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CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was an experimental research. The design of this research was a quasi-experimental research by using pre-test and post-test non-equivalent group design. According to Fraenkel and Wallen (2009, p. 261), experimental research is unique in two very important respects: It is the only type of research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypotheses about cause-and-effect relationships. There were two variables in this research, the first variable is using Draw Label Caption strategy as independent variable (X variable), the second is students' writing narrative paragraphs ability as dependent variable (Y variable). The research design of this research can be illustrated as follows (Cresswell, 2012: 310):

TABLE III.1 Research Design

Select Control Group	Pre-Test	No Treatment	Post-Test
Select Experimental Group	Pre-Test	Experimental Treatment	Post-Test

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B. The Location and Time of the Research

This research was conducted at State Junior High School 14 Pekanbaru which is located on Hangtuah Street, Pekanbaru. This research was conducted from March 30, 2017 to April 30, 2017.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the second grade students at State Junior High School 14 Pekanbaru in the academic year 2016/2017.

2. Object of the Research

The object of this research was the effect of using Draw Label Caption strategy on students' ability in writing narrative paragraphs.

D. Population and Sample of the Research

The population of this research was the second grade of State Junior High School 14 Pekanbaru. It consisted of 8 classes. The number of the second grade students of this school was 272 students.

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TABLE III.2

The total population of the second grade students of State Junior High School 14 Pekanbaru

No	Class	Students		Total
		Male	Female	
1	VIII. 1	13	21	34
2	VIII. 2	17	17	34
3	VIII. 3	17	17	34
4	VIII. 4	14	20	34
5	VIII. 5	11	23	34
6	VIII. 6	13	21	34
7	VIII.7	12	22	34
8	VIII. 8	15	19	34
Total		110	162	272

The researcher took the sample of the population of the research by using cluster random selection. Lodico (2006, p. 145) said that cluster random selection may be useful. Instead of assigning numbers to individuals, in cluster random selection, numbers are assigned to the cluster or subgroup within the realistic population.

The researcher gave name card to the classes based on every second year class in State Junior High School 14 Pekanbaru. The researcher Mixed these cards then took two cards randomly as the sample of the research. The classes chosen was VIII.2 for experimental group and VIII.1 for control group. The experimental group consisted of 34 students, while the control group consisted of 34 Students. Therefore, 68 students were representative enough to be sample of the research.

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TABLE III.3
The Sample of the Research

No	Class	Students		Total
		Male	Female	
1	VIII. 1	13	21	34
2	VIII. 2	17	17	34
	Total	30	38	68

E. Technique of Collecting Data

In this research, the researcher used a test as an instrument to collect data. The test was used to find out the students' ability in writing narrative paragraphs. The data of this research was the scores of the students' ability in writing obtained by using composition test. The test was done twice, before and after treatment (pre-test and post test) intended to obtain the students' ability in writing narrative paragraphs of the eight grade at State Junior High School 14 Pekanbaru. The students' ability in writing was measured by using writing assessment used by the English teacher of State Junior High School 14 Pekanbaru. In this research, the researcher used two raters.

1. Procedures of collecting data for experimental group
a. Pre-test

The Pre-test was given after teaching writing narrative paragraphs without using Draw Label Caption strategy. In pre-test, the students wrote a narrative paragraphs related to the topic given.

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b. Treatment

The treatment was conducted for experimental group. The Draw Label Caption strategy was applied for six meetings.

c. Post-Test

After conducting the treatment for six meetings , the post-test was administered and it was analyzed as final data for this research. The test given was the same test as given in the pre-test.

2. Procedures of collecting data for control group

a. Pre-test

The control group was given pre-test to know their ability in writing narrative paragraph. The test was the same as experimental group.

b. Conventional Strategy

In this case, the teaching of writing narrative paragraphs for control group was by using discussion strategy. It means that in control group the teacher did not use Draw Label Caption strategy in learning processes.

c. Post-Test

Post-test was also given to control group and the result was analyzed and used as final data for this research.

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TABLE III.4

Assessment Aspects in Writing Narrative Paragraphs

No	Aspect Assessment	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Language Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling and Punctuation				
<i>Total</i>					
<i>Maximum score</i>		20			

Adopted from the teacher's assessment

Explanation of score

1. Incompetent
2. Compotents enough
3. Competent
4. Very competent

$$\text{Final Score} : \frac{\text{Total Score}}{\text{Maximum}} \times 80$$

F. Validity and Reliability

1. Validity of the test

The tests used to test students' ability in writing should be valid and reliable. The test can be valid if it measures accurately what it is intended to measure (Hughes, 1992:22). It means that the valid test should

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be appropriate, meaningful, and useful. In this research, the researcher used content validity to know the validity of ability of writing test. Hughes also stated that a test is said to have content validity if its content constitutes sample of the language skill, structures and etc.

Thus, the test was given based on the material studied by the students. The material of the test was taken from the textbook used by the second grade students at State Junior High School 14 Pekanbaru.

The index of writing narrative paragraphs test in this research is based on these categories as follows:

- a. Students' ability to identify vocabulary and grammar related to narrative paragraphs based on the topic selected.
- b. Students' ability to identify simple sentences in written form related to language features of narrative paragraphs (the use of simple past, adjective, and adverbs)
- c. Students' ability to identify specific information of writing narrative paragraphs about experience, story, legend, or narrative ever heard. Writing based on photos or popular story pictures.

2. Reliability of the test

A test must first be reliable as meaning instrument. Reliability is a necessary characteristic of good test. According to Brown (2004:20), a reliable test is consistent and dependable. Reliability has to do with accuracy of measurement.

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There are some factors influencing the reliability of the test result. They are students-related reliability, rater reliability (inter-rater reliability and intra-rater reliability), test administration and test reliability (Brown, 2004:21). In this case, the rater used rater reliability especially inter-rater reliability because the score gotten from the test was evaluated by two raters, of course, the score given were different.

G. Homogeneity test of data

According to Siregar (2013:167), the purpose of homogeneity test is to know whether the object of the research has the same variance or not. The method used in this test was comparing the biggest variance with the smallest one. In this research, the researcher assessed the homogeneity of data by using SPSS 17.0. The result of the test can be seen as follows:

TABLE III.5
Homogeneity of Test of Data

		Levene Statistic	df1	df2	Sig.
post test experiment and control	Based on Mean	1.324	1	66	.254
	Based on Median	.875	1	66	.353
	Based on Median and with adjusted df	.875	1	65.934	.353
	Based on trimmed mean	1.129	1	66	.292

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From the table, it was known that the value of significance (sig.) was 0.254. According to Siregar, data is homogenous or variant when the value Sig. is higher than 0.05. Based on the table, it was clear that Sig. was higher than 0.05 which indicates the homogeneity of the data. The comparison can be stated by $0.254 > 0.05$.

H. Normality Test of Data

Before analyzing the data, the researcher should know the data normally distributed or not. The purpose of normality test on the data set is to determine whether the data is normally distributed population or not. Neil Abell (2009:121) stated that the Kolmogorov-Smirnov Z test was typically used to assess univariate normality. In order to ensure that the data is normally distributed, the researcher used the Kolmogorov-Smirnov Z test. The normal distribution of data was computed by using SPSS 17. The SPSS result for Kolmogorov-Smirnov test would be interpreted as follows:

TABLE III.6

Normality Test of Data

	group	Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
post test experiment and control	1.00	.142	34	.079
	2.00	.148	34	.056

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance

Based on the table above it, it explained that significance level in Kolmogorov-Smirnov test of experiment class was 0.079, it means that

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0.079 > 0.005, and significance level of control class was 0.056; it means that 0.056 > 0.05. To sum up, the data was in normal distribution.

I. The Technique of Data Analysis

In order find out whether there was or no significant effect of using Draw Label Caption strategy on students' ability in writing narrative paragraphs, the data was analyzed statistically. To analyze the data, the researcher took score of pre-test and post-test of the experimental class and control class. The researcher used Independent Sample T-Test and Paired Sample T-Test formula through software SPSS 17 version.

To determine effect size of the result, the researcher adopted Eta squared formula. Pallant (2005: 12) mentions the formula of eta square as presented below.

$$Eta\ Squared = \frac{t^2}{t^2 + (N - 1)}$$

Pallant (2005:209) also informed that the guidelines for interpreting this value are 0.01= small effect, 0.06= medium effect, 0.14= large effect.