

## CHAPTER III

### METHOD AND PROCEDURES

This chapter presents: (1) research design, (2) research variables, (3) operational definitions, (4) population and sample, (5) data collection, (6) research instrument analysis, (7) research treatment and (8) data analysis.

#### 3.1. Research Design

Experimental design was used in conducting this study. The method of this study used the Pretest-Posttest non-equivalent group design. It involved two classes an experimental and a control group. Cohen (2007) defines the figure of Pretest-Posttest Non-equivalent Group Design as follows: Figure 2 :

$$\begin{array}{l} \text{Experimental} : O_1 \quad X \quad O_2 \\ \hline \text{Control} : O_3 \quad O_4 \end{array}$$

Where:

**O<sub>1</sub>**: Pretest in the experimental group

**O<sub>3</sub>** : Pretest in control group

**X** : Treatment of experimental group by using IDP strategy

**O<sub>2</sub>** : Posttest in the experimental group

**O<sub>4</sub>** : Posttest in control group

----: Dashed line indicates no random assignment to the comparison group

At first, I gave a pretest to the student to control group and experimental groups to know their writing skill before the treatment was given. Then, the treatment was given to the experimental group only to be taught by Ideas Detail Paragraph (IDP). In the end, the experimental and control group were given

posttest to see whether there was a significant difference between the control group and experimental group.

### **3.2. Variable of Study**

There were two kinds of the variable; dependent variable and independent variables. According to Creswell (2012), the dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable, while the independent variable is an attribute or characteristic that influences or affects an outcome on the dependent variable.

In this study, the treatment by using Ideas Detail Paragraph was the independent variable, also called as variable X, and the dependent variable was descriptive writing achievement to the eighth grade SMP Adabiyah students, also called a variable Y.

### **3.3. Operational Definitions**

This study referred to teaching writing a descriptive paragraph with Idea Detail Paragraph (IDP) strategy. In order to get a better understanding of the things discussed in this study, it is necessary to clarify the terms used. They are teaching, descriptive paragraph, and IDP Strategy.

Teaching refers to the efforts carried out by the teacher in the classroom and aimed to help the students to master in writing. Derived from the word “teach” which means helping someone to learn how to do something, giving instruction.

Second, descriptive involves describing and presenting observation about the characteristic of someone or something through detail. An example of

descriptive is someone giving a very detailed account of an experience they had; a descriptive person.

Third, Idea Details Paragraph (IDP) Strategy is the strategy done by me to improve the student's descriptive writing. It is a kind of chart that contains concepts or ideas in a story so that it eases students to build the concept of the story that will be written by them. IDP is used as instructional media to help students overcoming their problems in writing an especially descriptive paragraph. Previously, they were difficult to integrate sentences in making a composition because they were lack of ideas. By using IDP, students can build concepts and raise the ideas of the story they wrote.

### **3.4. Population and Sample**

#### **3.4.1. Population**

In this study, I used the population from the eighth-grade students of junior high school. Creswell (2012) states that a population is a group of individuals with the characteristic. In this study, the population is all the eighth-grade student of SMP Adabiyah Palembang in the academic year of 2018/2019 with the students. The distribution of the population as shown in the following table :

**Table 4. Distribution of the Population**

No.	Class	Genre		Number of Students
		Female	Male	
1.	VIII.1	16	19	35
2.	VIII.2	15	18	33
3.	VIII.3	19	13	32
4.	VIII.4	19	13	32
<b>Total</b>		<b>69</b>	<b>63</b>	<b>132</b>

*Source: Staff of SMP Adabiyah Palembang in academic year 2018/2019*

### **3.4.2 Sample**

In this study, I used a purposive sample. According to Creswell (2012), Sample is a part of the population that researcher use for generalizing about the target population. Christensen and Johnson (2012) state that in purposive sampling (sometimes called judgemental sampling). I solicit persons with characteristics to participate in a research study. The eighth-grade students of SMP Adabiyah Palembang were the best possible sample to chose as it is based on KTSP. I chose two classes the samples. The criteria were that the classes had the most students who had the lowest average score of writing. In addition, both classes which had the same total number of students in order to know the scores of English subject of each class, I asked the English teacher. For the detail, the sample of the study as shown in the following table:

**Table 5. Distribution of Sample**

No.	Class	Genre_		Number of Students
		Female	Male	
1.	VIII.3	19	13	32
2.	VIII.4	19	13	32
<b>Total</b>		<b>38</b>	<b>26</b>	<b>64</b>

*Source: Staff of SMP Adabiyah Palembang in academic year 2018/2019*

### **3.5 Data Collection**

#### **3.5.1. Test**

Writing test would be used to measure the student's writing achievement in descriptive writing before and after treatment. The students was given some topics after that, they choose one topic and made a paragraph of descriptive writing. The test was taken from the syllabus in KTSP about descriptive text. The purpose of the test was to know the result in teaching by using Ideas Detail Paragraph as a Media. The test would be conducted twice; pretest and posttest. Those tests were given to the students in the experimental and control groups. The purpose of giving them test was to know the progress of students writing ability scores before and after treatment.

##### **3.5.1.1 Pretest**

Pre-test was given before the treatment. It was used to know the students' writing ability before the treatment. The test was conducted in writing test form. The topics of writing test in pre-test were My House, My Favorite Teacher, and My Idol. The kind of the text was descriptive.

### **3.5.1.2 Posttest**

Post-test was given after the treatment. It was used to measure the students' writing ability of all learning tasks after treatment. The test was done in writing test form. The topics of writing test in post-test were My House, My Favorite Teacher, and My Idol. The kind of the text was descriptive.

## **3.6. Research Instruments Analysis**

There were three analyses done to instruments of the research before being used in pre-test and post-test, they are as follows:

### **3.6.1. Validity Test**

Validity is an important key to effective research. According to Franklin (2012), validity is the most important idea to consider when preparing or selecting an instrument for use. Creswell (2012) stated that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure).

#### **a. Construct Validity**

Construct validity is an assessment of validity based on the pattern of the interrelationship between question items that measure it. According to Fraenkel and Wallen (2012), construct validity is a to which the totality of evidence obtained is consistent with theoretical expectations. After constructing the instrument related to some aspects measured, then it was consulted to achieve some expert judgments from at least three validators to evaluate whether the components of the instrument are valid or not to be applied in research activities. The characteristic of validators are: 1) they had experience in teaching English, 2)

they have finished their magister degree, 3) their TOEFL score was more than 550.

### b. Content Validity

If the content of the test includes a representative of the domain to be measured, then the test maintains content validity. According to Fraenkel and Wallen (2012), content validity is the perceptions of the content and procedure of an instrument in a study. The specification of this skill or structures should be made based on the curriculum and syllabus.

**Table. 6**  
**Table Specification**

Objective	Topic	Indicators	Type of Test	Item	Tot
The student is able to: 1. make a good descriptive writing.	1. My School	The students are able to:	Written	1	1
	2. My House	1. understand descriptive paragraph writing.	Test	1	1
	3. Lovely Dog	2. write a descriptive paragraph.		1	1
	4. Bromo Mountain	3. make good descriptive writing		1	1
	5. My Motorcycle	which consists of grammar, spelling, capitalization, and punctuation.		1	1
	6. mango tree			1	1
	7. Beautiful Mother			1	1
	8. Cat			1	1
	9. My Friend			1	1

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10. My	1	1
Hometown		

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### 3.6.2. Reliability Test

Reliability means the stability of the test score. According to Fraenkel and Wallen (2012), reliability is persistent of the score which acquired from the study in relation to the instrument of the research study. To estimate the reliability of the test, I used inter-rater reliability. According to Creswell (2012), inter-rater reliability is the process of observing the attitude. It involves observations made by two or more individuals of an individual's or several individual's behaviors.

In this study, I calculated the students' score by using Spearman Rank Order Correlation. The following formula is used to analyze inter-rater reliability using Spearman Rank-Order Correlation (Rho) suggested by Hatch and Lazaraton (1991).

$$P=1- \frac{6 (\sum d^2)}{N (N^2 -1)}$$

Where:

P : Spearman Rank-Order Correlation

$\sum d^2$  : The sum of the queried differences

N : Number of Sample

The test was reliable if the result of the data measurement is higher than 0.70. It is supported by Fraenkel and Wallen (2012) that reliability should be at least 0,70 and preferably higher (p. 156).



### **3.7. Research Treatments**

The process of treatment consisted of teaching students of experimental class with Idea Details Paragraph (IDP) strategy for experimental class and teacher method for the control group. Experimental and control group were taught for 12 meetings with different descriptive text based on the syllabus, the teaching or both two groups was the same, the difference was the strategy that was used. It was done to find out significant improvement in writing achievement between the experimental and control groups. The text was taken from one book. Let's Talk for Junior High School Students Year VIII (Science and Social Study Program) written by Mustriana, et. al. Published by Pakaraya Jakarta 2010.

In this study, I focused on teaching descriptive writing. For the first meeting, I had given pre-test to know student's writing ability using teacher's method. In the second meeting, I taught "My School", and third meeting I taught "My House" as a topic. For the fourth meeting I taught "Lovely Dog", and in the fifth meeting, I taught "Bromo Mountain" as a topic. In the sixth meeting I taught "My Motorcycle", and in the seventh meeting, I taught "Mango Tree" as a topic. In the eighth meeting I taught "Beautiful Mother", and ninth meeting I taught "Cat" as a topic. In the tenth meeting, I taught "My Friend" and eleventh meeting, I taught "My Hometown" as a topic. In the last meeting, I gave a post-test to know students achievement after use IDP strategy.

### **3.8. Data Analyses**

#### **3.8.1. Data Description**

In the data description, there were two analyses to be done. They were the distribution of frequency table and descriptive statistic. The scores were obtained from students' pre-test and post-test in both groups, control, and experimental groups.

##### **3.8.1.1. Distributions of Frequency Data**

Frequency statistics that was applied in this study is frequency distribution was an arrangement of the values that one or more variable in a sample.

##### **3.8.1.2. Descriptive statistics**

In descriptive, statistics were conducted in order to describe patterns and general trends in a data set. Descriptive statistics were used simply to describe the sample which is concerned with. They were used in the first instance to get a feel for the data, in the second for use in the statistical tests themselves, and in the third to indicate the error associated with the result and graphical output.

#### **3.8.2. Prerequisite Analysis**

In analyzing the obtained data, the pre-requisite analyses were done to see whether or not the data was normal and homogeny. The obtained data were obtained from students' pretest and posttest scores in both groups (experimental and control).

### **3.8.2.1. Normality Test**

The normality test is used to measure students' pretest and posttest scores in both groups (control and experimental). Normality test used to measure the obtained data whether it is normal or not. The data were classified into normal whether the p-output is higher than 0.05 (Flynn, 2003, p. 29). In measuring normality test, *I-sample Kolmogorov Smirnov* is used. The normality test used to measure students' pretest and posttest scores in the control and experimental group.

### **3.8.2.2. Homogeneity Test**

Homogeneity test is used to measure the obtained data whether it was homogeneity or not. Basrowi defines the score is categorized homogeny when the p-output is higher than mean significant difference at 0.05 levels (as cited in Herlina & Holandyah, 2015, p. 117). In measuring homogeneity test, Levene statistics in SPSS is used. The homogeneity test is used to measure students' pretest scores and posttest scores in control and experimental groups.

### **3.8.3. Hypothesis Testing**

In measuring the significant difference and significant difference more two variables on students' writing descriptive by using Idea Details Paragraph, as follow:

- In measuring a significant difference, independent sample t-test was used for testing student's posttest scores in control and experimental groups. A

significant difference was found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 5.934 (with df =62).

- In measuring significant difference more than two variables, two ways ANNOVA was used for testing students' posttest scores in control and experimental groups. The significant difference was found whenever the p-output (0.000) is lower than 0.05.

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