

CHAPTER III

RESEARCH METHODOLOGY

This part discusses the research method that will be applied by the researcher. It covers the site and participant of the research, the research design, the technique of collecting data and the technique of analysis data. Each of the materials discussed in the following section.

3.1 Research Site and Participant

This study will be conducted in SMP Negeri 3 Bandung. There are three reasons why the researcher chooses SMP Negeri 3 Bandung. First, some of the students in grade eight have problems in writing. Second, the students in grade eight looks bored with the usual method that is used by the teacher. The last, this school is chosen because of the researcher's accessibility to the place.

In addition, this study will be implemented at two classes in grade eight; class VIII-5 and class VIII-7. Class VIII-5 will become the experimental class and class VIII-7 will become the control class.

3.2 Research Design

In conducting the study, the researcher used a quasi-experimental design. Quasi-experimental method considered appropriate because of the following reasons. First, quasi-experimental design does not require random sampling, since there is no random sampling, the sample of this research is considered as nonequivalent sample which consist of experimental and control group (Jackson, 2008, pp.318 & 323). Second, Porte (2002 cited in Sitompul, 2013) explains that "quasi-experimental design is appropriate for educational study since many studies of that field usually involved the use of classes that have already assigned before".

Two groups will become the participants in this study. The first group is experimental and the second group is control group. Both groups have the same level of knowledge but used different methods of teaching in the teaching learning process (Hatch and Farhady, 1982). The first group (E1) as the experimental group will be given a pretest (X1), then the treatment using fairytale film (T), and then provided a posttest (X2). The second group (C2) as the control group will be given a pretest (X1), treatment using text (O), and then provided a posttest (Hatch and Farhady, 1982, p.21).

The formula of the design is showed in the table below.

Table 1
The formula of the quasi-experimental design

Group	Pretest	Treatment	Posttest
Experimental	XE1	T	XE2
Control	XC1	O	XC2

Where

XE1 = pretest for experimental group

XE2 = posttest for experimental group

XC1 = pretest for control group

XC2 = posttest for control group

T = treatment using video with subtitle

O = treatment using a text

(Hatch and Farhady, 1982)

From the table above, both groups will be given the same pretest and posttest but different treatment.

3.3 Technique of Collecting Data

3.3.1 Research Instrument

In order to collect the data for this study, the researcher will use test (pre-test and post-test) and questionnaire to gather the information for this study.

A. Test

The test that used in this study is written test. Written test is chosen because it is assumed to be the best way to test writing ability (Huges, 2003). In the test, students are required to write a narrative text. To give score to students; writing score, a scoring rubric is developed based on the scoring guideline formulated by Jacobs, et al. (1981) in Huges (2003). The narrative writing score rubric can be seen below:

Table 2
Scoring Rubric Guidelines

Aspect	Score
Organization	5: Ideas are well-connected. Strong beginning, middle and end. Ideas are sequenced and logical. 4: Most of the ideas are connected. Good beginning, middle and end. Ideas are sequenced and logical. 3: Some of the ideas are connected. Has the attempt to include the beginning, middle and end. Ideas are sequenced and logical. 2: Few ideas connected. Lack a clear beginning, middle and end. Little sequence logic.
Elements of narrative	5: The narrative is interesting and has a clear point. It is told in chronological order; transitions make the order clear. The narrative contains numerous and specific detail about people, place and events. A consistent point of view.

	<p>4: The narrative is interesting and has a clear point. It is told in chronological order; transitions make the order clear, although they may be repetitive. The narrative contains some specific details about people, place and events. A consistent point of view.</p> <p>3: The narrative is told in chronological order; transitions are seldom used and may be repetitive. Very little detail. The point of view may be shift.</p> <p>2: The order of events may be confusing or the narrative may lack essential details. The point of view keeps shifting.</p>
Language use	<p>5: Effective complex construction, tense, number, word order/function, articles, pronouns, prepositions.</p> <p>4: Effective but simple constructions, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p>3: Major problem in simple / complex construction, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.</p> <p>2: No mastery of sentence construction rules, dominated by errors, does not communicate</p>
Mechanics	<p>5: No errors in punctuation, capitalization, spelling, and/or paragraphing.</p> <p>4: Occasional errors in punctuation, capitalization, spelling, and/or paragraphing that are not distracting to the reader.</p> <p>3: Frequent errors in punctuation, capitalization, spelling, and/or paragraphing that are not distracting to the reader.</p> <p>2: Dominated by errors in punctuation, capitalization, spelling, and/or paragraphing that is not distracting to the reader.</p>
Total Score = (A+B+C+D) x 5	

The test on this study include pre-test and post-test. Pre-test was given to know about the initial score of the students' of experimental class and group class. And post-test was given to know the score after the treatment was given. Post-test was also given to know whether the teaching program is effective or not.

B. Questionnaire

Questionnaire is the second instrument to collect the data. According to Gillham (2008, p.2) questionnaire is one of a range ways of getting information

from people, usually by posing direct or indirect questions. Questionnaire can provide a standardized interview across all subject and it can provide suggestive data for testing a hypothesis (Gilham, 2008, p. 6; Brace, 2008, p.5). The questionnaire would be spread out in the last meeting after post-test is given. The questionnaire was used to know the student responses to the teaching program that is given by the researcher.

3.3.2 Research Procedures

The procedure of this study involved the following steps:

A. Preparing Lesson Plan

The lesson plan is design for eight sessions. The first session will used for pre-test, second until seventh session will be used to give treatment for experimental group and control group, and the last session will be used for post-test.

B. Administering Pre-Test

A pre-test will be given to the student in the first session and will be following the procedure bellow:

1. The teacher will explain what the students are going to do and administer writing test to know the students' ability in writing narrative text.
2. The teacher will give score to the students' work.

C. Give Treatment

After giving the pre-test and knowing the students' ability in writing narrative text, the teacher will give the treatment to the experimental group and teach the control group. Each session runs for 40 minutes.

D. Administering Post-Test

After giving treatment, the teacher will conduct a writing test for the experimental group and control group for the post-test. The score will be given by the teacher after the test.

E. Questionnaire

The researcher will spread out a questionnaire to the students from the experimental group to know about their response to the teaching program. It is also used to know whether the students enjoy the teaching program or not.

3.4 Data Analysis

After collecting the data, the next step is analyzing the data.

3.4.1 Pretest and Posttest Data Analysis

The data gained from pretest and posttest would be analyzed using the statistic formula. In computing the data, the researcher will check and analyze the test result before and after the treatment by using fairytale films in experimental group, while in control group, the researcher will check and analyze the test result before and after the treatment using conventional teaching. The criteria for the assessments are:

A. Mean Test

To examine the mean test, the researcher will use Microsoft excel 2010 to compute the data. The average formula in Microsoft excel 2010 will be used in computing the mean data.

B. Reliability Test

To examine the assessments which assessed my more than one scorer in quasi-experimental research, reliability test should be conducted. This reliability test will be computed by using IBM SPSS Statistics 17.0 for Windows.

The result from the computation that has been performed would be adjusted with Guilford table below.

Table 3
Guilford Table

Scale	Criteria
0.80 – 1.00	Very high reliability
0.60 – 0.80	High reliability
0.40 – 0.60	Average reliability
0.20 – 0.40	Low reliability
0.00 – 0.20	Very low reliability

C. Normality Test

Normality test for pretest and posttest from experimental group and control group will be computed using IBM SPSS Statistics 17.0 for Windows. This normality test will examine whether the data that will be used in the research are normally distributed or not. The researcher will use Korlormogov-Smirnov test in IBM SPSS Statistics 17.0 for Windows. The hypotheses are:

H_0 : The sample are normally distributed

H_1 : The sample are not normally distributed

The test that will be used is Korlormogov-Smirnov with signification (α) 0.05. The criteria is accepted if H_0 significance > 0.05 and rejected if H_0 significance < 0.05.

D. Homogeneity Test

Homogeneity test for pretest and posttest from experimental group and control group would be computed using IBM SPSS Statistics 17.0 for Windows. Homogeneity test were delivered to examine whether the variance score of experimental group and control group were homogenous or not. The criteria in taking homogeneity test are:

H_0 : Sig. or significances > 0.05 , means that the variance score are heterogeneous

H_1 : Sig. or significances < 0.05 , means that the variance score are homogeneous

E. Hypothesis Test (T-Test)

To test the hypothesis the researcher would use IBM SPSS Statistics 17.0 for Windows to examine the differences between two variables. The hypotheses are:

$H_0 : \mu_1 = \mu_2$ (There is no difference between the use of fairytale films and conventional technique in teaching narrative writing)

$H_1 : \mu_1 > \mu_2$ (There is difference between the use of fairytale films and conventional technique in teaching narrative writing)

The signification (α) is 0.05. The criterion for the test is; if the signification value (2-tailed) $> (\alpha) = 0.05$ it means that H_0 is accepted or if the signification value (2-tailed) < 0.05 it means that H_0 is rejected.

3.4.2 Questionnaire Data Analysis

The formula of percentage is used to analyze the questionnaires by the researcher. The data are interpreted based on the frequency of the students' answer.

Table 4
Rubric for Questionnaire

<i>Sangat Setuju</i> (Strongly Agree)	<i>Setuju</i> (Agree)	<i>Kurang Setuju</i> (Less Agree)	<i>Tidak Setuju</i> (Disagree)	<i>Sangat Tidak Setuju</i> (Strongly Disagree)
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The researcher will search for the mean score by using a formula. The formula is:

$$P = \frac{f}{n} \times 100\%$$

In which P = *Percentage of students answer*

f = *frequency of students answer*

n = *total students*

3.5 Concluding Remark

This chapter already discussed about the research method that will be applied by the researcher. It covers the site and participant of the research, the research design, the technique of collecting data and the technique of analysis data. Each of the materials discussed in the following section.