

## CHAPTER III

### RESEARCH METHOD

This chapter clarifies research design, location and duration of the research, population and sample, instrument of the research, procedure data and technique of data analysis.

#### 3.1 Research Design

This researcher used pre-experimental design with pre-test and post-test design. The students did the pre-test, got treatment and did post-test. It aimed to know whether the Guided Question technique can increase the students' writing skill.

The following is the formula:

$$E = O_1 X O_2$$

Where:

E	=	Experimental
O <sub>1</sub>	=	pre-test
X	=	treatment
O <sub>2</sub>	=	post-test <sup>1</sup>

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<sup>1</sup>Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), p. 110-111.

### 3.2 Location and Duration of the Research

The location has been conducted at SMPN 1 Parepare. This research focused at the second grade students of SMPN 1 Parepare in academic year 2019/2020. The duration of the research was conducted one month.

### 3.3 Population and Sample

Population and sample will be explained below:

#### 1. Population

Population is a set (or collection) of all elements possessing one or more attributes of interest.<sup>2</sup>

The population of this research was the second grade students of SMPN 1 Parepare. The number of population was 287.

#### 2. Sample

The technique of sampling that used in this research was cluster sampling technique, where the sample is taken from one class. The number of the students for the sample was 32 students.

### 3.4 Instrument of the Research

In this research, the researcher used writing test as the instrument. The test was given on pretest on posttest. The pretest was used to find out students' writing skill before they were given the treatments and the posttest was used to find out the students' writing skill after they were given the treatments.

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<sup>2</sup>Scarvia B. Inderson, *Encyclopedia of Educational Evaluation* (London: Jossy-Bass, 1975), p. 229.

### 3.5 Procedure of Collecting Data

The procedure of collecting data was described as follows:

#### 1. Pre-test

This test was given to know how far student's writing skill before giving treatment. In this test researcher asked the students to write a descriptive text based on the topic that the researcher gave.

#### 2. Post-test

After the treatment, the researcher gave a post-test to know students' writing development. The post-test was same in the pre-test. The researcher gave different topic. The post-test was given after the students got a treatment.

### 3.6 Treatment

The treatment conducted after pre-test has given in the classroom. The materials given based on the syllabus. The researcher applied the procedure of each activity. The treatment was based on procedures for each activity in each meeting as follows:

#### 1. First meeting

- a. The researcher opened the class.
- b. The researcher greeted the students.
- c. The researcher introduced her self.
- d. The researcher gave the students a pretest to know their writing skill.
- e. The students' write a descriptive paragraph about describing people.
- f. The researcher gave 30 minutes to the students.
- g. The researcher gave the motivation to the students.
- h. The researcher closed the class.

## 2. Second meeting

- a. The researcher opened the class.
- b. The researcher greeted the students.
- c. The researcher told the students what the subject they learned.
- d. The researcher explained what is descriptive text and what is the component of descriptive text.
- e. The researcher wrote questions on the whiteboard after that answered it.
- f. The researcher gave an example descriptive text related the researcher's answer.
- g. The researcher asked the students to answered the questions by their own.
- h. The researcher asked the students to wrote descriptive text related their answer.
- i. The researcher guided the students while they wrote.
- j. The researcher collected the students work than gave mark and put comment and suggestion on their work.

## 3. Third meeting

- a. The researcher opened the class.
- b. The researcher greeted the student.
- c. The researcher asked the students what is descriptive text and what is the component of descriptive text as warming up.
- d. The researcher divided the students into some group.
- e. The researcher gave a topic and the topic is "My friend"
- f. The researcher gave questions related the topic to the students.
- g. The researcher asked the students to answer it.
- h. The students wrote descriptive text related their answered.

- i. While the students wrote, the researcher control them and corrected their work if there are mistake and gave them explanation.
- j. The researcher collected their work then gave mark and correction on it.
- k. The researcher closed the class.

#### 4. Fourth meeting

- a. The researcher opened the class.
- b. The researcher greeted the students.
- c. The researcher asked the students what is descriptive text as warming up.
- d. The researcher gave a topic and the topic is “My best friend”
- e. The researcher gave questions related the topic to the students.
- f. The researcher asked the students to answered it.
- g. The students wrote descriptive text related their answer.
- h. While the students wrote, the researcher controlled them and corrected their work if there are mistake and gave them explanation.
- i. The researcher collected their work then gave mark and correction on it
- j. The researcher closed the class

#### 5. Fifth meeting

- a. The researcher opened the class.
- b. The researcher greeted the students.
- c. The researcher asked the students what is descriptive text as warming up.
- d. The researcher gave a topic and the topic is “My lovely sister”
- e. The researcher gave questions related the topic to the students.
- f. The researcher asked the students to answered it.
- g. The students wrote descriptive text related their answer.

- h. While the students wrote, the researcher controlled them and corrected their work if there are mistake and gave them explanation.
  - i. The researcher collected their work then gave mark and correction on it.
  - j. The researcher closed the class.
6. Sixth meeting
- a. The researcher opened the class.
  - b. The researcher greeted the students.
  - c. The researcher asked the students to wrote describing people with the topic “ My Favorite Teacher”’ as the posttest.
  - d. The students given 30 minutes to finished it.
  - e. The researcher gave a motivation to keep writing.
  - f. The researcher closed the class

### **3.7 Technique of Data Analysis**

The data was collected through the test that have been analyzed by using quantitative analysis employed calculation to test the hypothesis. This quantitative analysis employed statically calculation to test the hypothesis.

To know the students’ writing skill, it view from the four components, and they are: content, organization, vocabulary, and mechanic. In this research the researcher will give accuracy component as follow.<sup>3</sup>

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<sup>3</sup>JB Heaton, *Writing English Language Test* (New York: Longman inc, 1990), p. 146.

Table 3.1: The Classifications of Students Score.

Classification	Score	Accuracy
Content	30 – 27	Excellent to Very Good : Knowledgeable, substantive, etc
	26 – 22	Good to Average : Some knowledge of subject, adequate range, etc.
	21- 17	Fair to Poor : Limited knowledge of subject, little substance, etc.
	16 - 13	Very Poor : Does not show knowledge of subject, non substantive, etc.
Organization	20 – 17	Excellent to Very Good : Fluent expression, Ideas clearly stated, etc
	17 -14	Good to Average : Somewhat choppy, loosely organized but main ideas stand out, etc.
	13 – 10	Fair to Poor : Non fluent, Ideas confused or disconnected, etc
	9 – 7	Very Poor : Does not communicate, no organization, etc.
Vocabulary	20 – 18	Excellent to Very Good : Sophisticated range, Effective word/idiom choice and used, etc
	17 – 14	Good to Average : Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13 – 10	Fair to Poor : Limited range, Frequent errors of word/idiom form, choice, usage, etc

	9 – 7	Very Poor : Essentially translation, Little knowledge of English vocabulary.
Language Use	25 – 22	Excellent to Very Good : Effective complex constructions, etc
	21 – 18	Good to Average : Effective but simple constructions, etc
	17 – 13	Fair to Poor : Major problem in simple/complex constructions, etc
	10 – 5	Very Poor : Virtually no mastery of sentence construction rules, etc.
Mechanic	5	Excellent to Very Good : Demonstrates mastery of conventions, etc
	4	Good to Average : Occasional errors of spelling, Punctuation, etc
	3	Fair to Poor : Frequent errors of spelling, punctuation, capitalization, etc
	2	Very Poor : No mastery of conventions, Domain by errors of spelling, punctuation, capitalization, paragraphing, etc



The score of writing based on five components could be seen in the distribution below:

Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanic	5
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Total =	100

Finding out the mean score of pre-test and post-test by using the following formula:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$  = Total f row score

N = Number of Students<sup>4</sup>

Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = percentage

F = frequency

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<sup>4</sup>L.R. Gay, *Educational Research* (New York: Charles Merril Publishing Company, 1987), p. 298.

N = total of number of sample.

Classification of students' score into five levels:

Table 3.2: Classification Students' Score

No.	Classification	Score
1.	Very Good	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very poor	$\leq 39^5$

Calculating the standard deviation of the students' score in pre-test and post-test used the following formula:

$$SD = \sqrt{\frac{SS}{N}}, \text{ Where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where:

SD : The standard deviation

SS : The square root of the sum of square

$\sum X^2$  : The sum of square

$(\sum X)^2$  : Total square of the sum

N : Total number of subject<sup>6</sup>

<sup>5</sup>Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

<sup>6</sup>L. R. Gay, *Educational Research Competencies for Analysis and Applications, Second Edition* (Columbus Ohio: Person Merrill Prentice Hall, 1981), p. 298.

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

Notation:

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

t : the test of significance

D : the mean score of difference (X1-X2)

$\sum D$  : the sum of the total score

$\sum D^2$  : the square of the sum score of difference

N : the total sample.