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CHAPTER III RESEARCH METHODOLOGY

A. Method of the Research

This research is a kind of experimental research. Cohen, et.al (2007: 275) stated that the essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the event in which they are interested, introduce an intervention and measure the difference that it makes. In addition, Creswell (2012: 295) stated that in an experiment, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. The design which was used in this research was the one-group pretest-posttest design. Fraenkel & Wallen (2006: 271) stated that in the one-group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. There are two variables in this research. The first is “do you hear what I hear?” strategy as the independent variable (X), and students’ writing descriptive text ability as the dependent variable (Y).

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B. Location and the Time of the Research

The research was conducted at SMA Handayani Pekanbaru exactly on the first year students. The research was conducted from March to May 2017.

C. Population and the Sample

TABLE 3.1

**Total of Population at the First Year Students of Senior High School
Handayani Pekanbaru**

SMA HANDAYANI FIRST YEAR STUDENT POPULATION		
NUMBER	CLASS	POPULATION
1	X IPA 1	25
2	X IPA 2	22
3	X IPS 1	26
4	X IPS 2	25

The researcher took 1 class through cluster random sampling, Fraenkel & Wallen (2006: 97) stated that the cluster random sampling is a sampling in the selection of groups, or clusters, of subjects rather than individuals. They also claimed that the advantages of cluster random sampling are that it can be used when it is difficult or impossible to select a random sample of individuals, it is often far easier to implement in schools, and it is frequently less time-consuming. Moreover, Bambang & Lina (2008: 132) stated that this technique is used when

the researcher has the limitation because there is no sample framework but the researcher has the complete data about groups.

The researcher wrote down the name of every first year class at Senior High School Handayani Pekanbaru on the card. They are X IPA 1, X IPA 2, X IPS 1 and X IPS 2. The researcher mixed these cards then took one card randomly as the sample of the research. The chosen class was X IPA 2.

TABLE 3.2

Sample of the Research

NUMBER	CLASS	STUDENTS		TOTAL
		FEMALE	MALE	
1	X MIPA 2	18	4	22

D. Technique of Data Collection

Pre-test was conducted to determine the students' initial ability in writing descriptive text. The writer was pre-testing the students' ability in writing descriptive text before using "Do You Hear What I Hear?" strategy.

The treatment was conducted using steps or procedures of teaching and learning process by using "Do You Hear What I Hear?" strategy as being stated in the operational concept of this research.

After teaching and giving the treatment about 6 meetings, the writer post-tested the students to know the students' ability in writing descriptive text.

E. Reliability and the Validity of the Test

To gain the validity of the test, the researcher used content validity. Content validity was used by the researcher in the test, in which students were asked to write about the topics related to the materials taught. Brown (2003: 32) stated that the major source of validity in a classroom test is content validity: the extent to which the assessment requires students to perform tasks that were included in the previous classroom lessons and that directly represent the objectives of the unit on which the assessment is based.

In order to gain the reliability of the test, the researcher used an analytic scoring rubric which was derived from Jacobs, et.al cited in Syafi'i (2015: 157) to score students' writing pretest posttest. In addition to ensure the reliability of the data, the writer used inter-rater reliability. In this research, the writer used two raters to score the students' writing descriptive text ability. According to Brown (2003: 21), inter-rater reliability occurs when two or more scorers yield inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases. Furthermore, Lang and Wilkerson cited in Wulandari (2016: 29) stated that inter-rater reliability is an index of consistency across raters calculated using correlations.

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F. Data Analysis Technique

1. Test of Normality

The researcher used SPSS to analyze normality to ensure that the data is normally distributed. Normality test was used to know whether the data comes from the normal distribution or not. The normality test is done by analyzing using SPSS which is stated by Pallant (2007: 59).

2. Paired Sample T-test and Eta Squared Formulation

The collected data on the quality of aspects of writing which was produced by the students were rated by two raters in order to gain justified scores for authenticity of the data analysis from at least two lecturers at the English Education Department of UIN Suska Riau. The raters rated the data by using the ESL Composition Profile developed by Jacobs, et.al cited in Syafi'i (2015: 157). The rubric is as follows:

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Aspects	Range	Criterion
Content	30-27	Excellent to Very Good: knowledgeable *substantive *thorough development of thesis *relevant to assigned topic
	26-22	Good to Average: some knowledgeable of subject *adequate range *limited development of thesis *mostly relevant to topic *but lacks Detail
	21-17	Fair to Poor: limited knowledge of subject *little substance *inadequate development of topic
	16-13	Very Poor: Does not show the knowledge of subject *non substantive *not pertinent *OR not enough to evaluate
Organization	20-18	Excellent to Very Good: fluent expression *ideas clearly stated/supported *well organized *logical sequencing *cohesive
	17-14	Very Good to Average: somewhat choppy *loosely organized but main ideas stand out *limited support *logical but incomplete sequencing
	13-10	Fair to Poor: non-fluent *ideas confused or disconnected *lacks logical sequencing and development
	9-7	Very Poor: does not communicate *no organization *OR not enough to evaluate
Vocabulary	20-18	Excellent to Very Good: sophisticated range *effective word/idiom choice and usage *word form mastery *appropriate register
	17-14	Good to Average: adequate range *occasional errors of word/idiom form, usage but meaning not obscured
	13-10	Fair to Poor: limited range *frequent errors

		of word/idiom form, choice, usage *meaning confused or obscured
	9-7	Very Poor: essentially translation *little knowledge of English vocabulary, idioms, word form *OR not enough to evaluate
Language Use	20-18	Excellent to Very Good: effective complex constructions *few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions
	17-14	Very Good to Average: effective but simple constructions *minor problems in complex constructions *several errors of agreement
	13-10	Fair to Poor: major problems in simple/complex constructions *frequent errors of negation, agreement, tense, number, word order/functions, articles, pronouns, prepositions and or fragments, deletions *meaning confused or obscured
	9-7	Very Poor: virtually no mastery of sentence construction rules *dominated by errors *does not communicate *OR not enough to evaluate
Mechanics	10	Excellent to Very Good: demonstrates mastery of conventions *few errors of spelling, punctuation, capitalization, paragraphing
	7	Very Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing, <i>but meaning not obscured</i>
	4	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing *poor handwriting *meaning confused or obscured
	2	Very Poor: no mastery of conventions *dominated by errors of spelling, punctuation, capitalization, paragraphing *hand writing illegible *OR not enough to evaluate

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The two raters' scores were analyzed using SPSS program for windows in order to see:

- a. The difference of the students' ability in writing the descriptive text, before and after using "Do You Hear What I Hear" strategy, the researcher used the paired-sample t-test. Pallant (2007: 236) stated that a paired-sample t-test is used when the researcher has only one group of people, and the researcher collect data from them on two different occasions or under two different conditions.

To determine the overall significance, Pallant (2007: 239) stated that the researcher needs to look in the column labeled Sig. (2-tailed). If this value is less than .05 (e.g. .04, .01, .001), the researcher can conclude that there is a significant difference between the scores.

- b. How large is the effect size of teaching English using "Do You Hear What I Hear" strategy on the students' ability in writing descriptive text. The eta square analysis as suggested by Cohen (1988) cited in Pallant (2007: 240) was used. The formula for the analysis is as follows:

$$\text{Eta Square} = \frac{t^2}{t^2 + (N_1 - 1)}$$