

## 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 11 Parepare. This research focused at the first grade students of SMPN 11 Parepare in academic year 2019/2020. The duration of the research was conducted one month.

### **3.3 Population and Sample**

#### **3.3.1 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 11 Parepare. The number of population was 39 students.

#### **3.3.2 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 20 students.

### **3.4 Instrument of the Research**

The instrument of the research was vocabulary test. The test was given before and after doing treatment. The pre-test to find out the students' prior knowledge before using of Look and Say method, in this case vocabulary test, and post-test to find out improvement of the students. The instrument that used in this research are 40 numbers of guessing picture.

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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:

#### 3.5.1 Pre-test

Before the researcher gave the treatment, the researcher gave the students Pre-test for the first activity in the first meeting. Its purpose is to know how far the students' vocabulary mastery up to know.

#### 3.5.2 Post-Test

After giving treatment, the researcher given post-test to measure the result of the treatment after teaching vocabulary through look and say method.

### 3.6 Treatment

The treatment conducted after pre-test has given in the classroom. The materials gave 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;

#### 3.1.1 First meeting

##### 3.1.1.1 The researcher opened the class

##### 3.6.1.2 The researcher greeted the students

##### 3.6.1.3 The researcher explained the procedure of the material through taxonomy bloom by using flashcard.

3.6.1.4 The researcher showed the flashcard which already consisted some of noun vocabulary.

3.6.1.5 The researcher showed one by one of those vocabularies on the flashcard about 10 seconds in each flashcards by asking the students to spell those vocabularies by following the researcher.

3.6.1.6 The researcher corrected students' pronunciation errors on those vocabularies

3.6.1.7 The researcher asked the students to remember those vocabularies on that flashcard

3.6.1.8 The researcher pointed some of the students to mention those vocabularies

3.6.1.9 The researcher mentioned the vocabulary then the students should show the vocabulary which the researcher mentioned.

3.6.1.10 The researcher concluded the given material.

3.6.1.11 The researcher gave the students motivation to practice their English.

3.6.1.12 The researcher closed the class

3.1.2 Second meeting

3.6.2.1 The researcher opened the class

3.6.2.2 The researcher greeted the students

3.6.2.3 The researcher explained the procedure of the material through taxonomy bloom by using flashcard.

- 3.6.2.4 The researcher provided the flashcard which already consisted some of another noun vocabulary.
- 3.6.2.5 The researcher divided the students into some groups
- 3.6.2.6 The researcher played the game
- 3.6.2.7 The researcher explained the procedure of the game
- 3.6.2.8 The researcher invited three members of each groups as representer to came forward to see all the vocabularies that they have to memorize in 5 seconds
- 3.6.2.9 The researcher will invite one member of each groups as representer to wrote the vocabulary that their friends have seen and translate it.
- 3.6.2.10 The researcher corrected students work
- 3.6.2.11 The researcher gave comments and suggestion in students work
- 3.6.2.12 The researcher concluded the material.
- 3.6.2.13 The researcher gave the students motivation to practice their English.
- 3.6.2.14 The researcher closed the class
- 3.1.3 Third meeting
- 3.6.3.1 The researcher opened the class.
- 1.6.3.2 The researcher greeted the students.

- 3.6.3.3 The researcher explained the procedure of the material through taxonomy bloom with pairing the words.
- 3.6.3.4 The researcher divided the students into some groups
- 3.6.3.5 The researcher played the game
- 3.6.3.6 The researcher explained the procedure of the game
- 3.6.3.7 The researcher gave the students a random vocabularies that the researcher has provided inside the envelope
- 3.6.3.8 Each groups should be pairing those vocabularies with the translation inside the envelope and then use the vocabulary in sentence orally.
- 3.6.3.9 The researcher gave comments and suggestion of students work
- 3.6.3.10 The researcher concluded the material.
- 3.6.3.11 The researcher gave the students motivation to practice their English.
- 3.6.3.12 The researcher closed the class
- 3.6.4 Fourth meeting
- 3.6.4.1 The researcher opened the class
- 3.6.4.2 The researcher greeted the students
- 3.6.4.3 The researcher explained the procedure of the material through taxonomy bloom by using picture card.
- 3.6.4.4 The researcher provided some picture cards without giving the meaning of the vocabulary

- 3.6.4.5 The researcher pointed the student to categorize the vocabulary and they translated it.
- 3.6.4.6 The researcher corrected students work
- 3.6.4.7 The researcher asked the students to developed those vocabularies by wrote another vocabularies that related with the picture
- 3.6.4.8 The researcher gave comments and suggestion in students work
- 3.6.4.9 The researcher concluded the given material.
- 3.6.4.10 The researcher gave the students motivation to practice their English.
- 3.6.4.11 The researcher closed the class.
- 3.6.5 Fifth meeting
- 3.6.5.1 The researcher opened the class
- 3.6.5.2 The researcher greeted the students
- 3.6.5.3 The researcher explained the procedure of the material through taxonomy bloom by using picture .
- 3.6.5.4 The researcher provided some picture without gave the meaning
- 3.6.5.5 The researcher pointed the student to write the meaning on the picture and then write a sentence.
- 3.6.5.6 The researcher pointed another student to gave a comment.
- 3.6.5.7 The researcher gave comments and suggestion in students work
- 3.6.5.8 The researcher concluded the material.

3.6.5.9 The researcher gave the students motivation to practice their English.

3.6.5.10 The researcher closed the class.

3.6.6 Sixth meeting

3.6.6.1 The researcher opened the class

3.6.6.2 The researcher greeted the students

3.6.6.3 The researcher explained the procedure of the material through taxonomy bloom by some vocabularies that the researcher wrote on whiteboard .

3.6.6.4 The researcher asked the students for created a paragraph related the vocabulary that the researcher gave.

3.6.6.5 The researcher gave comments and suggestion in students work

3.6.6.6 The researcher concluded the material.

3.6.6.7 The researcher gave the students motivation to practice their English.

3.6.6.8 The researcher closed the class

### 3.7 Technique of Data Analysis

The data would collect through pre-test and post-test, the following procedure is used:

3.7.1 Scoring the students' answer

$$\text{Score} = \frac{\text{students correct answer}}{\text{The Total Number of Item}} \times 100$$

### 3.7.2 Classification the students' score based on the following classification

Table: 3.6.2 Classification of the 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

(DirjenPendidikanDasardanMenengah, 2005: 2)<sup>3</sup>

### 3.6.1 Finding out the mean score will use the following formula

$$X = \frac{\sum Xi}{n}$$

Where :

X : Mean

$\sum Xi$  : Total Score

N : The total Number of Students<sup>4</sup>

### 3.6.2 Calculating the rate percentage of the students score:

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

<sup>3</sup>DirjenPendidikanDasardanMenengah,PeraturanDirektoralJenderalPendidikanDasardanMene  
ngahtentang; *PenilaianPekembanganAnakDidik* (Jakarta: Depdiknas, 2005), p. 2.

<sup>4</sup>SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan, EdisiRevisi* (Jakarta: BumiAksara, 2009), p. 298.

Where :

P : Percentage

F : Frequency

N : total of the sample.<sup>5</sup>

3.6.3 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

Where :

T : 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 score<sup>6</sup>

<sup>5</sup>AnasSudijon, *PengantarStatistikPendidikan* (Jakarta: Raja GrafindoPersada, 2006), p. 43.

<sup>6</sup>Gay. L. R. *Educational Research, Competencies for Analysis and Application*. SecondEdition (Columbus: Charles E. Meril Publishing Company, 1981), p. 331.