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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This research was an experimental research. According to Ary et al. (2006), experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). Therefore, there were two variables used in this research. They were independent variable or variable X as the use of Story Maps Strategy and dependent variable or variable Y as the students' ability in writing recount text. Moreover, the design of this research was Quasi-Experimental design with the Non-Equivalent control group. Gay (2000) said that when it is not possible to randomly assign participants to groups, quasi-experimental designs are available to the researcher. Thus, the researcher chose the quasi-experimental design in order to investigate all students in the groups so that the research project would not disturb the teaching and learning process at the school.

In conducting the research, two classes of the tenth grade students at Darul Hikmah Islamic Senior High School had been participated. The first class was experimental group that was treated by using Story Maps Strategy and the second class was control group that was treated without using Story Maps

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Strategy. However, the materials were given and purposed of the research to each group were the same.

There were two kinds of tests that were used in this research. They were pre-test that was given before doing the treatment and pos-test that was given after doing the treatment. According to Cresswel (2008), the design of this research could be described as follows:

Table III.1
The Research Design

Group	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₂
Control	O ₃	-	O ₄

Note:

- 1) O₁ = Pre-test for experimental group
- 2) O₂ = Post-test for experimental group
- 3) O₃ = Pre-test for control group
- 4) O₄ = Post-test for control group
- 5) X = Experiment (Treatment by using Story Maps Strategy)
- 6) - = No treatment

A. The Location and Time of the Research

The research was conducted at Darul Hikmah Islamic Senior High School Pekanbaru at Manyar Sakti street km. 12 Simpang Panam, Pekanbaru. It was conducted on March to May 2018.

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B. Subject and Object of the Research

The subject of this research was the tenth grade students of Darul Hikmah Islamic Senior High School Pekanbaru. The object of this research was the use of Story Maps strategy on students' ability in writing recount text.

C. Population and Sample

1. Population

According to Gay (2000), population is the group of interest to the researcher, the group which she or he likes the results of the study to be generalized. The population of this research was the tenth grade students at Darul Hikmah Islamic Senior High School Pekanbaru. There were six classes of the tenth grade at the school. The number of the tenth grade students Darul Hikmah Islamic Senior High School Pekanbaru were 131 students.

Table III.2
The Total Population of the Tenth Grade Students
at Darul Hikmah Islamic Senior High School Pekanbaru

No.	Class	Total
1.	MIA 1	25
2.	MIA2	25
3.	IIS 1	20
4.	IIS 2	21
5.	IHK 1	20
6.	IHK 2	20
Total		131

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2. Sample

The population above is large enough to be all taken as sample of the research. Based on the population above, the researcher took two classes for the samples by using cluster sampling randomly technique. According to Gay (2002), cluster sampling selects based on group not individually, all the members of selected group have similar characteristic. It means that the subject of this research has the same material, the same grade, and the same teacher in teaching of these classes.

Based on the explanation above, to find the sample the researcher used lottery by passing out small rolled paper marked by sequence name of the class. The first paper that came out of the bottle was the experimental class and the second paper that came out of the bottle was the control class. Then after passing out the paper, the samples of this research were class X IIK 1 as the experimental class and class X IIS 1 as the control class.

Table III.3
The Sample of the Research

No	Class	Total	
1	X IIK 1	20	Experimental class
2	X IIS 1	20	Control class
Total		40	

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D. The Technique of Data Collection

In collecting the data, the researcher used the test technique. The researcher gave a written test to students. In this research, test was divided into two ways; pre-test was given before the treatment and post-test was given after giving treatment. The researcher used writing test by giving some topics of recount text. Therefore, the researcher gave recount text test.

The scores of pre-test and post-test either from experimental or control classes were measured by using the writing assessment of the English teacher at Darul Hikmah Islamic Senior High School of Pekanbaru. The test aimed at examine the students' ability in writing recount text. The assessment rubric can be seen as follows:

Table III.4

Composition for Scoring Writing

Aspects	Range	Criteria
Content	30-27	<i>Excellent to Very Good:</i> Knowledgeable, substantive, through development of thesis, relevant to designed topic.
	26-22	<i>Good to Average:</i> Some knowledgeable of subject,adequate range, limited development of rthesis, mostly relevant to topic, but lack details
	21-17	<i>Fair to Poor:</i> Limited Knowledge of subject little substance, inadequate development of topic
	16-13	<i>Very Poor:</i> Does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate
Organization	20-18	<i>Excellent to Very Good:</i> Fluent Expression, ideas clearly stated or supported, well organized,logical sequencing, cohesive
	17-14	<i>Good to Average:</i> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical butincomplete sequencing

	13-10	<i>Fair to Poor:</i> Non fluent, ideas confused or disconnect, lacks logical sequencing and development
	9-7	<i>Very Poor:</i> Does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	<i>Excellent to Very Poor:</i> Sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	17-14	<i>Good to Average:</i> Adequate range, occasional errors of word or idiom form, usage but meaning nit obscured
	13-10	<i>Fair to poor:</i> Limited range, frequent errors of word or idiom form, choice usage, meaning confused or obscured
	9-7	<i>Very Poor:</i> Essentially translation, little knowledge of English vocabulary, idioms, word form, or enough to evaluate
Language Use	25-22	<i>Excellent to Very good:</i> Effective complex construction, few errors of agreement, tense, number, word order of functions, articles, pronouns, preparations
	21-18	<i>Good to Average:</i> Effective but simple constructions, minor, problem in complex constructions, several errors of agreement, tense, number, word order of functions, articles, pronouns, preposition but meaning never obscured
	17-11	<i>Fair to Poor:</i> Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and fragments, deletions, meaning confused or obscured
	10-5	<i>Very Poor:</i> virtually no master of sentence construction rules, dominated, by errors, does not communicate, not enough to evaluate
Mechanics	5	<i>Excellent to Very good:</i> Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	<i>Good to Average:</i> Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured

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3	<i>Fair to Poor:</i> Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
2	<i>Very Poor:</i> No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate

E. The Validity and Reliability of the Test

The quality of instrument was very crucial. It should be valid and reliable. Thus, the researcher used a number of procedures to measure the instrument used. They were:

1). Validity

Validity is the most important characteristic of a test to measure instrument. Gay (2000) said that validity is concerned with the appropriateness of the interpretations made from test scores. Clearly validity is a crucial feature of any test. If a test does not have high validity, it does not allow users to make the interpretation desired, it should not be used. Furthermore, Gay (2000) stated that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. In order to find out the validity of writing ability test, the researcher used content validity. Thus, the test was developed based on the curriculum standards and materials from the textbook used by the tenth grade of Darul Hikmah Islamic Senior High

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School Pekanbaru and then it was appraised by the English teachers. It was clear to explain that the test was valid.

2). Reliability

According to Gay (2000), reliability is the degree to which a test consistently measures what it is measuring. It means that a test can be said reliable if the instrument test can result scores of the same subject even though the test was given in different occasions. According to Creswell (2008), there are five types of reliability, they are test-retest reliability, alternate forms reliability, alternate forms and test-retest reliability, inter-rater reliability, and internal consistency reliability.

In this research, to find out the reliability of writing test, the researcher used inter-rater reliability because the researcher had two raters in order to score the students' writing ability. According to Gay et al (2000), he said that inter-rater reliability refers to the consistency of two or more independent scores, raters or observers. Then, the scores of the rater 1 correlated with the scores of the rater

2. The following table is the result of the reliability of the test:

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Table III.5
Table of Reliability
Symmetric Measures

		Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.800	.186	2.582	.010
N of Valid Cases		10			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on the table above, it can be seen Kappa value is $0.800 > 0.6$ and the sig value is $0.010 < 0.05$. Thus, the researcher concluded that there was a significant correlation between scores that were given by rater 1 and rater 2. In other words, the writing test was reliable

F. The Test of Normality and The Test of Homogeneity
1. The test of Normality

Before analyzing the data, the researcher should know the data normally distributed or not. In order to find out whether the data has normal distribution or not, the researcher used Shapiro-Wilk test from SPSS 19 version, because the samples size were 40 students of the tenth grade students at Darul Hikmah Islamic Senior High School Pekanbaru.

Note:

- a. If the sample size is larger than 50, we use the Kolmogorov-Smirnov.
- b. If the sample size were 50 or less, we would use the Shapiro-Wilk.

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The SPSS result for Shapiro-Wilk test would be interpreted as follows:

$p\text{-value (Sig.)} > 0.05$ = the data is normal distribution

$p\text{-value (Sig.)} < 0.05$ = the data is not in normal distribution

Table III.6

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Experimental Class	.138	20	.200*	.968	20	.717
Control Class	.100	20	.200*	.964	20	.619

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the data above, it can be seen that the sig. value of Experimental Class was 0.717 and the Control Class was 0.619. It can be stated that $0.717 > 0.05$ and $0.619 > 0.05$ which means that both of the data were normally distributed.

2. The Test of Homogeneity

By knowing the data distributed normally, the researcher did test of homogeneity. This test used to find out some variant population homogeny or not. This test also used as the requirement in analyzing the data before conducting independent sample t-test. The researcher analyzed the homogeneity variant of population by using SPSS 19 version. The result computation of homogeneity test through SPSS can be seen in the following table:

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Table III.7
Test of Homogeneity of Variances

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
.857	1	38	.360

The result of the test can be seen as follows:

$p\text{-value (Sig.)} > 0.05$ = the data is homogeneous

$p\text{-value (Sig.)} < 0.05$ = the data is not homogeneous

According to the table III.7, it was found that the significance of the homogeneity was 0.360. It means, the significance of the homogeneity test was $0.360 > 0.05$, so it can be concluded that the data were homogeneity distributed.

G. The Technique of Data Analysis

According to Pallant (2010), an independent samples t-test is used to compare the mean score, on some continuous variable, for two different groups of participants. So, the researcher used independent samples t-test to compare the mean score in two different groups; control class and experimental class.

After finding the difference, the researcher found out the effect size of the phenomenon. Pallant (2010) stated that effect size statistics provide an indication of the magnitude of the differences between your groups (not just

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whether the difference could have occurred by chance). The effect size statistic used in this research is eta squared. For t-test, SPSS does not provide eta squared values. The formula of eta squared is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

Where:

n^2 : Eta Square

t : t obtained

n_1 : The number of experimental class

n_2 : The number of control class

In order to interpret the eta squared values, the guideline quoted from Cohen (1988) in Pallant (2010) can be seen as follows:

Table III.8

Interpretation of Eta Squared for Effect Size

No.	Value	Effect
1.	0.01	Small Effect
2.	0.06	Moderate Effect
3.	0.14	Large Effect

* Adapted from Cohen (1988)

Statistically the hypotheses are:

H_a = $t_o > t\text{-table}$

H_o = $t_o < t\text{-table}$

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Criteria for hypothesis:

- a. H_a is accepted if $t_o > t_{table}$ or there was a significant difference of using Story Maps Strategy on students' ability in writing recount text at Darul Hikmah Islamic Senior High School Pekanbaru.
- b. H_o is accepted if $t_o < t_{table}$ or there was no significant difference of using Story Maps Strategy on students' ability in writing recount text at Darul Hikmah Islamic Senior High School Pekanbaru.