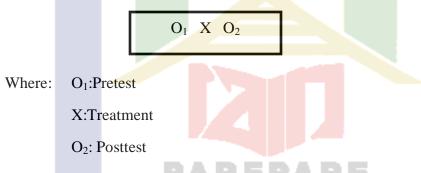# CHAPTER III

METHODOLOGY OF RESEARCH

This part contain about the description of the research design, setting of the research, research variable and the operational definitions, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

The research of this research is a pre-experimental with pre-test and post-test design. Pre-experimental with pre-test and post-test is. It aimed to know whether the use blended method can improve students' ability on writing narrative paragraph at thesecond year of students MTs DARUL 'ULUM ATH-THAHIRIYAH Paladang Pinrang. The following is the formula:[1]

$$O_1 \quad X \quad O_2$$

Where: O_1:Pretest

X:Treatment

O_2: Posttest

3.2 Location and Duration of the Research

The location of the research took a place at MTS DARUL ULUM ATH-THAHIRIYAH Paladang Pinrang. The research was used the quantitative research, that has several time to collect and analyze the data. So the researcher was used more that one month for collecting the data.

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[1]Sugiyono, *Metode Peneitian Pendidikan Pendekatan Kuantitatif dan Kualitatif dan R&D* (Bandung: Alfabeta, 2015), p.111.

3.3 Population and Sample

3.3.1 Population

The population of the research is the second grade students of MTS DARUL ULUM ATH-THAHIRIYAH Paladang Pinrang academic year 2018/2019. There are two class in second grade of MTS DARUL ULUM ATH-THAHIRIYAH Paladang Pinrang, they are VIII.1, VIII.2. Which the total of population is 58 students.

3.3.2 Sample

Because purposive sampling is most appropriate for use in classroom based on the characteristics found in class VIII.1, because class VIII.1 is the most appropriate class to be sampled compared to other classes in MTS DARUL ULUM ATH-THAHIRIYAH Paladang Pinrang, because in class VIII.1 can represent the entire sample because there are students who have different abilities, there are levels of ability above the average, and those that are below average, so in one classroom VIII.1 is not the majority of students who have the same ability.

3.4 Instrument and Procedure of Collecting Data

3.4.1 Instrument

An instrument is a tool that used for collect the data. This research was applied pre-test and post-test as the instrument to find out the students' ability on writing narrative paragraph before and after giving treatment by using blendid method. The researcher was given a topic or theme to the students, then they write a narrative paragraph by their own ability. Then the researcher was measured the students writing ability though criteria of writing, they are content, organization, vocabulary, language use, and mechanics.

3.4.2 Procedures of Collecting Data

The prosedure of collecting data are divided into three stages, they are:

3.4.2.1 Pre-test

In this stage, the researcher gave the students a writing test. The students were asked to write a narrative paragraph.

3.4.2.2 Treatment

After giving a pre-test, the researcher gives a treatment to the students in the classroom. In this stage, the researcher used blended method to develop students' ability on narrative paragraph for three meetings.

3.4.2.2.1 First Treatment

3.4.2.2.1.1 The researcher was opened the class by greeting and praying together before teaching writing. Then, the researcher checked the students' attendance and gave motivation to the students. After that, the researcher notified the basic competencies to be achieved.

3.4.2.2.1.2 The researcher was introduce blended method and explain the methods that was be used in learning writing before giving material about narrative paragraph.

3.4.2.2.1.3 The students were divided into groups which each group consist of 5students. The researcher gave some keywords about the text that will come up in the video. Next, the researcher demonstrate the narrative paragraph through a video. The researcher instructed students to see and pay attention to the video display in front of the class. The title of the text in this meeting is "SANGKURIANG"

3.4.2.2.1.4 The students were asked to discuss about the story that have been demonstrate on the video with their friends, then they were asked to write a narrative paragraph based on their own ability.

3.4.2.2.1.5 The researcher was provided conclusions from the material that has been presented and close the meeting by gretting and pray together.

3.4.2.2.2 Second Treatment

3.4.2.2.2.1 The researcher opened the class by greeting and praying together before teaching writing. Then, the researcher checked the students' attendance and give motivation to the students. After that, the researcher notified the basic competencies to be achieved.

3.4.2.2.2.2 The students were asked to sit with their group's friends like at the first meeting. The researcher gave some keywords about the text that will come up in the video. Next, the researcher demonstrate the narrative paragraph through a video. The researcher was instructed students to see and pay attention to the video display in front of the class. The title of the text in this meeting is "The Monkey and the Crocodile"

3.4.2.2.2.4 The students were asked to discuss about the story that have been demonstrate on the video with their friends, then they will ask to write a narrative paragraph based on their own ability.

3.4.2.2.2.5 The researcher provided conclusions from the material that has been presented and close the meeting by gretting and pray together.

3.4.2.2.3 Third Treatment

In the third treatment the researcher was repeated all of the activity at the second treatment, and in this meeting, the researcher gave different theme or topic about a narrative paragraph to the students unlike the other meeting before. The topic in the third meeting is about "Bawang Putih and Bawang Merah".

3.4.2.3 Post-test

After giving treatment to the students, the researcher gave the students post-test to find out the students' improvement in writing narrative paragraph. The test is given to find out and measure the students' ability in writing narrative paragraph after giving treatment.

3.5 Technique of Data Analysis

The data was be collected through the test that have been analyzed by using quantitative analysis. The steps was be undertaken in quantitative analyze are following:

3.5.1 Scoring Classification

To find out the students' writing skills, it was viewed from the five components of writing, and they were: content, organization, vocabulary, language use, and mechanics.

Table 3.2 The Analytical Scoring Rubric for Students' Narrative Text

CONTENT	30 – 27	EXCELLENT TO VERY GOOD:substantive, thorough development of topic,effective and appropriate details of topic orstory.
	26 – 22	GOOD TO AVERAGE: adequate range,adequate development of topic, sufficientdetails of topic or story.
	21 – 17	FAIR TO POOR: little substance, inadequatedevelopment of topic and detail.
	16 – 13	VERY POOR: non-substantive, notpertinent, or not enough to evaluate.

ORGANIZATION	20 – 18	EXCELLENT TO VERY GOOD: fluentexpression, ideas clearly stated/supported by, orientation, sequence, resolution, reorientation, evaluation.
	17 – 14	GOOD TO AVERAGE: somewhat choppy,loosely organized but main ideas stand out, logical but incomplete sequencing.
	13– 10	FAIR TO POOR: non – fluent, ideasconfused or disconnected, lacks logicalsequencing.
	9– 7	VERY POOR: does not communicate, noorganization, or not enough to evaluate.
GRAMMAR	20 – 18	EXCELLENT TO VERY GOOD: effectiveword/idiom choice and usage, word formmastery
	17 – 14	GOOD TO AVERAGE: occassional errorsof word/idiom form, choice, usage but*meaning not obscured.*
	13 – 10	FAIR TO POOR: frequent errors ofword/idiom form, choice, usage, *meaningconfused or obscured.*
	9 - 7	VERY POOR: little knowledge of Englishvocabulary, idioms, word form, or notenough to evaluate.
VOCABULARY	25 – 22	EXCELLENT TO VERY GOOD:

		effectivecomplex constructions, few errors ofagreement, tense, number, wordorder/function, articles, pronouns,prepositions.
	21 – 18	GOOD TO AVERAGE: effective but simpleconstruction, minor problems in complexconstruction, several errors of agreement,tense, number, word order/function, articles,pronouns, prepositions *but meaning seldomobscured.*
	17 – 11	FAIR TO POOR: major problems insimple/complex constructions, frequenterrors of negation, agreement, number, wordorder/function, articles, pronouns,prepositions and/or fragments, run-ons,deletion, *meaning confused or obscured*
	10 – 5	VERY POOR: virtually no mastery ofsentence construction rules, dominated byerrors, does not communicate, or not enoughto evaluate.
MECHANIC	5	EXCELLENT TO VERY GOOD:demonstrates mastery of conventions, fewerrors of spelling, punctuation, capitalization,paragraphing.
	4	GOOD TO AVERAGE: occasional errors ofspelling, punctuation, capitalization,paragraphing *but meaning not*

	3	FAIR TO POOR: frequent errors of spelling,punctuation, capitalization, paragraphing,poor handwriting, *meaning confused orobscured.*
	2	VERY POOR: no mastery of conventions,dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Source: H.Douglas Brown[2]

3.5.2 The Classification of the Students Score

Table 3.2 Classification of students' score

No.	Classification	Score
1	Very Good	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	≤ 40

3.5.3 Scoring the students' writing of pre-test and post-test

$$Score = \frac{students'\ correct}{thetotalitem} x\ 100$$

[2]H. DouglasBrown, *Teaching by Principles: An Interactive Approach to Language Pedagogy second edition*, p.377.

Finding out the mean score of students' writing score uses the formula:[3]

1.Determining Mean of Variable X

$$M1 = \frac{\sum fX}{N1}$$

In which:

M_1: Mean score variable X

$\sum$: Total Score

N: The total number of students.

2. Determining Mean of Variable Y

$$M2 = \frac{\sum fX}{N1}$$

In which:

M_2: Mean score variable Y

$\sum$: Total Score

N: The total number of students.

3.Calculating the rate percentage of the students' score by using the following formula:[4]

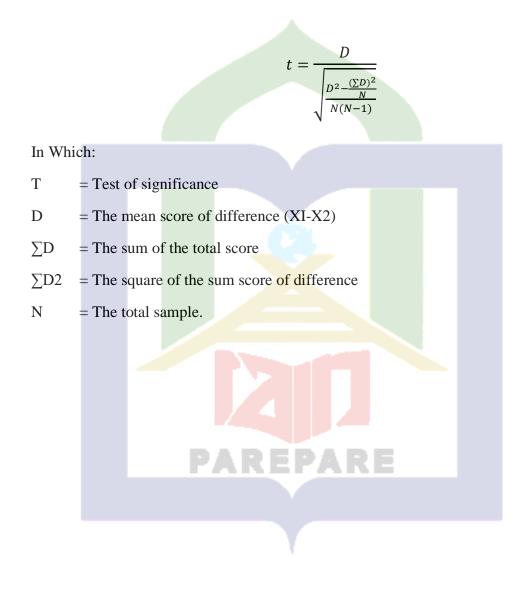$$X = \frac{F}{N} x \ 100\%$$

In which:

P: Persentage

F: Frequency

N: Total of number of sample.

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[3]Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuatitatif*(Jakarta: Bumi Aksara, 2015), p.137

[4]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008), p.81.

Finding out the difference of the mean score between pre-test and post-test bycalculate the T-test value using the following formula:[5]

4. Determining Standard of Deviation Score of Variable

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

In Which:

T   = Test of significance

D   = The mean score of difference (XI-X2)

$\sum$D   = The sum of the total score

$\sum$D2   = The square of the sum score of difference

N   = The total sample.

[5]L. R. Gay, *Education Research: Competencies for Analysis and Application Second Edition* (Colombus: Charles E Meril Publishing, 1981), p.331.