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CHAPTER III

RESEARCH METHOD

A. Research Design

This research consists of two variables; independent variable (X) refers to the use of Memorise and Draw game, and Y refers to students' ability in writing descriptive paragraphs as a dependent variable. This research was quasi-experimental research. Quasi-experimental is experimental situation in which the researcher assigns participants to group, but not randomly.⁴⁴ The researcher used intact group, the first class was as the experimental group and the second class was as the control group.

In conducting this research, the writer used two classes. The first class was used as experiment class which was taught by using the Memorise and Draw game and the other class was used as control class. In this research, the writer used control-group design. The kind of the research design was popular as quasi experiment. This quasi experimental design was focused on Nonequivalent Control Group Design. The experiment and control class were given pretest and posttest, and only the experiment class was treated by using Memorise and Draw game.

According to Campbell and Stanley, the design of this research can be illustrated as follows:⁴⁵

⁴⁴ Jhon W Creswell. 2008. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Reseachr*. New Jersey: Pearson Education. P. 299

⁴⁵ Donald T. Campbell and Julian C. Stanley. *Experimental and Quasi-Experimental Design for Research*. (USA: Houghton Mifflin Company, 1963).p.47

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Table III.1
Nonequivalent Group Pretest-Posttest Control and Comparison
Group Design

Group	Pretest	Treatment	Posttest
A	O1	X	O3
B	O2	Ø	O4

Where:

- A : Experimental class
 B : Control class
 O1 : Pretest for experiment class
 O2 : Pretest for control class
 X : The writing process approach
 Ø : No treatment
 O3 : Posttest for experimental class
 O4 : Posttest for control class

B. Time and Location of the Research

This research was conducted at the eight grade at State Junior high school 1 Kampar at Pekanbaru-Bangkinang Street kampar, and this reseach will be conducted on february 2015.

C. Subject and Object of the Research

The subject of the research was the Eight Grade Students at State Junior High School 1 Kampar, while the object of this reseach was the effect of using Memorise and Draw Game on Students Writing Descriptive Paragraphs.

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D. The Population and Sample of the Research

1. The Population of the Research

The population of this research was the eight grade students at State Junior high school 1 Kampar. There were nine classes. Considering this population of the reseach was bigger, thus the writer should take the sample of the population of the reseach. In this reseach, the writer used random sampling technique, especially cluster sampling technique.⁴⁶ Cluster sampling is most useful when the population is very large. According to Gay and airasian Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.⁴⁷ Cluster sampling randomly select the groups, not individuals.⁴⁸ All the members of selected groups have similar characteristics.⁴⁹ The similar characteristics intended for both of class are: the students were taught by the same teacher of Eglish, the students had the same level, and the students had the same material about learning of writing.

Therefore, the writer took two classes to represent the population having similar characteristics. In this reseach, the writer took two of nine classes as population. Class VIII A was control class and VIII B was an

⁴⁶ L.R Gay and Peter Airasian, *Educational Reseach Competencies for Analysis and Application: Sixth Edition*, New jersey: Prentice-Hall, Inc, 2000, p.129

⁴⁷ *Ibid*, p. 123

⁴⁸ Loc. Cit, p. 129

⁴⁹ *ibid*

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experimental class. Both classes VIII A and class VIII B consisted of 30 students, so that total sample of this reseach was 60 students.

Table III.2
Population of Reseach

No	Class	Total
1.	VIII A	30
2.	VIII B	30
3.	VIII C	30
4.	VIII D	30
5.	VIII E	30
6.	VIII F	30
7.	VIII G	30
8.	VIII H	30
9.	VIII I	30
Total		270

2. The Sample of the Reseach

The writer took sample by using clustering random sampling, because the subject of this research had the same background knowledge, ability and teacher who taught them. After using clustering random sampling, the writer got VIII A as the experimental class and VIII B as the control class. The total of the samples was 60 students.

Table III.3
Sample of Reseach

No	Class	Total Students
1.	VIII A (Experimental Reseach)	30
2.	VIII B (Control Class)	30
Total		60

A. The Technique of Collecting Data

In this research, the writer used Test as a technique of collecting data. The test was used to find out the students' skill in writing Descriptive

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Paragraphs. The students were tested by asking them to write a Descriptive Paragraph. The writer used pre-test and post test for experimental class and control class. Pre-test was given before the treatment and post Test was given after doing the treatment. The Pre Test was done to find out the students' ability in writing before being taught by using Memorise and Draw Game and Post Test was done to obtain the influence and effectiveness of using Memorise and Draw Game on students' ability in writing descriptive paragraphs. To get data about students writing ability, the writer used the assessment of writing, scoring guide can be described as follows :

Table III.4
The Assessment of Writing Descriptive Paragraph

No	Aspect Assessed	The Highest Score
1.	Content	30
2.	Organization a. Identification b. Descriptions	20
3.	Vocabulary	20
4.	Grammatical Features a. Adjective and compound adjective b. Atribut has and have c. Linking verbs d. Simple present tense	25
5.	Spelling & punctuation	5
Total Score		
Maximum Score		100

Explanation of score:

1. = Incompetent
2. = Competent enought
3. = Competent
4. = Very competent

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

Suharsimi Arikunto stated that the data of the students score are classified based on the table as follow⁵⁰:

Table III.5
Scoring Guide

No	Score	Frequency	Percentage	Categories
1	80-100		%	Very Good
2	66-79		%	Good
3	56-65		%	Enough
4	40-55		%	Less
5	30-39		%	Fail
Total			100	

B. The Reability and Validity

The tests used in testing students' writing ability should be valid and reliable. The test can be valid if it measures accurately what it is intended to measure⁵¹. In this research, the writer used content validity to know the validity of writing ability test. Content validity is partly a matter of determining if the content that the instruments contains is an adequate sample of the domain of content it is supposed to represent.⁵² Thus, the test was given based on the material studied by the students. Content validity was used by the writer in the test, because students asked to write about the topics related to the material.

⁵⁰ Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. 2009. P. 245

⁵¹ Arthur Hughes. *Testing For Language Teacher*. (United Kingdom: Cambridge University Press, 2003). p.26

⁵² Fraenkel Jack R. & Norman E. Wallen. *How to design and evaluate a research in education*. (New York: McGraw-Hill Companies Inc, 2006). p. 153

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Besides, reliability is the degree to which a test consistently measure whatever it is measuring.⁵³ According to Cohen, reliability in quantitative research is essentially a synonym for dependability, consistency, and replicability over time, over instruments and over groups of respondents.⁵⁴ It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

In obtaining the reliability of the test, the writer used inters rater reliability. It was because in this research the writer used two raters to measure students' score in writing report paragraph. Brown says that inter rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to score criteria, inexperience, inattention or even preconceived biases.⁵⁵

In this research, the researcher used inter-rater reliability. It was because there were two raters involved in order to assess the students' writing ability. Then, the writer applied SPSS 16 application to find the reliability of the test based on Alpha Cronbach technique. The steps are as follows:

1. Open SPSS 16,
2. Open new file,
3. Enter the data based on the group of variable. In the first column, fill the all of scores from first rater and in the second column, fill the all of scores from second rater,

⁵³ L.R. Gay and Peter Airisian. *Op., Cit.* p.169

⁵⁴ Louis Cohen, et al. *Research Method in Education.* (New York: Routledge, 2007).

⁵⁵ H. Douglas Brown, *Op., Cit.* p. 21

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4. Press menu analyze, then press scale, then press Reliability Analysis
5. Move Scores columns to items, then press Ok

Then the result will be shown in the output table. The output can be seen as follows:

Table III.6
Result of the Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.747	2

Based on the table above, it was clear that the reliability value was 0.747. Based on Siregar writing, the tests will be able to be called as the reliability tests if the score of r_{11} is higher than 0.6⁵⁶. The comparison between r_{11} and 0.6 can be written as follows:

$$0.747 > 0.6$$

It shows that the score of r_{11} was higher than 0.6, it means that the test was reliable.

C. Technique of Analysis Data

In analyzing the data, the researcher used the pre-test and post-test score of experimental class and control class. In order to find out whether there was a significant effect of using Memorise and Draw Game toward students' ability in writing descriptive paragraphs. In order to answer this

⁵⁶ Siregar Syofian. *Statistika Parametrik untuk Penelitian Kuantitatif: Dilengkapi dengan Perhitungan Manual dan Aplikasi SPSS Versi 17*. (Jakarta: Bumi Aksara 2013). p.90.

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research questions, writer analyzed the data by using t-test formula through SPSS 16 version.

The t-table was employed to see whether there was a significant difference between the mean scores of both experiment and control group. The t-obtained value was consulted with the value of t-table at the degree of freedom. The formula as follows:⁵⁷

$$df = (N_x + N_y) - 2$$

Where:

df : the degree of freedom

N_x : the number of students in experimental class

N_y : the number of students in control class

Statistically, the hypotheses are:

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

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

1. H_o is accepted if $t_o < t\text{-table}$ or there is no significant difference of using the memorise and Draw game on students' ability in writing descriptive paragraphs.
2. H_a is accepted if $t_o > t\text{-table}$ or there is a significant difference of using the Memorise and Draw Game on students' ability in writing descriptive paragraphs.

⁵⁷ Hartono, Ibid, p. 212