

CHAPTER III

RESEARCH METHOD

A. The Research Design

This research was experimental research and used quasi-experimental design. Creswell stated that quasi experiment research is a kind of experiment design that includes assignment, but not random assignment of participant group.¹ Gay also stated that quasi experiment research is type of group design that provides adequate control of sources invalidity.² The writer can conclude that quasi experiment research is the kind of experiment design that uses two classes as participant in research, they are control and experiment groups.

In conducting the research, the writer used two classes as sample. The first class was experimental class treated by using look, think and write strategy. The second was the control class which was treated without using look, think and write strategy. In conducting the research, the writer gave treatment to experimental group by using look, think and write strategy and conventional strategy to the control group, after that the writer took posttest result both of them. The model of the research design is illustrated as follows:³

Table III.1

The Research Design

Select experimental group	Pretest	Experimental treatment	Posttest
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¹ Creswell, John W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Third Edition*. (New Jersey: Pearson Education, 2005) p, 314

² Gay, L. R. *Education Research: Methods for Analysis and Application*. (New Jersey: Pearson Education, 2000), p. 94

³Ibid,314

Select Control group	Pretest	No treatment	Posttest
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B. Time and Location of the Research

The research was conducted at SMPN 4 Siak Hulu Kampar at Desa Pandau Jaya Street, Kampar Regency. This research was conducted from August, 27th to September, 30th 2013.

C. Subject and Object of the Research

The subject of this research was the second grade students of SMPN 4 Siak Hulu Kampar, in the academic year of 2012/2013. And The object of this research was look, think and write strategy toward writing ability on descriptive paragraph.

D. Population and Sample of the Research

The Population of this research was the second grade students of SMPN 4 Siak Hulu Kampar. It had ten classes that consisted of VIII 1 until VIII 10. The total number of the second grade students at SMPN 4 Siak Hulu Kampar was 263 students. It can be seen as follows:

Table III.2

Distribution of the Research Population and Sample

No	Classes	Population		Total
		Female	Male	
1	VIII.1	16	10	26

2	VIII.2	14	11	25
3	VIII.3	15	10	25
4	VIII.4	13	14	27
5	VIII.5	15	11	26
6	VIII.6	17	10	27
7	VIII.7	13	12	25
8	VIII.8	18	10	28
9	VIII.9	14	12	26
10	VIII.10	19	9	28
Total		154	109	263

It seems that the population above is quite large to be taken as sample in the research. The number of sample was 50 students from two classes. The writer took the sample by doing cluster random sampling. Based on the data above the writer concluded that the experimental class was VIII.2 and the control class was VIII.3 because they were homogeneous and had the same characteristic both of them.

E. Technique Collecting the Data.

In this research, the writer used test as instrument to collect the data. Test means measuring the knowledge, skill, feelings, intelligence, or aptitude of an individual of group.⁴ It was used to measure the students ability in writing descriptive paragraph. The test was written test. The form of paragraph was descriptive paragraph. The data of this research were the score of the students' writing ability in writing descriptive paragraph measured by using writing assessment used by the English teacher at SMPN 4 Siak Hulu Kampar.

⁴ Opcit, pg.630

Table III.3
Writing Assessment

No	Aspects Assessed	Scores			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description				
3	Vocabulary				
4	Grammatical features a. Present tense b. Adjectives c. Adverb. d. Specific participants				
5	Spelling and punctuation				
Total					
Maximum score		20			

Information of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

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

1. The Research Procedure

a. Experimental Group.

1. Pre-test

The pre test was given before teaching writing of descriptive paragraph without using look, think and write strategy. It was used to measure the students' ability in

writing descriptive paragraph before they were taught by using look, think and write strategy.

a. Treatment

The treatment was conducted for experimental group by implementing look, think and write strategy. Teacher gave explanation to the students about what descriptive paragraph is, and taught them how to write descriptive paragraph by using look, think and write strategy. For applying look, think and write strategy, teacher asked the students to write descriptive paragraph by using look, think and write strategy.

b. Post test

Posttest was given to the students after applying look, think and write strategy. The result of posttest was compared with the pretest to get the influence of their strategy and to know the students' ability in writing descriptive paragraph after being taught by using Look, think and write strategy.

2. Control Group

a. Pre-test

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

b. Teaching by using Conventional strategy

Students were given the explanation about descriptive paragraph by the teacher and the teacher asked them to write a descriptive paragraph.

c. Post-test

Posttest was given to the students after being taught by using conventional strategy. It was used to know whether the students were able to write descriptive paragraph or not.

2. The Reliability and the Validity of the Test.

Validity is the most important characteristics of a test by measuring instrument that can possess. Clearly, validation is a crucial feature of any test. To know the validity of the test, the writer used content validity. Content validity was used by the writer in the test, in which students were asked to write about the topics related to their materials. Gay says that reliability is the degree in which a test consistently measures whatever it is measuring.⁵ Supported by Brown who says reliability has to do with accuracy of measurement.⁶ In obtaining the reliability of test, the writer used inters rater reliability. In this research, the writer used two raters to score the students' writing ability on descriptive paragraph. They are Mr. Yasir, M,Pd and Mrs. Kurnia Budiyanti, M,Pd. 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.⁷ The score of rater 1 can be correlated to rater 2. To know the reliability of the test, the writer used product moment formula through SPSS 16.0 Version.

⁵ L.R. Gay and Peter Airasian, *Educational Research Competencies For Analysis And Application Sixth Edition* .(New Jersey: Pearson Education, 2000).pg.196

⁶ H.Doughlas Brown,*Language Assessment:Principles And Classroom Practices*.(New York: Pearson Education Inc,2003),pg.19-27

⁷ Ibid, pg.21.

Table III.4
The Rater 1 and Rater 2 Scores of Students' Writing Ability on Descriptive Paragraph

Students	Rater 1	Rater 2
1	66	63
2	57	63
3	67	63
4	63	58
5	62	66
6	63	62
7	67	62
8	73	69
9	67	54
10	62	66
11	58	61
12	70	69
13	51	59
14	67	68
15	64	56
16	64	68
17	58	57
18	64	63
19	57	63
20	58	54
21	63	57
22	62	60
23	71	68
24	53	50
25	70	54

Based on table above, it can be seen the scores from both rater 1 and rater 2. The score of rater 1 can be correlated to rater 2. To know the reliability of the test, the writer used product moment formula through SPSS 16.0 Version.

Table III.5
Correlations of Score of Rater 1 and Rater 2

Correlations

		rater1	rater2
rater1	Pearson Correlation	1	.653**
	Sig. (2-tailed)		.000
	N	25	25
rater2	Pearson Correlation	.653**	1
	Sig. (2-tailed)	.000	
	N	25	25

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

From the output above, it can be seen that r calculation was 0.653, to correlate to r table. Firstly obtained the degree of freedom (df). The df was 48, because $df=48$ was not found, so the writer took $df=50$ to be correlated either at level 5% and 1%. At the level 5% r table 0.273 or at level 1% r table 0.354

r calculation (r_o)	r table (r_t)
0.653	0.273 (5%) 0.354 (1%)

From table above, the writer concluded that (r_o) is higher than (r_t) either at 5% and 1%. Thus, there is a significant correlation between score of rater 1 and rater 2. In other words, the writing test is reliable, because the reliability of writing test is moderate relationship.

F. Technique of Data Analysis

In analyzing the students' writing ability on descriptive paragraph, the writer used graduated standard of English lesson in SMPN 4 Siak Hulu Kampar (SKL) that was 70 for

students' writing ability on descriptive paragraph. It means that for those who got score 70, are considered pass the graduated standard (SKL). While for those who got score <70 do not pass the graduated standard.

In analyzing the data of this research, the writer used T-test formula. Gay says that T-test is used to determine whether two means are significantly different at a selected probability level.⁸ The writer used score of post test experimental class and post test of control class.

In analyzing the data, the writer used the statistical calculation of independent sample T-test. Independent sample T-test used to find out the significant influence of using look, think, and write strategy toward students' ability on writing descriptive paragraph. The T-table was employed to know whether there was any significant influence between mean score both experimental and control classes. The T-obtained value is consulted with the value of t-table at the degree of freedom (df) = (N1+N2)-2 which is statically hypothesis:

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

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

Ha is accepted if $t_o > t\text{-table}$ or there is effect of using look, think and write strategy toward students' ability in writing descriptive paragraph.

Ho is accepted if $t_o < t\text{-table}$ or there is no effect of using look, think and write strategy toward students' ability in writing descriptive paragraph.

The data were analyzed by using SPSS 16.0 version.

⁸ L.R. Gay and Peter Airasian, *Educational Research Competencies For Analysis And Application Sixth Edition* .(New Jersey: Pearson Education, 2000).pg.196