CHAPTER III

A. Method of the Research

The design of this research is an experimental research. It is a quasi-experimental. According to Creswell (2008, p. 299), this research was an experimental research, Creswell explained experimental research is testing an idea (practice) to determine whether or not it influences an outcome or dependent variables. As pointed out by Cohen (2007, p. 275):

> "A quasi-experimental is one where the treatment variable is manipulated but the group is not equated prior to the manipulation of the independent variable, and a research design has some but not entire characteristics of true experiment".

In conducting this research, the researcher took two classes. The first class was used as experimental group (A) taught by using hero quest strategy and a control group (E) was taught without using hero quest strategy. Both of two classes were given pre-test and post-test, but only the experimental class was treated by using hero quest strategy. According to Cohen (2000, p. 218), this research is designed in the following table III.1:

Research Design

Experimental	O_1	X	O_2
Control	O_3		O_4

Where:

E : Experimental Group

C : Control Group

30

O₁   : Pretest of Experimental Group

O₃   : Pretest of Control Group

X   : Receive Particular Treatment

O₂   : Posttest of Control Group

O₄   : posttest of Control Group

B. Time and Location of the Research

This research was conducted on January 2017. This research was conducted at State Junior High School 1 Kuok.

C. Subject and Object of the Research

1. The subject of the research

The subject of this research was the eight grade students of State Junior High School 1 Kuok, Kampar regency.

2. The object of the research

The object of this research was using hero quest strategy on the ability in writing narrative paragraph of State Junior High School 1 Kuok of Kampar Regency.

D. Population and Sample of the Research.

1. The Population

The population of this research was the eight grade students of State Junior High School 1 Kuok in 2016-2017 academic years. The

numbers of students of State Junior High School 1 Kuok was 135 students. They were divided into six classes: VIII A: 20 students, VIII B: 22 students, VIII C: 24 students, VIII D: 24 students, VIII E: 20 students, and VIII F: 25 students.

TABLE III.2
The Total Population of the Eight Grade Students at State Junior High School 1 Kuok Kampar Regency 2016-2017

No	Class	The number of Students
1.	VIII A	20
2.	VIII B	22
3.	VIII C	24
4.	VIII D	24
5.	VIII E	20
6.	VIII F	25
	Total	135 Students

2. The Sample

The population above was large enough, therefore the researcher took the sample of the population of the research by using cluster sampling. The researcher used this technique because the students were homogenous and this technique was selected the sample is not individual but group. According to Gay and Peter (2000, p. 129) cluster sampling randomly selects groups, not individuals. All the members of selected groups had similar characteristics. So, the research took two classes as sample. The researcher took two classes for the sample by using cluster random

sampling. In this research, the researcher took the groups by using lottery. The researcher made the paper rolls, and then selected it randomly. The class was VIII A for experimental class and VIII E for control class.

TABLE III.3
The Sample of the Research is the Eight Grade Students at State Junior High School 1 Kuok Kampar Regency

No	Group	Class	Number Of Student
1	Experimental class	VIII A	20
2	Control class	VIII E	20
Total			40 students

Based on the table above, it was clear that the experimental class consisted of 20 students and control class also consisted of 20 students. So, the number of both experimental class and control class was 40 students.

E. The Technique of Collecting Data

In this research, the researcher used test as instrument to collect data. The test was used to find out the students' ability in writing narrative paragraph. 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 treatment (pre-test and post-test) intended to obtain the students' ability in writing narrative paragraph of the eight grade at State Junior High School 1 Kuok Kampar Regency. The students' ability in writing narrative e paragraph was measured by using writing assessment used by the English teacher of State Junior High School 1 Kuok. 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 paragraph without using hero quest strategy. In pre-test, the students wrote a narrative paragraph related to the topic given.

    b. Treatment

        The treatment was conducted for experimental group. The hero quest 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.

Lesson plan for Experimental group:

1. The teacher shows the hero quest strategy that can be written by the students

2. The teacher asks the students to quest the topic of the hero quest strategy

3. The teacher asks the students to search the topic individually

4. The teacher asks the students to write narrative paragraph based on the topic in the hero quest strategy.

2. Procedures of collecting data for control group

   a. Pre-test

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

   b. Conventional strategy

      In this case, the teaching of writing narrative paragraph for control group was by using discussion strategy. It means that, in control group the teacher did not use hero quest 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.

      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.

Assessment Aspects of Writing Narrative Paragraph

No	Aspect assessed	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				
Total					
Maximum score		20			

Adopted from the teacher's assessment

Explanation of score

2. Incompetent

3. Competent enough

4. Competent

5. Very competent

final score : $\frac{Totalscore}{Maksimum} \times 80$

B. The Validity and Reliability of the Test

The tests used to test students' writing ability should be valid and reliable. According to Hughes (2003, p. 26), states that if the test measures accurately what it is intended to measure, means the test can be valid. In this research, the researcher used content validity to know the validity of writing ability test. Regarding Sugiyono (2015, p. 176), content validity is a kind of test that is used to measure the students' achievement and the effect of treatment or program. It means that to measure the students' achievement, the test must be created based on the material that they had learned. The test was

appropriate to the students' knowledge, insight and experience. Moreover, the materials of the test were taken from the textbook used by the Eight Grade students at State Junior High School 1 Kuok, Kampar Regency and other were related resources. Here, the researcher prepared some topics based on the topics discussed at the time. The topic would be chosen freely by students and they wrote narrative paragraph based on topic chosen.

The reliability of a test concerns with its precision as a meaning instrument. It was supported by Brown (2003, p. 20), who defined that a reliable test is a test which is consistent and dependable. It means that, a test was said to be reliable if it gave the same results when it was given on different occasions or when it was used by different people.

In this research, to know the reliability of the writing test, the researcher used inter rater reliability, because the researcher had two raters in order to score the students' ability in writing.

Table III.4
Inter Rater Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.603[**]
	Sig. (2-tailed)		.005
	N	20	20
Rater2	Pearson Correlation	.603[**]	1
	Sig. (2-tailed)	.005	
	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 follow:

$$df = N - nr$$

$$df = 20 - 2$$

$$df = 18$$

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 $r_{obtained}$ (0.603) was higher than r_{table} at level 5% and 1%. It can be read 0.444<0.603>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.

C. Technique of Analyzing Data

The data of this research had been analyzed by using statistical method. To determine the category of students' ability in writing narrative paragraph before and (pretest) and after (posttest) taught by using hero quest strategy, the researcher categorized the mean score by using category standard, Suharsimi (2013) mention the category as follows:

1. Very good : 80 – 100

2. Good : 70 – 79

3. Enough : 60 -69

4. Less : 50 – 59

5. Bad : 0 - 49

In order to find out whether there is any significant difference of Hero Quest strategy toward students' writing ability, the data were analyzed statistically. In analyzing the data, the researcher used score of experimental class and control class by using T-test. According to Hartono (2008, 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: to = Table Observation

SD   = Standard Deviation

M_X = Mean of variable x

M_Y = Mean of variable y

N   = The Number of students

According to Hartono (2008, p. 206), T-Test was obtained by considering the degree of freedom (df) = (n1 + n2)-2. The result of the formula will be obtained statistically through the hypotheses below:

$H_{o:}$ $t_0 >$ t- table

H_a: t< t –table

Ho is accepted if $t_o <$ t –table or there is no significant difference between students' ability in writing narrative paragraph by using and without using hero quest strategy of the eight grade students at State Junior High School 1 Kuok Kampar Regency.

H_a is accepted if $t_o >$ t- table or there is any significant difference between students' ability in writing narrative paragraph by using and without using hero quest strategy of the eight grade at State Junior High School 1 Kuok Kampar Regency.

To know the score of the post test of students from control class and experiment class was distributed normally or not automatically, the researcher used analysis in SPSS 20 version.