

CHAPTER III

RESEARCH METHOD

A. The Research Design

The type of this research was quasi-experimental research. According to Cresswell¹, Experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. Then, Gay and Airasian² states that experimental research is “the only type of the research that can test hypotheses to establish cause-and-effect relationship”.

The design of this research was nonequivalent control group design, which used two groups as a sample. In conducting the research, the eleventh grade students at MAN 1 Pekanbaru participated. They were administered by giving pre-test at the beginning in order to obtain their abilities in writing. After that they were given the treatment in the middle. At the end, they were given post-test. In this research, the post-test both of two classes, experimental and control class were compared in order to determine the effect of using dialogue journal writing strategy on students’ writing ability. The design of the research can be illustrated as follows:

¹ Jhon. W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p.229.

² L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application. Six Ed.* (New Jersey: Prentice-Hall. Inc, 2000) p. 367

Table III.1**The Research Design**

| | | | |
|---------------------------|---------|------------------------|----------|
| Select experimental group | Pretest | Experimental treatment | Posttest |
| Select Control group | Pretest | No treatment | Posttest |

B. The Location and the Time of the Research

The research was conducted at MAN 1 Pekanbaru at Bandeng Street No. 51 A Pekanbaru. This research was conducted from February 11th to March 27th 2014.

C. The Subject and the Object of the Research

Subject of the research was the eleventh grade students of MAN 1 Pekanbaru. The object of the research is the effect of using Dialogue Journal Writing strategy on students' writing ability.

D. The Population and the Sample of the Research

The population of this research was all of the eleventh grade students of MAN 1 Pekanbaru. It had nine (9) classes. The total number of the eleventh grade students of MAN 1 Pekanbaru was 270 students. The writer used cluster sampling techniques in taking the sample. The sample of the research was divided into two groups. The first group was experimental class and the second group was control class. Each classes consisted of 30 students. It can be seen as follows:

Table III.2
The Total Population and Sample of the Research

| No. | Class | Population | Sample |
|-------|-------|------------|--------------------|
| 1 | XI AC | 30 | |
| 2 | XI A1 | 30 | |
| 3 | XI A2 | 30 | |
| 4 | XI A3 | 30 | Control Class |
| 5 | XI A4 | 30 | Experimental Class |
| 6 | XI SC | 30 | |
| 7 | XI S1 | 30 | |
| 8 | XI S2 | 30 | |
| 9 | XI AC | 30 | |
| Total | | 270 | 60 |

It seems that the population above is quite large to be taken as sample in the research. Based on the limitation of the research, the researcher took only two classes as the sample of this research. The classes were XI A4 and XI A3, one class as an experimental class taught by dialogue journal writing strategy and other as control class taught by conventional strategy.

The sample of the research used cluster random sampling. It has to be a group, not individuals. According to Gay³, all of the member of selected groups have similar characteristics.

E. The Research Procedure

1. Experimental Group

a. Pre-test

The pre test was given after teaching in writing hortatory exposition texts without using dialogue journal writing. It was used to measure the students' ability in writing hortatory exposition text before they were taught by using dialogue journal writing strategy.

b. Treatment

The treatment had been conducted for experimental group taught by using dialogue journal writing strategy. Teacher gave explanation to the students what hortatory exposition texts was, and taught them how to write hortatory exposition texts by using dialogue journal writing strategy. For applying dialogue journal writing strategy, teacher asked to write hortatory exposition texts by using dialogue journal writing strategy.

c. Post test

Posttest was given to the students after applying dialogue journal writing strategy. The result of posttest was compared with the pretest to determine the influence of this strategy and to obtain students' writing ability after being taught by using dialogue journal writing strategy.

³*Ibid.* p. 129

2. Control Group

a. Pre-test

The control group was given pre-test to find out their writing hortatory exposition texts. The test was the same as the experimental group has.

b. Teaching by using Conventional strategy

Students were given the explanation about hortatory exposition text by the teacher and asked them to write hortatory exposition text.

c. Post-test

Posttest was given to the students after being taught by using conventional strategy. It was used to find out whether the students were able to write hortatory exposition texts or not.

Table III.3

Topic of the Research

| No. | The Topics | The Kind of Text |
|-----|---------------|---------------------------|
| 1 | Corruption | Hortatory Exposition Text |
| 2 | Mobile Phones | Hortatory Exposition Text |
| 3 | Television | Hortatory Exposition Text |
| 4 | Reading | Hortatory Exposition Text |
| 5 | Sport | Hortatory Exposition Text |

Finally, the result of the test in experimental class and control class was compared. From the result, the writer knew, whether dialogue journal writing strategy could influence writing hortatory text or not.

F. The Technique of Data Collection

The instrument used to acquire in this research was test. Test means measuring the knowledge, skill, feelings, intelligence, or aptitude of an individual of group.⁴ It was used to measure the students' writing ability. The test was composition test. The form of paragraph was hortatory exposition text. The data of this research were the scores of the students' writing ability in writing hortatory exposition text could be measured by using writing assessment⁵ used by the English teacher of MAN 1 Pekanbaru.

Table III.4

Writing Assessment

| No | Aspects Assessed | Score | | | |
|----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Content | | | | |
| 2 | Organization a. Thesis b. Arguments c. Recommendations | | | | |

⁴*Ibid.* p. 367

⁵ Jane B. Hughey, et al. *Op. Cit.* 140

| | | | | | |
|---------------|---|--|--|--|----|
| 3 | Vocabulary | | | | |
| 4 | <p>Grammatical Features</p> <p>a. The use of emotive words</p> <p>b. The use of words that qualify statements</p> <p>c. The use of words that link arguments</p> <p>d. The use of present tense</p> <p>e. The use of compound and complex sentences</p> <p>f. The use of modal and adverbs</p> <p>g. The use of subjective opinions using pronouns <i>I</i> and <i>we</i></p> | | | | |
| 5 | Spelling & Punctuation | | | | |
| Total | | | | | |
| Maximum Score | | | | | 20 |

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{TotalScore}}{\text{MaximumScore}} \times 80$$

G. The Reliability and the Validity of the Test.

For testing students' writing ability, the researcher used test to find out reliability and validity. To obtain the validity of the test, the writer used content validity. Content validity used by the writer in the test is that the students asked to write about the topics related to the materials. Gay⁶ says that reliability is the degree which a test consistently measures whatever it is measuring. Supported by Brown⁷ reliability has to do with accuracy of measurement. In obtaining the reliability of test, the writer used inter-rater reliability. In this research, the writer used two raters to score the students' writing ability on hortatory exposition text. Browns⁸ 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. The score of judge 1 can be correlated to judge 2. To determine the reliability of the test, the writer used product moment formula through SPSS 16.0 Version.

Correlations

| | | rater1 | rater2 |
|--------|---------------------|--------|--------|
| rater1 | Pearson Correlation | 1 | .539** |
| | Sig. (2-tailed) | | .002 |
| | N | 30 | 30 |

⁶*Ibid.* p.196

⁷ H. Douglas Brown. *Language Assessment: Principles And Classroom Practices*. (New York: Pearson Education Inc, 2003), p. 19

⁸*Ibid.* p. 21.

| | | | |
|--------|---------------------|--------|----|
| rater2 | Pearson Correlation | .539** | 1 |
| | Sig. (2-tailed) | .002 | |
| | N | 30 | 30 |

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

From the output above, it can be seen that r calculation is 0.539, to correlate to r table. Firstly obtained the degree of freedom ($df = n+n-2$), the df was 58, because $df = 58$ was not found, so the writer took $df = 60$ to be correlated either at level of 5% and 1%. At the level 5% r table 0.250 and at level 1 % r table 0.325.

| r calculation (r_o) | r table (r_t) |
|---------------------------|-----------------------|
| 0.539 | 0.250 (5%) 0.325 (1%) |

H.

From the 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.

H. Technique of Data Analysis

In analyzing the data, the writer used score posttest of experimental and control classes. In order to find out whether there was a significant effect of using dialogue journal writing strategy on students' ability in writing hortatory

exposition text, the data were statistically analyzed by using Independent Sample t-test formula by using SPSS 16.

The Hypothesis are:

H_a is accepted if $t_o \geq t$ table or there is a significant effect of using Dialogue Journal Writing Strategy on Students' Writing Ability at MAN 1 Pekanbaru.

H_o is accepted if $t_o < t$ table or there is no significant effect of using Dialogue Journal Writing Strategy on Students' Writing Ability at MAN 1 Pekanbaru.