CHAPTER III

RESEARCH METHOD

A. The Research Design

The design of this research is correlational research design. Correlational research is a research to discover or to measure the relationship between two or more variables. Creswell (2008, p. 356) states that correlation research design are procedures in quantitative research in which investigators measure the degree of association (or relationship) between two or more variables or set of scores. This research consists of two variables. The first is students' peer feedback as the independent variable (X) and the second is students' ability in writing descriptive paragraph as the dependent variable (Y).

B. The Location and Time of the Research

This research has conducted at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit start from January to February 2018.

C. The Subject and Object of the Research

1. Subject of the Research

The subject of this research is the tenth grade female students at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit in 2017/2018 academic year.

2. The Object of the Research

The object is the students' peer feedback and their ability in writing descriptive paragraph.

D. The Population and Sample of the Research

1. Population

Population of this research is the tenth grade female students at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit. The total of population of this research are 33 students, the specification of population can be seen in the table below:

III.1

The Population of the Tenth Grade Female Students

of Madrasah Aliyah Anshor Al-Sunnah Tg.Belit

No	Class	Number of Students
1	X 1	33

2. Sample

In this research, the writer takes all of the students as the sample because the population is not large population. Arikunto cites that if the amount of the population is less than 100 persons it is better to take all of the population, but if the amount of the population is more than 100 persons it is better to take 10-15%, 25%, or more.

E. The Technique of Collecting the Data

To collect the data from the sample, the writer will be used the techniques as follows:

1. Questionnaire

According to Brown in Dornyei (2003), questionnaire are any written instrument that present respondents with a series of questions or statement that present respondents with a series of question or statement to which they are to react either by writing out their answers or selecting from among existing answers. It used to find out the correlation between students' peer feedback and their writing ability in descriptive paragraph. The questionnaire will consist of 20 items and it will deal with the students' opinion in responding to the following options based on the Likert's – scale:

a. Strongly Agree

b. Agree

c. Hesitate

d. Strongly Disagree

e. Disagree

30

Table III.2
Blue Print of Questionnaire

Indikators	Questions
1. The students identify the main point of peers' writing descriptive paragraph.	1. Hasil tulisan siswa lain dimulai dengan introduction yang bagus. 2. Hasil tulisan siswa lain mempunyai deskripsi yang jelas. 3. Hasil tulisan siswa lain dalam pengenalan objek sudah sangat jelas. 4. Hasil tulisan siswa lain memberikan penjelasan secara fisik sudah jelas. 5. Hasil tulisan siswa lain memberikan penjelasan secara sifat sudah jelas.
2. The students analyze the strengths and weaknesses of peers' writing descriptive paragraph.	6. Dari hasil tulisan siswa lain dalam penggunaan pemilihan kata sudah tepat dan akurat. 7. Dari hasil tulisan siswa lain penggunaan kata sifat penjelas objek sudah baik. 8. Dari hasil tulisan siswa lain sudah menggunakan kosa kata yang bervariasi.
3. The students describe the point in peers' writing descriptive paragraph that will be revised.	9. Dari hasil tulisan siswa lain saya menemukan sedikit kesalahan pada tense, number, dan pronoun. 10. Dari hasil tulisan siswa lain saya menemukan sedikit kesalahan pada penggunaan preposisi. 11. Dari hasil tulisan siswa lain saya menemukan sedikit kesalahan pada penggunaan is,am,are. 12. Dari hasil tulisan siswa lain saya menemukan sedikit kesalahan pada pengejaan kata. 13. Dari hasil tulisan siswa lain saya menemukan sedikit kesalahan pada penggunaan tanda baca. 14. Dari hasil tulisan siswa lain saya menemukan sedikit kesalahan pada penggunaan huruf capital. 15. Dari hasil tulisan siswa lain saya menemukan sedikit kesalahan pada penyusunan paragraph.
4. The students give suggestion to peers about their writing descriptive paragraph.	16. Saya memberikan komentar dan saran terhadap tulisan siswa lain.
5. The students revise their own writing descriptive paragraph.	17 asil feedback dari teman membantu saya mengetahui kelemahan-kelemahan saya dalam menulis. 18 Dengan melakukan aktifitas feedback saya menjadi tahu kesalahan yang saya lakukan. 19 Saya menggunakan hasil koreksi dari siswa lain untuk memperbaiki hasil tulisan saya. 20 Feedback dari siswa lain memerikan perkembangan terhadap kemampuan menulis saya.

31

2. Test

Brown (2003) stated that a test refers to a method to measure one's ability, knowledge, intelligence, or performance in a supply area. The kind of the test used in this research is written test. It will be done to find out how the students' writing ability. The students' writing ability in this research is as the dependent variable. So, to know students' writing ability, the writer will conduct written test to the students.

The written test will be done after the students answer the questionnaires.

Table III.3
Table II.1 the Rubric for Assessing Writing Descriptive Text

Adopted from Brown (2007)

Aspect	Score	Performance Description	Weighting
CONTENT (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
ORGANIZATION (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
GRAMMAR (G) 20% -Use present tense -Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
VOCABULARY (V) 15%	4	Effective choice and words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms and not understandable	
MECHANICS (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

33

$$SCORE = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} X10$$

3. **Validity of the Questionnaire**

The validity is the individual's scores from an instrument that make sense, meaningful, enable you, as the research, to draw good conclusions from the sample you are studying to the population (Cresswell, 2008, p. 169). In accordance with the statement above, Gay et.al. (2011) stated that validity refers to the degree in which a test measure what it is supposed to measure and permits interpretation of scores that are appropriate consequently.

To find out the validity of instrument, writer calculated it by using SPSS 23.0 version. The standard value of validity is $r_{item} > r_{table}$. Based on the try out result, it was determined that not all of the items were valid. The result of try out is as follows:

Table III.4
Validity of Questionnaire Try Out

Item Number	r-item	r-table	Result
1	0.5753	0.3739	Valid
2	0.5326	0.3739	Valid
3	0.4564	0.3739	Valid
4	0.4964	0.3739	Valid
5	0.5904	0.3739	Valid
6	0.4733	0.3739	Valid
7	0.5278	0.3739	Valid
8	0.5176	0.3739	Valid
9	0.4161	0.3739	Valid
10	0.3728	0.3739	Invalid
11	0.5726	0.3739	Valid
12	0.0838	0.3739	Invalid
13	0.4816	0.3739	Valid
14	0.6521	0.3739	Valid
15	0.48	0.3739	Valid
16	0.4158	0.3739	Valid
17	0.4599	0.3739	Valid
18	0.3661	0.3739	Invalid
19	0.7207	0.3739	Valid
20	0.6513	0.3739	Valid
21	0.5668	0.3739	Valid
22	0.497	0.3739	Valid
23	0.7741	0.3739	Valid

4. **Reliability of the Questionnaire**

Brown (2003) said that reliability is a degree in which the result of measurement would be similar as we repeat it to the same students on two different occasions. To sum up, the key of reliability is if an instrument can be interpreted consistently in two different situations. Siregar (2013) stated that reliability test can be done by having

35

external and internal ways. In this research, the writer will try out the questionnaire once and analyze each item by using cronbach alpha technique. According to Sugiyono (2009), Cronbach Alpha can be used for interval data.

The categories below are the level of internal consistency Cronbach's Alpha (stated in Riadi, 2016, p.239):

Table III.5
Category of Reliability

Cronbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80–0.90	Highly reliable
0.70–0.79	Reliable
0.60–0.69	Marginally/minimally reliable
<0.60	Unacceptably low reliability

The reliability of the questionnaire was processed by SPSS 23.0 program. It can be seen as follows:

Table III.6
Reliability Statistics

Cronbach's Alpha	N of Items
.869	23

Based on analysis above, the value of Cronbach's Alpha is 0.869 which is higher 0.60. It could be said that the questionnaire is reliable. Due to 0.869>0.79, the level of the reliability was highly reliable.

F. The Technique of Analyzing the Data

In order to find out there is a significant correlation between students' peer feedback activity and their ability in writing descriptive paragraph, the writer used formula Pearson product moment analyzed by using statistical formula SPSS 23.0 version. The writer used the questionnaire score of variable X and the writing test score of variable Y.

Arikunto (2009 p.245) states to interpret the level of student's peer feedback activity, the writer used the category standard as follow:

Table III.7
Level of Student's Peer Feedback Activity

No	Level of Students	Category
1	80 – 100	Very High
2	66 – 79	High
3	56 – 65	Middle
4	0 – 55	Low

While, to interpret the level of student's ability in writing descriptive paragraph, the writer used category standard Sudijono (2007, p.35) as follow:

Table III.8
Level of Student's Ability in Writing Descriptive Paragraph

No	Level of Students	Category
1	80 -100	Very Good
2	66 - 79	Good
3	56 - 65	Enough
4	46 - 55	Less
5	0 - 45	Fail

38