

Hak Cipta Dilindungi Undang-Undang

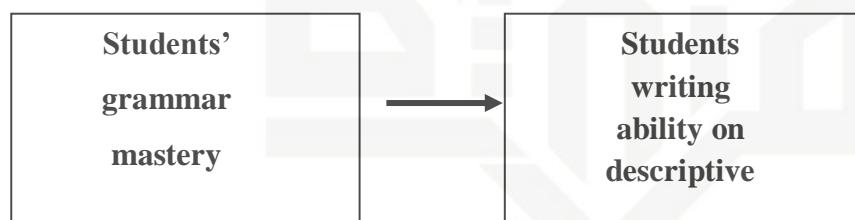
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CHAPTER III

RESEARCH METHOD

A. The Research Design

This research is a quantitative research. It uses a correlation research design. Creswell (2012) indicates in correlation research designs, investigators use the correlation statistical to describe and measure the degree of association (or relationship) between two or more variables to sets of score. The researcher uses this design to predict scores and explain the relationship among variables. In brief, there are two variables in this research, the independent variable, and dependent variable. The independent variable is students' grammar mastery symbolized by "X" and the dependent variable is writing ability symbolized by "Y".



B. The Location and Time of the Research

This research was conducted at SMAN 2 Tapung which is located at Garuda Sakti Street KM 30. The research was conducted on 7-9 May 2018. In academic year 2018/2019.



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C. The Subject and Object of the Research

The subject of this research was the tenth grade students of SMAN 2 Tapung in academic year 2018/2019. The object of the research was grammar mastery and writing ability in descriptive paragraph at the tenth grade of SMAN 2 Tapung.

D. The Population and Sample of the Research

1. The Population of the research

According to Creswell (2012) population is a group of individuals who have the same characteristic. The population of the research was students at tenth grade of SMAN 2 Tapung. Total numbers of the students as follow:

**Table III.1
The Total Population of the Tenth Grade Students
of Senior High School 2 Tapung**

No	Class	Students
1	X IPA 1	24
2	X IPA 2	25
3	X IPS 1	25
4	X IPS 2	24
5	X IPS 3	24
Total		122

2. The Sample of the Research

The population of this research was 122 students. Because the population was too large, so the researcher used random sampling, especially simple random sampling technique. According to Ary (2010), random sampling is the process selecting a sample in such a way that all

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individuals in the defined population have an equal and independent chance of being selected for the sample.

Moreover, Arikunto (2006) states that if the total population is less than 100, it is better to take all of them as the sample but if the total populations are more than 100 students, the sample can be taken between 10-15 % or 20-25% or more. Regarding that idea, the researcher took 40% of the population. 50 students will be the sample of the research. The procedure of taking the sample, the researcher would use lottery by passing out small roll paper mark by the sequence number of students.

Table III.2
The Total Sample of the Tenth Grade Students of SMAN 2 Tapung.

No	Class	Students	Sample
1	X IPA 1	24	10
2	X IPA 2	25	10
3	X IPS 1	25	10
4	X IPS 2	24	10
5	X IPS 3	24	10
Total		122	50

E. Technique of Collecting the Data

In collecting the data, the researcher used test to collect the data. According to Cohen, Morrison, & Manion, (2007), test is subject to item analysis. Pertaining to definition Brown (2004) says a test is method of measuring a person ability, knowledge, or performance in a given domain. To collect the data from the sample, the researcher used two kinds of test. They are completion and writing test.



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1. Completion Test

According to Clay (2011) completion tests are especially useful in assessing mastery of factual information when specific word or phrase is important to know. This test requires the students to answer a question or to finish an incomplete statement.

In the completion test students choose one the correct answer among three options. This test is used to measure students' grammar mastery or variable X. There are 42 questions in this test.

Table III.3
The Blue Print of Grammar Test

No	Indicators	Total Items	Number Items
1	The students are able to master simple present tense as one of grammar features in descriptive paragraph.	5	1,2,3,4,5,6
2	The students are able to master action verb as one of language features in descriptive paragraph.	5	19,20,21,22,23,24
3	The students are able to master verb of being as one of language features in descriptive paragraph.	5	25,26,27,28,29,30
4	The students are able to master verb of having "have or has" as one of grammar features of descriptive paragraph.	5	31,32,33,34,35,36
5	The students are able to master noun phrase as one of grammar features in descriptive paragraph.	5	37,38,39,40,41,42
6	The students are able to master adverb as one of grammar features in descriptive paragraph.	5	13,14,15,16,17,18
7	The students are able to master adjective as one of grammar features in descriptive paragraph.	5	7,8,9,10,11,12

2. Writing Test

In the writing test students may write descriptive paragraph based on tourist destination. This test is used to measure students' writing ability on descriptive paragraph or variable Y. Furthermore, the student's ability in

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writing descriptive paragraph could be measured by using writing assessment that was used by teacher of SMAN 2 Tapung.

Table III.4
Assessment Aspects of Writing Descriptive Paragraph

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization				
3	a. Identification				
4	b. Description				
	Vocabulary				
	Grammatical Features				
	a. Adjective.				
	b. Action verbs				
	c. Simple present tense.				
	d. Adverb.				
	e. Noun Phrase				
	f. Verb of being				
	g. Verb of having				
5	Spelling and Punctuation				
Total					
Maximum score					20

(Adopted from the Rubric of the school)

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total score}}{\text{Maximumscore}} \times 100$$

3. The Validity of the Instrument

Before the tests were given to the students, the researcher analyzed the validity and reability of the tests. A test is valid if it is able to measure what the researcher is going to measure. Creswell (2012) stated that validity is the individual's scores from an instrument make sense,

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meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the population. It means that validity makes a score is appropriate and meaningful.

According to Brows (2004), if all test items cover all of learning objectives (indicator) the test is content valid. To know the data was valid or not, the researcher used content validity to know the validity of the test. The gathered from completion test which were given to 40 students were analyzed by using SPSS 21.0 program. Then the researcher compared r_{item} and r_{table} in Product Moment Pearson Correlation Formula. The result of try out for grammar mastery test, as follows:

TABLE III.5
The Validity Students' Grammar Mastery Test

NO	r_{item}	r_{table}	Category
1	0,67	0,28	Valid
2	0,591	0,28	Valid
3	0,146	0,28	Invalid
4	0,531	0,28	Valid
5	0,607	0,28	Valid
6	0,564	0,28	Valid
7	0,544	0,28	Valid
8	0,033	0,28	Invalid
9	0,629	0,28	Valid
10	0,605	0,28	Valid
11	0,552	0,28	Valid
12	0,621	0,28	Valid
13	0,597	0,28	Valid
14	0,155	0,28	Invalid
15	0,671	0,28	Valid
16	0,539	0,28	Valid
17	0,589	0,28	Valid
18	0,629	0,28	Valid

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TABLE III.5
The Validity Students' Grammar Mastery Test

(Continue)			
NO	r_o	r_{table}	Category
19	0,577	0,28	Valid
20	0,537	0,28	Valid
21	0,393	0,28	Valid
22	0,623	0,28	Valid
23	0,618	0,28	Valid
24	0,532	0,28	Valid
25	0,587	0,28	Valid
26	0,545	0,28	Valid
27	-0,132	0,28	Invalid
28	0,531	0,28	Valid
29	0,548	0,28	Valid
30	0,613	0,28	Valid
31	0,593	0,28	Valid
31	0,633	0,28	Valid
33	0,561	0,28	Valid
34	0,58	0,28	Valid
35	0,52	0,28	Valid
36	0,555	0,28	Valid
37	0,577	0,28	Valid
38	0,626	0,28	Valid
39	0,56	0,28	Valid
40	0,579	0,28	Valid
41	0,582	0,28	Valid
42	-0,14	0,28	Invalid

Based on the table above, it was clear that there were 5 invalid items out of 42. Thus, the researcher only taken 37 valid items as instrument.



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4. The Reliability of the Instrument

According to Brown (2004) stated that a test is reliable if you give the same test to the same students or matched students on two different occasions, the test should yield similar result. It means that a reliable test will stay to give unchangeable result in a few test conducted to the same group of people. The categories below are the level of internal consistency Cronbach's Alpha:

Table III.6
A Commonly Accepted Rule of Cronbach Alpha

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	Unacceptable low reliability

To find out the reliability of the test, the researcher used Cronbach's alpha formula and test through SPSS 21.00. The following table is the reliability test of students' grammar mastery.

Table III.7
Cronbach Alfa Table
Reliability Statistics

Cronbach's Alpha	N of Items
,772	37

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Based on analyses above, the value of cronbach's Alpha was 0.772

which was higher than 0.60. it could be said that the test is reliable. Due to 0.70-0.79, the level of reliability was reliable.

5. The Normality Test of the Data

Kandir (2015) said that when researcher wants to do an inferential statistic, they should do the normality test for data. The normality test is used to know the distribution of data was normal or not. In order to know whether the data normally distributed, the researcher did the test by using SPSS 21.0 versions. The result can be seen as follows:

Table III.8
The Descriptive Statistic for the Normality
Test of Grammar Mastery and Writing Ability Data.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Students' Grammar Mastery	,100	50	,200*	,950	50	,033
Students' Writing Ability	,071	50	,200*	,955	50	,054

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

a. Lilliefors Significance Correction

If the significance level sig. value > 0,05, the data distribution is normal. From the output of the table III.8 above, it can be seen that Kolmogorov-Sminov sig. p-Value of students' grammar mastery is 0,200 and sig or p-value of writing ability is 0,200, it is compared with 0,05 that $0,200 > 0,05$, it means that Ho is accepted or the data is normally distributed. On the



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other hand, the data of students' grammar score and their writing ability score are normal.

F. Technique of Analyzing the Data

In order to find out whether there is correlation between students' grammar mastery and their writing ability or not the data will be analyzed by using Pearson Product Moment SPSS 21.0 windows program. It is used when the two types of data correlated are interval. Statistically, the hypotheses are:

$$H_a: \text{Sig.} \leq \alpha (0.05)$$

$$H_o: \text{Sig.} \geq \alpha (0.05)$$

H_a is accepted if $\text{Sig.} \leq \alpha$ or there is a correlation between grammar mastery and writing ability.

H_o is accepted if $\text{Sig.} \geq \alpha$ or there is no correlation between grammar mastery and writing ability.