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## CHAPTER III RESEARCH METHODOLOGY

### A. The Research Design

The type of the research was quasi-experimental design. John Creswell (2008, p. 309) stated that quasi-experimental design is experimental situation in which the researcher assigns, but not randomly, participants to group because the experimenter cannot artificially create groups for the experiment. In this design, the researcher used two classes that consisted of one experimental class and one control classes. Students' writing ability was tested after they had been learning for 6 meetings by using "Peer Editing Technique". Students were given pre-test at the beginning in order to know their writing ability before teaching by using peer editing technique. After that, they were given the treatment in term of teaching them writing using peer editing technique at the middle. At the end, the students were given a post-test. After that, the researcher compared the result of post-test for both classes (experiment and control classes) in order to determine the significant difference of the students' ability in writing descriptive text by using and without using Peer Editing technique.

**TABLE III.1  
The Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	$X_1$	T	$X_2$
Control	$Y_1$	-	$Y_2$

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Where:

$X_1$  : Pre-test in experimental class.

$Y_1$  : Pre-test in control class.

$T$  : Treatment by using Peer Editing.

$X_2$  : Posttest in experimental class.

$Y_2$  : Posttest in control class.

## **B. The Location and the Time of the Research**

The research was conducted for two months, started from April to May 2017. The location of the research was at Junior High School 34 Pekanbaru located at Jl. Marpoyan Damai - Kartama No 68 Pekanbaru.

## **C. The Subject and Object of the Research**

The subject of this research was the seventh grade students of Junior High School 34 Pekanbaru. The object of this research was the effect of using Peer Editing technique on Students' Writing Ability on Descriptive Text.

## **D. The Population and the Sample of the Research**

### **1. Population of the Research**

The population of the research was the seventh grade students at Junior High School 34 Pekanbaru. The number of the seventh grade students was 125 students which consisted of 6 classes.

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**Table III.2**  
**The Total Population of the Seventh Grade students' Writing Ability On Descriptive Text at Junior High School 34 Pekanbaru**

No	Classes	Number
1.	VII <sup>1</sup>	21
2.	VII <sup>2</sup>	20
3.	VII <sup>3</sup>	21
4.	VII <sup>4</sup>	20
5.	VII <sup>5</sup>	21
6.	VII <sup>6</sup>	22
Total		125

## 2. Sample of the Research

As the sample, the researcher took only two classes, an experimental and a control class. The sampling technique that the researcher used in this research was cluster random sampling. They were class VII<sup>2</sup> as an experimental class which consisted of 20 students and class VII<sup>4</sup> as a control class which consisted of 20 students as well.

**Table III.3**  
**The Sample of the Research**

No	Class	Male	Female	Total
1	VII <sup>2</sup>	8 Students	12 Students	20 Students
2	VII <sup>4</sup>	7 Students	13 Students	20 Students
<b>TOTAL</b>				40 Students

## E. Technique of Collecting Data

In this research, the researcher used test as an instrument to collect data. The test was used to find out the students' ability in writing descriptive text. The data of this research were the scores of the students' writing ability obtained by using composition test. The test was done twice, before and after

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treatment (pre-test and post-test) intended to obtain the students' ability in writing descriptive text at the seventh grade of Junior High School 34 Pekanbaru. The students' ability in writing descriptive text was measured by using writing assesment used by the English teacher of Junior High School 34 Pekanbaru. In this research, the researcher used two raters.

1. Procedures of collecting data for experimental group:

a. Pre-test

The Pretest was given after teaching writing descriptive text without using peer editing technique. In pre-test, the students wrote a descriptive text related to the topic given.

b. Treatment

The treatment was conducted for experimental group. The peer editing technique 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 pre-test.

Lesson plan for Experimental group:

- a. The teacher asks the students to choose the topics of the peer editing technique.
- b. The teacher shows the peer editing technique that can be written by the students.

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2. The teacher asks the students to search the topic individually.
3. The teacher asks the students to write descriptive text based on the topic in the peer editing technique.
4. Procedures of collecting data for control group:

a. Pre-test

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

b. Conventional strategy

In this case, the teaching of writing descriptive text for control group was by using discussion strategy. It means that in control group the teacher did not use peer editing technique 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.

Lesson plan for control group:

1. The teacher gives the students a topic to write.
2. The teacher asks students to write short paragraph based on the topic that is given.
3. The teacher asks students to make their writing individually.

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**Table III.4**  
**Assessment Aspects of Writing Descriptive Texts**

No	Aspect Assessed	Score			
		1	2	3	4
1.	Content				
2.	Organization a. Identification b. Description c. Conclusion				
3.	Vocabulary				
4.	Grammatical Features a. Action Verb b. Temporal Connectives c. Simple Present Tense				
5.	Spelling & punctuation				
Total Score					
Maximum Score		20			

Adapted from Sara Weigle (2002, p. 116)

Explanation of score:

1 = incompetence

2 = competence enough

3 = Competence

4 = very competence

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

### F. Validity and Reliability of the Test

According to Louis Cohen (2007) in *Research Methods in Education*, Validity is an important key to effective research. As adopted from Hughes (1989, p. 22), a test is said to be valid if it measures accurately what it is intended to measure. Every test should be made as valid as possible by the constructor of the test. According to Brown, there are five kinds of validity.

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They are content-related evidence, criterion-related evidence, construct-related evidence, consequential validity, and face validity. In this research, the researcher used content-related evidence or also known as content validity, Because the materials used were taken from the school's curriculum and students' textbook.

A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned. The test would have content validity only if it included a proper sample of the relevant structures. While, the relevant structure will depend on the purpose of the test, Hughes (1989, p. 20), a reliable test is consistent and dependable. If the same test is given to the same student or matched students on two different occasions, the test should yield similar results. There are five types of reliability: stability, equivalence and reliability, internal consistency, and rater agreement. In this research, the researcher used the rater agreement type concerned with inter-rater reliability.

**Table III. 5**  
**Correlations**

	Rater 1	Rater 2
Pearson Correlation	1	.348***
Rater1 Sig. (2-tailed)		.133
N	20	20
Pearson Corelation	.348**	1
Rater2 Sig. (2-tailed)	.133	1
N	20	20

\*\* Correlation is significant at the 0.01 level ( 2-tailed)

It was necessary to find out the df (degree of freedom) as follows:

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$$df = N - nr$$

$$df = 20 - 2$$

$$df = 18$$

where:

df : degree of freedom

N : number of freedom

Nr : number of correlated variable

df would be correlated at level 5% and 1%. At level 5%,  $r_{table}$  was 0.444.

While, at level 1%  $r_{table}$  was 0.561. Thus, the  $r_{obtained}$  (0.348) was higher than  $r_{table}$  at level 5% and 1%. It can be read  $0.444 < 0.348 > 0.561$ . So, the researcher concluded that there was a significant correlation between score given by rater 1 and score given by rater 2. In other words, the written test was reliable.

### G. The Technique of Analyzing Data

In order to find out whether there is a significant difference between the students' Writing Ability on descriptive Text taught by using and without using peer editing technique, the data in this research were analyzed statistically through independent sample t-test formula in SPSS (Statistics Product and Statistic Solution) 20 version and calculated manually by using effect size. However, researcher would explain the formula used as well based on the research methodology used in this research. To determine the category of students' ability in writing descriptive text before and (pre-test) and after (post-test) being taught by using peer editing technique, the



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researcher categorized the mean score by using category standard, Suharsimi (2009) mentions the category as follows:

**Table III.6**  
**Score classification**

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

(Arikunto, 2010, p. 245)

**a. Independent Sample T-test**

Independent Sample t-test was used for comparing the students' writing ability on descriptive text by using post-test mean score between students in the experimental class and the control class. According to Gay (2000, p. 351), "the t-test for independent samples is a parametric test of significant difference exist between the means of two independent samples".

The t-obtained is consulted with the t-table at the degree of freedom  $(df) = (N_1 + N_2) - 2$  which is statistically hypotheses :

$H_0$ : t- obtained < t- table

$H_a$ : ts- obtained > t - table

$H_0$  isaccepted if t-obtained< t- table or there is no significant difference between students' ability in writing descriptive text by using and without using peer editing at the seventh grade of Junior High School 34 Pekanbaru.

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$H_a$  is accepted if  $t_o > t$ - table or there is a significant difference between students' ability in writing descriptive text by using and without using peer editing technique at the seventh grade of Junior High School 34 Pekanbaru.

According to Hartono (2010, p. 208), the formula is :

$$T_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

$t_o$  : Table Observation

$M_x$  : Mean of variable x

$M_y$  : Mean of variable Y

SD : Standard Deviation

N : The Number of students

### b. Effect Size

In order to find out the significant effect of using peer editing technique on students' writing ability, the researcher used effect size formula. According to Jark C. Richards (1985, p. 190), "Effect size is a measure of the strength of one variable's effect on another or the relationship between two or more variables". The most commonly used to calculate the effect size is eta squared. The formula for eta squared is as follows:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

Where:

$t$  = value of t table

$N_1$  = number of students of first group

$N_2$  = number of students of second group



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