CHAPTER III

RESEARCH METHODOLOGY

This chapter focus on the methodology of the research. It presents the design of the research, location and the time of the research, subject and the object of the research, population and the sample of the research and then continue to techniques of the data collection and technique of the data analysis.

A. Research design

This research is correlation research because this research was to find out the correlation between students' simple past tense mastery and their ability in writing spoof text. There are two variables in this research. They are; the students' simple past tense mastery symbolized by "X" as independent variable, and independent variable is the students' writing spoof text ability symbolized by "Y". Technique of collecting data was simple random sampling. The design of the research is pictured by the following diagram:

Variable X	Variable Y
Students' past tense mastery (X)	Writing spoof text ability (Y)

The procedures using in this research design are as follows:

1. Collecting the data by giving test of simple past tense

2. Analyzing the collected main data by the interfiled statistics formula.

3. Classifying the results of data analysis based on the key rxy product moment.

4. Concluding the results to answer the research problem.

B. The location and time of this research

This research was conducted at the second year of State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah District, Kampar Regency. It is located on Desa Bina Baru. The research was conducted on august 2017.

C. The subject and object of this research

The subject of this research is the second years of State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri District, of Kampar Regency. The object of the research is students' past tense mastery and their writing spoof text ability.

D. The population and sample of the research

1. The population

Population of the study includ the eleventh grade students of Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah District, Kampar Regency. The total population is 120 students.

Arikunto states that if the number of the respondents is less than 100 persons, it is better to take all the subjects. On the other hand, if the number of the respondents is more than 100 persons, it is necessary to take 10%-15% or 20%-25% of the whole population as the respondents. In this research, writer used simple random sampling as a technique of sampling.

Table 111.1

The population of the research

No	Class	Population		Total
		Male	Female	
1	X1 IPA 1	13	17	30
2	X1 IPA 2	14	14	28
3	X1 IPS 1	15	17	32
4	X1 IPS 2	13	`17	30
Total		55	65	120

2. The sample

according to arikunto, because of the respondents more than 100 persons so

the researcher just took 25% of the rspondent as a sample. All of the respondents

had similar chance for being sample. By using simple random sampling

researcher took randomly 25% sample of every class. The description of the

sample can be seen at the following table :

Table 111.11

Sample

No	Class	Total	Sample	Percentage
1	X1 IPA 1	28	7	25%
2	X1 IPA 2	28	7	25%
3	X1 IPS 1	32	8	25%
4	X1 IPS 2	32	8	25%
Total		120	30	25%

From the table could be concluded that the researcher took 25% sample from every class, class XI IPA 1 7 (25%) samples of 28 students, XI IPA 2 7 (25%) samples of 28 students, XI IPS 1 8 (25%) samples of 32 students and XI IPA2 8 (25%) samples from 32 students. The total of sample was 30 (25%) from the total 120 respondents.

E. The data collection technique

In order to get some data that are needed to support this research, the investigator applied the technique as follows:

1. The Test

The technique is used to determine students' tenses mastery. It would be determined by having some question dealing with past tense. To collect the data from the sample, the writer used two kinds of tests:

a. Multiple – choice items from which they have to choose one correct answer among five provide options. In this research the instrument of variable x consist of 35 questions created based on 7 indicators in operational concept of variable (page 25) and every indicator has 5 questions. The test was used to measure the students' tenses mastery.

b. Written test. The researcher distributed worksheet where the students are asked to write a spoof text based on the topic that given. The topic had been given was " the shark got them". They wrote the text by following the clues that was given to them in the instruction paper.

Based on Heaton theory, the criteria of writing are content, vocabulary, language use, organization, and mechanic. Then, the typical scale of each component has a set of qualities (level) to be rated in series of possible rating. Heaton's theories of the rating are as follows :

Table 111.111

Aspets	Range	Level	criteria
Content	30-27	Excellent to very good	Knowledge, 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, et
	16-13	Very poor	Does not show knowledge of subject, non substantive, etc
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly stated, etc
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out
	13-10	Fair to poor	Nonfluent, ideas confused or disconnected
	9-7	Very poor	Does not communicate, no organization
Vocabulary	20-18	Excellent to very good	Sophisticated range–effective word/idiom choice and usage-etc

	17-14	Good to average	Adequate range-occasional errors of word/ idiom form, choice, usage but meaning notobscured
	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 Englishvocabulary
Language use/ grammar	25-22	Exellent to very good	Essentially translation-little knowledge of English vocabulary
	21-18	Good to average	Effective but simple construction- etc
	17-11	Fair to poor	Major problems in simple complex/construction-etc
	10-5	Very poor	Virtually no mastery of sentence construction rules-etc
Mechanics	5	Excellent to very good	Demonstrates mastery of construction–etc
	4	Good to average	Occasional errors of spelling, punctuation, capitalization-etc
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization-etc
	2	Very poor	No mastery of convention dominated by errors of spelling, punctuation, capitalization, paragraphing-etc

Heaton (1988, p.132)

The specification of highest result of the test is as follows:

Table 111.1V

The spesification of the test

No	Writing skills	The highest score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use/ grammar	25
5	Mechanics	5

F. The Tehniques of Data Analysis

This research is correlation between past tense mastery and writing spoof texability. Therefore, the writer uses formula of product moment correlation, because both data of students' past tense mastery and their ability in writing spoof text are interval data and the samples are more than 30 students.

$$r_{xy} = \frac{(n \sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2)\} - (\sum x^2)(n \sum y^2) - (\sum y^2)}}$$

r xy   = Coefficient correlation Pearson-product moment

N   = The number of subject

Y   = The students' writing ability as the product moment

dependent variable

$\sum x$ = The sum of the X score

$\sum Y$ = The sum of the Y score

$\sum XY$ = The sum of the X and Y

Tble 111.V

The interpretation of correlation

Rxy	Interpretation
0.00-0.200	There is negligible correlation between the two variables
0.200-0.400	There is a low correlation between the two variables
0.400-0.700	There is a moderate correlation between the two variables
0.700-0.900	There is a high correlation between the two variables
0.900-1.000	There is a very high correlation between the two variables

Hartono (2004, p.78)

According to Hartono there are three ways to obtain the correlation between two variables they are:

1. The r-table is employed to see whether or not there is a significant correlation between students' simpe past tense mastery and writing spoof text ability. The obtained value is consulted with the value of

   r-table product moment correlation df = N-nr.

   Statistical hypothesis:

   Ha = ro≥ rtable

   H0 = ro < r table

   Criteria of Hypothesis:

a. Ha is accepted if ro ≥ r table or it can be said that there is a significant correlation between students' past tense mastery and their ability in writing spoof text.

b. H0 is accepted if ro < r table or there is no significant correlation between students' past tense mastery and their ability in writing spoof text

2. To compare sig. (2-tailed) or probability score with 0.05 as follows:

   a. Probability score > 0.05, it means that H0 is accepted.

   b. Probability score < 0.05, it means that Ha is accepted.

3. Use the explanation of sign (**/*) under table, if there is the sign, it means that there is a significant correlation.

Table 111.V1

The classification of students' scores

Score classification	Category
80-100	Very good
66-79	Good
556-65	fair
40-55	poor
30-39	Very poor

Arikunto (2013, p.281)

Table I.IV show that the test was writing test. The students were ordered to write based on their own words. It was used to know their ability about writing spoof text that the text had relation with the first test. To get evidences, the writer collected

students' writing .The results were good to excellent, average to good, poor to average, poor.

F. Validity and Reliability

1. Validity

a. Validity of test

In this research, the research used construct validity. Siregar (2013, p. 51) described that construct validity means the validity related to the ability of instrument to measure the concept being measured. Non test instrument which is used to measure attitude includes in construct validity. This instrument has been constructed based on seven indicators of simple past tense in Betty and Stacy (2006, p. 213). Therefore, this instrument is constructively valid.

According to Riduwan (2010, p. 98) to analyze the validity of the test istrument, the researcher used SPSS 23 program for windows. The following table is the criteria of item validity.

Table III. V11
The Criteria of Item Validity

R	Interpretation
$0.80 < r < 1.00$	Very High
$0.60 < r < 0.79$	High
$0.40 < r < 0.59$	Average
$0.20 < r < 0.39$	Low
$0.00 < r < 0.19$	Very Low

Riduwan (2010, p. 98)

Based on the try out result of the instrument validity to the items, it showed that all of the items were valid. It means that there are all of the

items (35) can be used in this research. In the following table is the result of

the instrument validity.

Table III. V111
Result of the Instrument Validity

Items	R	Interpretation of Validity	Status
1	0.478	Average	Valid
2	0.894	Very High	Valid
3	0.410	Average	Valid
4	0.889	Very High	Valid
5	0.929	Very High	Valid
6	0.948	Very High	Valid
7	0.755	High	Valid
8	0.919	Very High	Valid
9	0.919	Very High	Valid
10	0.894	Very High	Valid
11	0.873	Very High	Valid
12	0.428	Average	Valid
13	0.879	Very High	Valid
14	0.914	Very High	Valid
15	0.919	Very High	Valid
16	0.878	Very High	Valid
17	0.887	Very High	Valid
18	0.793	High	Valid
19	0.662	High	Valid
20	0.494	Average	Valid
21	0.467	Average	Valid
22	0.426	Average	Valid
23	0.462	Average	Valid
24	0.787	High	Valid
25	0.407	Average	Valid
26	0.542	Average	Valid
27	0.428	Average	Valid
28	0.464	Average	Valid
29	0.693	High	Valid
30	0.553	Average	Valid
31	0.422	Average	Valid
32	0.523	Average	Valid
33	0.441	Average	Valid
34	0.664	High	Valid
35	0.413	Average	Valid

b. Validity of the Written Test

A valid test is measured what is intended to measure accurately. Thus, the assessment becomes valid when the test assesses what it claims to assess and tests what has been taught.

Dick & Hagerty (1971) as cited in Sak, (2008, p. 18) face and content validity were used in this study to find out the validity of the assessment. Face validity is concerned if the test appears to test what the name of the test implies. The test must relevant to the student' writing needs. Meanwhile, student' level should become the basic of the assessment.. Then, to check the content validity, the task should be appropriate with the students" level of proficiency

2. Reliability

a. Reliability of the Test

According to Gay, L.R (2012, p. 175) reliability is the degree to which the test consistently measures whatever it is measuring. The following table is the level of internal consistency of Cronbach Alpha :

Table III. 1X
Internal Consistency By Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very High reliable
0.80-0.90	High reliable
0.70-0.79	Reliable
0.60-0.69	Minimally Reliable
<0.60	Unacceptably low reliable

For X variable (simple past tense), the writer gave the try out to 30 students. After getting the result, the writer used *Cronbach's Alpha* formula to find out the reliability of the test through

To obtain the reliability of the instrument, the researcher used SPSS 23 program to find out whether or not the questionnaire is reliable.

Table III. X
Reliability of Instrument

Cronbach's Alpha	N of items
0.947	30

From the table above, it can be seen that the value of cronbach's alpha is 0.947 or very high reliable it means valid.

b. Reliability of the or Written test

According to Gay, L.R (2012, p. 169) reliability is the degree to which a test consistently measure whatever is measuring. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

In obtaining the reliability of the test, the researcher used inters rater reliability. It was because in this research the researcher used two raters to measure student's score writing ability. Brown (2003, p. 21) says that inter rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to score criteria, inexperience, inattention or even preconceived biases.

In this research, the researcher used inter-rater reliability. It was because there were two raters involved in order to assess the student writing

spoof text ability. Then, the researcher applied SPSS 23 application to find the reliability of the test based on Alpha Cronbach technique.

Table III. X1
Reliability of Written Test

Reliability Statistics

Cronbach's Alpha	N of Items
.872	2

From the table above, it shows that the calculation of rater 1 and rater 2 is 0. 872. It means the data are reliable.