

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

This research the researcher described about the description of the research design, location and time of the research, focus, population and sample, instrument of the research and procedure of collecting the data, technique of data analysis.

#### A. The Research Design

Considering data and the aims of research used quantitative method to conduct this study. The research design was applied Quasi-Experimental method with nonequivaby using pre-test, treatment and post-test. The design was presented as follows:

$$E = O_1 \quad X \quad O_2$$

$$C = O_1 \quad O_2$$

Where:

E: Experimental Class

C: Control Class

O<sub>1</sub>: Pre-test

O<sub>2</sub>: Post-test

X: Treatment

#### B. Location and Time of the Research

##### 1. Research Location

The Location chosen by researcher and the place of implementation in this research is SMAN 4 Parepare.

## 2. Research Time

Time spent in the implementation of this study was approximately one month duration (tailored to the needs).

## C. Population and Sample

### 1. Population

The population of the research would be the eleventh grade students of SMAN 4 Parepare in academic year 2019, which consists of two classes with the total number of population 37 students. All population is illustrated on the table below:

Total Population of the eleventh grade students of SMAN 4 Parepare

NO.	CLASS	TOTAL
1.	XI IPA	17
2.	XI IPS	20
<b>TOTAL</b>		<b>37</b>

(Source: Administration of SMAN 4 Parepare)

### 2. Sample

The sampling technique would be used by the researcher was the purposive sample. The technique to determining the sample with certain consideration, in which the purposive sample was “sampling technique with certain consideration”.<sup>1</sup> In this research researcher would take 1 class as sample, because the researcher assume that each grade level was represented by 1

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<sup>1</sup> Sugiono, *Statistika Untuk Penelitian*, (Bandung: CV Alfabeta, 2002)

class only to maximize the results of research. Thus, the sample in this research was XI.IPS which amounted to twenty (20) students.

### **C. Instrument of the Research**

The instrument of this research that would be use was writing test would applied in pre-test and post-test. The writing test would give to the students to know their ability in writing. The students would ask to write about descriptive text by choosing one of the topic that have prepared by the researcher. After giving test, the researcher found the results of test scores of students that have given. The result of the students' writing would be assessed by some components in writing text, such as content, organization, vocabulary, language use, and mechanics.

### **D. Procedure of Collecting Data**

One important thing in this research was to collect the data that can determine the result of the research. The procedures of collecting data in this research were:

#### **1. Pre-test**

The pre-test would be used to find out the result of the students' writing ability before treatment. The students in experimental class are assigned to write descriptive text by choosing one of the topics that have prepare. The topic of text was My parents and My hobby. The pre-test was held 2 x 30 minutes and supervise by the researcher.

#### **2. Treatment**

After giving pre-test, the researcher would give treatment to the students and it was do for four meetings. In these meetings, the researcher would use

process genre approach in teaching writing descriptive text. The procedure of the treatment by using process genre approach in teaching writing as follows:

The researcher would give treatment every meeting through Genre Approach. The step in teaching writing through Genre Approach as follow:

1. The researcher opened the lesson.
2. The researcher would give motivation to the students about the important to learn English.
3. The researcher introduce material of writing the descriptive text about definition, structure and the criteria of good writing.
4. The researcher introduce Genre approach that used in teaching.
5. The researcher would give some minutes for students to understand the material.
6. The researcher would give some example of descriptive text.
7. The researcher ask one of the students comes in front of the class to read the text and identify the structure of the text.
8. The researcher would give a reward to the student who had read the descriptive text given by the writer.
9. The researcher conclude the material.
10. The researcher closed the meeting.

### 3. Post-test

After done the treatment, the researcher give post-test. Post-test was do to measure the improvement of students' writing ability after teaching by using process genre approach. The students were assigned to write descriptive text

by choosing one of the topics that have prepare. The topic of text was favorite place and my school. The pre-test was held 2 x 30 minutes and supervise by the researcher.

#### 4. Observation

In this stage the researcher made a note of all activities during learning and teaching process which were about the researcher treatment to the student

### E. Technique of Data Analysis

1. To assess the student's writing, the researcher assessed based the scoring rubric as follows:

Component	Score	Criteria
<b>Content</b>	30-27	<b>Excellent to very good:</b> knowledgeable substantive, thorough development of thesis/topic, relevant to assign topic.
	26-22	<b>Good to average:</b> some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail.
	21-17	<b>Fair to poor:</b> limited knowledge of subject, little substances, inadequate development of topic.
	16-13	<b>Very poor:</b> does not show knowledge, non-substantive, not pertinent, or not enough to evaluate.
<b>Organization</b>	20-18	<b>Excellent to very good:</b> fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	<b>Good to average:</b> somewhat choppy, loosely

		organized, but main idea stand out, limited support, logical but incomplete sequencing.
	13-10	<b>Fair to poor:</b> not-fluent, ideas confused or disconnect, lacks logical sequencing and development.
	9-7	<b>Very poor:</b> does not communicate, no organization, or not enough to evaluate.
<b>Vocabulary</b>	20-18	<b>Excellent to very good:</b> sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register.
	17-14	<b>Good to average:</b> adequate range, occasional errors of word or idiom, choice, usage, meaning confused not obscured.
	13-10	<b>Fair to poor:</b> limited range, frequent errors of word or idioms, choice, usage, meaning confused or obscured.
	9-7	<b>Very poor:</b> essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
<b>Language use</b>	25-22	<b>Excellent to very good:</b> effective complex construction, few errors of agreement, tense number, word order /function, articles, pronoun, preposition.
	21-18	<b>Good to average:</b> effective but simple construction, minor problems in complex construction, several errors of agreement, tense, word order/function, articles, pronouns, prepositions, but meaning seldom

		obscure.
	17-11	<b>Fair to poor:</b> major problem in complex/simple construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	<b>Very poor:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
<b>Mechanics</b>	5	<b>Excellent to very good:</b> demonstrated mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing.
	4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
	2	<b>Very poor:</b> no mastery of conventions, dominated by errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible, or not enough to

		evaluate. <sup>2</sup>
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## 2. Classifying score

Table classified the students' score in this scoring classification

Score	Classification
80-100	Very Good
66-79	Good
55-65	Fair
40-55	Poor
<39	Very Poor <sup>3</sup>

## 3. Calculating the rate percentage of the students score

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

Where :

% : Percentage

F : Frequency

N : The total number of students

## 4. The mean score of the students' achievement

$$- \sum x$$

<sup>2</sup> Weigle. Sara Chusing. 2002. *Assessing Writing*. UK: Cambridge University Press

<sup>3</sup> Suharsimi Arikunto. 2009. *Dasar-dasar Evaluasi Pendidikan*, Edisi revisi. Jakarta: Bumi Aksara.

$$\bar{X} = \frac{\sum x}{N}$$

Where  $\bar{X}$  :

$\bar{X}$  : Mean score

$\sum x$  : Total of raw score

$N$  : Total number of students

#### 5. Calculating the standard deviation

To know the standard deviation, the research will apply the formula:

$$SD = \sqrt{\frac{SS}{N-1}} \text{ where } SS = \sum X^2 - \left(\frac{\sum X}{N}\right)^2$$

Where :

SD : the standard deviation

SS : sum of square

$\sum X^2$  : the sum all square

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

$N$  : the number of subject<sup>4</sup>

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

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

Where:

$t$  : Test of significant

$D$  : the mean of total score difference

$\sum D$  : the sum of total differences

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<sup>4</sup> Gay, L. R., et al.2006. *Educational Research Competencies for Analysis and Application: Eighth Edition*. Columbus Ohio: Pearson Merrill Prentice Hall.

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

#### 7. Criteria of Testing Hypothesis

The statistical hypothesis in this research as follows:

$$H_0 = \pi_1 > \pi_2$$

$$H_1 = \pi_1 < \pi_2$$

In testing hypothesis, the researcher used hypothesis = 0.05 and degree of freedom (df) N-2. The following criteria used to test a researcher hypothesis:

- a) If t-test smaller than t-table,  $H_0$  is accepted and  $H_1$  was rejected. It indicates that the use of process genre approach cannot improve the writing ability of the eleventh grade students of SMAN 4 Parepare.
- b) If t-test greater than t-table,  $H_1$  was accepted and  $H_0$  was rejected. It indicates that the use of process genre approach can improve the writing ability of the eleventh grade students of SMAN 4 Parepare.

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<sup>5</sup> L.R. Gay, *Education Research Competencies For Analysis and Application*.