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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research was an experimental research. According to Creswell (2008, p. 299), experiment is testing an idea (or practice procedure) to determine whether it influences an outcome or dependent variable. This research used quasi-experimental design. The quasi-experimental design used experimental and control group. The research was carried out at the second year students of State Junior High School 34 Pekanbaru. The population of the research was the second year of State Junior High School 34 Pekanbaru. They consisted of two classes. The total number of students was 83. Both of classes were given pre-test and post-test. The experimental class was treated by using Picture Sequence but the control class was not. There were two variables in this research, and independent and dependent variable. Variable (X) is Picture Sequence, while Variable (Y) is the students' writing ability in narrative paragraph.

Cohen et al. (2007, p. 276) mentioned that the type of this research can be designed as follows:

Table III.1
Quasi-experimental Research

Group	Pre-test	Treatment	Post-test
Experimental	RO ₁	X	O ₂
Control	RO ₃		O ₄

RO₁ = Pre-test to experimental group

RO₃ = Pre-test to control group

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X = Receive treatment by using Picture Sequence

O₂ = Post-test experimental group

O₄ = Post-test to control group

B. Time and Location of the Research

This research was conducted from April 17th 2017 to May 16th 2017.

This research was conducted at State Junior High School 34 Pekanbaru 34 Pekanbaru.

C. Subject and Object of the Research

The subject of this research was the second year students of State Junior High School 34 Pekanbaru and the object of this research was using Picture Sequence for students' Ability in Writing Narrative Paragraph.

D. Population and Sample of the Research

1. Population

The population of this research was the second year students of State Junior High School 34 Pekanbaru in 2016/2017 academic year. The number of the second year at State Junior High School 34 was 203 students. They consisted of 5 classes.

Table III. 2
Total Number of Students at the Second Year of State Junior High School 34 Pekanbaru

No.	Class	Students
1.	VIII 1	39
2.	VIII2	41
3.	VIII 3	41
4.	VIII4	40
5.	VIII5	42
	TOTAL	203

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2. Sample

The population was too large to be taken as the sample. According to Gay and Airasian (2000, p.120), sampling is the process of selecting a number of individual for a study in such a way that they represent the larger group from which they were selected. According to Cohen et.all (2007, p. 114), purposive sampling, often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis judgment of their typicality or possession of the particular characteristics being thought. The sample had been chosen for specific purpose. The teacher in this school suggested to take VIII.3 and VIII.5 as the sample, because the teacher taught this class. In taking the experimental class and the control class, the writer named the cards as VIII.3 and VIII.5 then mixed them. After mixing the cards, the writer took first card as experimental class and another card as control class. Therefore, the writer took VIII.5 as experimental class and VIII.3 as control class. The total numbers of samples were 83 students.

Table III. 3
The Sample of the Research

No.	Group	Classes	Number of Students
1.	Experimental Class	VIII 5	42
2.	Control Class	VIII 3	41
	Total		83

B. Technique of Collecting Data

In collecting data, the writer used test to measure the students' writing ability on narrative paragraph. The writer used pre-test and post-test for

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collecting data. Pre-test was used to know the students' writing ability on narrative paragraph before doing treatment. In pre-test, the students wrote a narrative paragraph based on the topic for 40 minutes. After that, the writer began to do the treatment by using Picture Sequence in teaching writing narrative text and gave an exercise of writing. At the last meeting, the writer gave post-test to students. The post-test was used to know the students' ability in writing narrative paragraph in fable story.

The students' ability in writing narrative paragraph was measured by using writing assessment used by the English teacher in State Junior High School 34 Pekanbaru. The assessment could be described as follows:

Table III. 4
Assessment Aspects of Writing Narrative Text

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. Simple past tense				
5	Mechanics (Spelling and Punctuation)				
Total					
Maximum Score		20			

Explanation of Score: 1 = Incompetent
 2 = Competent Enough
 3 = Competent
 4 = Very Competent

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

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According to Arikunto (2009, p. 245), there were 5 components to categorize students' writing ability. Each component had 20 as the highest score and the total number of the components was 100. In this research, the writer took 80 as the highest score. Then, the score was interpreted into following category:

1. 80 – 100 = A (Very Good)
2. 66 – 79 = B (Good)
3. 56 - 65 = C (Enough)
4. 40 - 55 = D (Less)
5. 30 – 39 = E (Bad)

Table III. 5
The Criteria of Assessment Aspect of Writing Ability

Aspect	Criteria	Score
Content	Clear and effective	4
	Clear and ineffective	3
	Less clear	2
	Unclear and understandable	1
Organization	The connection between ideas is clear	4
	There is transition between ideas	3
	The connection between ideas is not clear enough	2
	The connection between ideas is unclear	1
Vocabulary	Appropriate and effective	4
	Appropriate, but less effective	3
	Less appropriate and ineffective	2
	Inappropriate and ineffective	1
Grammatical features	Appropriate	4
	Less appropriate but it does not influence the meaning	3
	Less appropriate but influence the meaning	2
	Inappropriate	1
Spelling and Punctuation	Appropriate	4
	Appropriate enough	3
	Less appropriate	2
	Inappropriate	1

Taken from: Teacher's assessment in writing aspect of State Junior High School 34 Pekanbaru.

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F. The Validity, Reliability, Normality and Homogeneity

1. The Validity of the Test

According to Fraenkel and Norman (2006, pp. 150-152), the term of validity in the research refers to appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. Validity depends on the amount and type of evidence to support the interpretation researchers wish to make concerning data they have collected. There are three types of validity. They are content validity, criterion-related validity, and construct validity. In order to know the validity of writing ability test, the writer used content validity. Content validity is partly a matter of determining if the content that the instrument contains is an adequate sample of domain of content, it is supposed to represent. Content validity refers to the content and format of the instrument. How appropriate the content or format is, thus, the writer gave the test based on the material that was studied by the students. The material of the test was taken from the other resources related to the syllabus.

2. The Reliability of the Test

Gay and Airisian (2000, p. 169) stated that reliability is the degree to which a test consistently measures whatever it is measuring. The testing of students' writing ability must have reliability in order to get the same scores obtained when the test is done more than once. In reference to the idea, Brown (2003, p. 20) stated that a reliable test is consistent and

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dependable. So, reliability here is used to measure the quality of the test score and consistency of the test.

In this research the writer used the rater agreement type of reliability concerned with inter rater reliability as the scores were given by two raters. Then, intercorrelation of the raters was used to find the reliability of the test. Henning in fitri (2015, p. 32) stated that to know the level of correlation, *Spearman-Brown Prophecy Formula* was used as follows:

$$r_{tt} = \frac{nr_{A,B}}{1+(n-1)r_{A,B}}$$

where:

r_{tt} = inter-rater reliability

n = the number of raters whose combined estimates the final

Mark for the examinees

r_{AB} = the correlation between raters, or the average correlation among all raters if there are more than two

According to Putriani (2012, p. 35), the following table is category of reliability test used in determining the level of reliability test.

Table III. 6
The Level of Reliability

No.	Reliability	Level of Reliability
1.	0.0 – 0.20	Low
2.	0.21 – 0.40	Sufficient
3.	0.41 – 0.70	High
4.	0.71 – 1.0	Very High

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The following table describes the correlation between the scores given by rater 1 and rater 2 by using *Pearson Product Moment* formula through SPSS 23

Table III. 7
Correlations

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.563**
	Sig. (2-tailed)		.000
	N	42	42
Rater 2	Pearson Correlation	.563**	1
	Sig. (2-tailed)	.000	
	N	42	42

From the table above, it could be seen that the coefficient correlation of product moment $r_{obtained}$ (r_o) between the scores given by rater 1 and rater 2 is 0.797. Before comparing it to r_{table} (r_t), the writer obtained the df (degree of freedom).

$$df = N - nr$$

df : degree of freedom

N : number of cases

nr : number of correlated variable

$$df = 42 - 2 = 40$$

After obtaining the degree of freedom (df) = 40, the coefficient correlation of product moment $r_{obtained}$ was compared to r_{table} either at level 5% or 1%. At level of 5% r_{table} is 0.304; while at level of 1% is 0.393. Based on r_{table} , it could be analyzed that (r_o) was higher than (r_t) either at level of 5% and 1%. It was clear that $0.304 < 0.563 > 0.393$. So, the writer concluded that H_o was rejected and H_a was accepted. It means that there was a significant correlation between the scores given by rater 1 and rater 2. In other words, the writing test was reliable. Then, The technique of

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collecting data is using r_{obtained} adjusted by the *Spearman-Brown Prophecy* formula below:

$$r_{tt} = \frac{nr_{A,B}}{1 + (n - 1)r_{A,B}}$$

$$r_{tt} = \frac{(2)(0.563)}{1 + (2 - 1)(0.563)}$$

$$r_{tt} = \frac{1.126}{1 + 0.563}$$

$$= 0.72$$

Based on the calculation above, the writer obtained that inter rater reliability was 0.72. So, it could be concluded that the reliability of writing test included was high level.

3. The Normality of the Data

The technique of collecting data was using test. The data were analyzed by using statistical analysis. In analyzing the data, the writer used scores of post-test of experimental and control classes. This score was analyzed statistically. In order to find the answer, the writer analyzed the data by using SPSS 23 as follows:

Table III.8

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing Ability	Post Experiment	.130	42	.070	.951	42	.073
	Post Control	.079	41	.200*	.961	41	.175

Hypothesis :

Ho (Null Hypothesis) : Data are normally Distributed

Ha (Alternative Hypothesis) : Data are abnormally Distributed

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Testing criteria :

If probably (sig) > 0.05, Ho is Accepted

If probably (sig) < 0.05, H₀ is Rejected

According to Priyatno (2012: 36), If the "Sig" column of either test is higher than 0.05, the data are normally distributed. From the table III.8 above, the significant value of post-test experimental and control classes were 0.073 and 0.175. Because of $sig > 0.05$ ($0.073 > 0.05$) and ($0.175 > 0.05$), the initial data of experimental and control classes were normally distributed. Therefore, the writer used independent sample T-test.

4. The Homogeneity of the Data

According to Siregar (2013, p. 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 writer assessed the homogeneity of the data by using SPSS 23 version. The result of the test is as follows:

Table III.9
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.835	1	81	.364

Based on the table above, the probability (sig) based on trimmed mean was 0.364. It was higher than 0.05 ($0.364 > 0.05$). It can be concluded that the data were homogenous.

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G. The Analysis of the Data

In analyzing the data, the writer used students' post test score in experimental and control classes. This score was analyzed statistically. In this research, the writer used these formulas:

1. Independent Sample T-test

Pallant (2007, p. 232) suggested that an independent sample t-test is used to compare the mean score, on some continuous variable, for two different groups of subjects.

Hartono (2015, p. 177) mentioned about independent sample t-test also. He said that independent sample t-test is used to find out whether there is or not significant difference between two variables.

In this research, the data were analyzed by using SPSS 23 version. The significant value was employed to see whether there is or not a significant difference among the mean scores both of experimental and control classes. Statistical hypothesis is as follows:

$$H_0 = \text{sig. (2 tailed)} > 0.05 \text{ or } t_0 (t_{\text{obtain}}) < t_{\text{table}}$$

$$H_a = \text{sig. (2 tailed)} < 0.05 \text{ or } t_0 (t_{\text{obtain}}) > t_{\text{table}}$$