CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1. Research Design

The recent study isto find out the result by using a certain technique. The instructional activity is designed only to teach writing recount text to the students by using textless comicand make a match as a technique. The result of the test would be analized and compared using statistical computation.

Tuckman (2008:135) stated, the research design used was a quasi-experimental research. A quasi-experimentis a study that takes place in real-life settings rather than in laboratorysettings, they are often considered not truly experimental research, but rather correlational research, which involves identifying statistical relationships betweentwo variables rather than causal relationships.Below is the general overview of quasi-experimental design.

Quasi-Experimental Design

Pre- and Post - test Design

Time

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental group	Pre-test	Experimental Treatment	Post-test

John W. Creswell (2008:314)

In this research, the students in the experimental class were taught by using textless comics and make a match and the students in the controlled class were taught without using textless comics and make a match. The research was done for eight meetings including giving the pretest, four meeting of treatment, and posttest. Pretest was done to collect the data by measuring students' performance before they received a treatment.

Meanwhile, posttest was done to measure students' performance after the treatment. There were two variables which involved in this research. They were textless comics and make a match as the independent variable and recount text as the dependent variable.

3.2. Subject of the Study

In this study, the subject of the research wastenth grade of studentsof SMK N I Sayung in the Academic Year 2016/2017. The number of population in the study was 35 students of sewing program as an experimental class and 27 students of software application program as a control class. Arikunto (2006:23) stated that if the subject is less than one hundred it is better to take the entire subject. Furthermore, if the subject is more than one hundred, it can be taken between 10-15% or 20-25% or more than it. In this research, the researcher took 62 students as the purposive sampling in the research.

The object of the study was the students' writing ability in recount text through textless comic and make a match method applied in writing recount text learning.

The researcher did the research and used the time to observe and get familiar with school conditions. The researcher conducted and analized the research result. The time of the research was on 18th Januari 2017 until 10th February 2017.

3.3. Method and Instrument of Data Collection

The technique of collecting data in this research uses quantitative data. The quantitative data were obtained from the students' score in pre-test,post-test and questionnaire. The pre-test and post-test are given to the experimental and controlclasses. The research used three instruments in collecting data, observation, questionnaire, and test.

3.3.1. Observation

Observation can be a method used to get data. According to Arikunto (2008 : 19) stated observation is an activity to get the data of students when teaching and learning process are going on. Furthermore, observation technich is watching and nothing systematically toward phenomenon that is visible on the object of observation. The subject was the class X of SMK Negeri I Sayung. This method was used to know the activity of teachinglearning process in the clasroom. Activities and responses of the students during the teaching learning process were the aspects that were observed.

3.3.2. Pre-test and Post-test

A test as an instrument is used to measure the ability or the achievement (Arikunto 2010 : 266). The pre-test was done before the learning process to measure students'understanding in learning recount text writing at first, so it was held in the firstmeeting. The students in experimental class were asked to write a recount text by using English textless comic. Meanwhile, the students in controlled class were asked to write a recount text without using textless comics. The post-test was done to know the progression between the experimental and controlled class, after the teacher gave treatments to the students. In this last meeting, she gave

the test to the students in experimental and controlled classes. The way she did the test was similar with the pretest.

3.3.3. Questionnaire

Questionnaire is the most widely used technique to get the information from subjects or students. According to Sugiyono (2015 : 199) stated questionnaire is to get the data by giving some questions or statements to the respondents. The questionairewas done in the final meeting. In the research, the researcher evaluated the students, students' response about making a match and textless comics in learning to improve writing recount text.

3.4. Data Analysis of Collecting the Data

3.4.1. Observation

The observation was used to measure the students' participation during teaching and learning process. The analysis of observation was counted by using the formula as below :

P: <u>Total percentage</u> X 100 % Maximum score

Table 3.1 The Categories of Observation Percentage

Score percentage	Category
>80%	Excellent
60% - 79%	Good
40% - 59%	Enough

20% - 39%	Poor	
< 20%	Very poor	
	Arikunto (20	010: 44`

3.4.2. Test

According to Sudijono (2010 : 314), some aspects will be scored in writing test. There are content, organization, vocabulary, language used and mechanics.

SCODE	IEVEL	CDITEDIA
SCOKE		UKITEKIA
	30-27	EXCELLENT TO VERY GOOD: knowledgeable
	10-	asubstantive thorough development of thesis Televant
CONTENT	26.22	COOD TO AVEDACE across browledge of whist
CONTENT	20-22	GOOD TO AVERAGE: some knowledge of subject
	z_0	adequate range infinited development of thesis
	21.17	EAD TO BOOD: limited knowledge of subject
	21-17	littlesubstance incdequate development of topic
	16.13	VERV POOP: does not show knowledge of subject
	10-13	verification and partiant or not anough to
	I at I	non-substantive not pertinent of not enough to
	20.18	EVALUATE FYCELLENT TO VERY COOD: fluont expression
	20-18	ideas clearly stated/supported succinet well organized
		logical sequencing cohesive
	17 14	COOD TO AVERACE: somewhat choppy
	17-14	looselyorganized but main ideas stand out limited
		support logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent ideas confused
	15 10	ordisconnected lacks logical sequencing and
		development
	9-7	VERY POOR: does not communicative no
	71	organization or not enough to evaluate
		organization of not enough to evaluate
ORGANIZATION		
	20-18	EXCELLENT TO VERY GOOD: sophisticated
		range effective word/idiom choice and usage word
		form mastery appropriate register
	17-14	GOOD TO AVERAGE: adequate range occasional
		errors of word/idiom form, choice, usage but meaning
		not obscured

Table 3.2Scale for Assessing the Students' Writing Ability

	13-10	FAIR TO POOR: limited range frequently errors of
		word/idiom form choice usage meaning confused or
		obsoured
	0.7	
	9-7	VERY POOK: essentially translation little knowledge
		of English vocabulary, idioms, word form or not
		enough to evaluate
VOCABULARY		
VOCIDULINI		
	25.22	
	25-22	EXCELLENT TO VERY GOOD: effective complex
		constructions few errors of agreement, tense,
		number,word order/function, articles, pronouns,
		prepositions
	21-18	GOOD TO AVERAGE: effective but simple
	21 10	constructions minor problems in complex
		constructions sourcel arrors of agreement tenso
		constructions several errors of agreement, tense,
	119	number, word order, function, articles, pronouns,
	10-	prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple
1	1 51	/complexconstructions frequent errors of negation,
	z = 0	agreement, tense, number, word order/function,
	1 > N	articles, ronouns, prepositions and/or fragment, run-
		ons, deletions meaning confused or obscured
LANGUAGE	10-5	VERY POOR : virtually no mastery of
	10.5	sentenceconstruction rules dominated by errors does
USE		not communicate or not enough to evaluate
USL	1 24 1	notcommunicate of not enough to evaluate
	340	Thinness M M
	5	EXCELLENT TO VERY GOOD: demonstrates
		mastery of conventions, few errors of
		spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of
		spelling punctuation, capitalization, paragraphing but
		meaning
		not obscurad
	2	
MECHANICS	3	FAIR IO POOK: Irequent errors of spelling,
		punctuation, capitalization, paragraphing ,
		poorhandwriting ,meaning confused or obscured
	2	VERY POOR: no mastery of conventions dominated
		by errors of spelling, punctuation,
		capitalization, paragraphing handwriting illegible or
		not enough to evaluate
TOTAL SCORE ·	l.	
TOTAL SCORE .		

Sudijono (2010:314)

The researcher used statistical procedures :

1) To find out the mean (M) of all score

Heaton (1998 : 146) as cited in Riswanto and Putra (2012: 64), mean is average of scores. The researcher added all of the numbers involved in the research and divided them with the total number of numbers. The formula to find the mean score was as follows:

a. Determining mean of variable X, The result of the test was analyzed by finding the average score of the students' writing test. It means that the experimental students' scores were calculated in order to find out the mean score. with formula as follows:

 $Mx = \sum_{N1} X$

Explanation:

Mx = Mean of the score of experiment class

 $\sum X =$ Sum of the student's score of experimental class

N1 = Number of students of experimental class

b. Determining mean of variable Y, the result of the test was analyzed by finding the average score of the controlled class students' writing recount text test with formula as follows:

$$M_{\gamma} = \sum_{i} \frac{Y}{N2}$$

Explanation:

 M_{γ} = Mean of the score of controlled class

 $\sum x =$ Sum of the student's score of controlled class

N2 = Number of students of controlled class

2) t-test

Sugiyono (2008:197), t-test is used to find the the effectiveness of textless comics and make a match in teaching writing of recount text. The formula to find t-test score is as follow:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2)S_2^2}{n_1 + n_2 - 2} \cdot \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

The validity of the test if the students got the improvement of their writing recount text score from pre-test and post-test.

3.4.3. Questionnaire

Questionnaire was given in the last meeting of the research and aimed to know the students' responses. The question consisted of positive questionaire (sentences) and negative questionaire (sentences). Each answer is scored as follow :

Table 3.3The Qualification the Result of Questionnaire

Score of questions	Score of students' answer	
from students'	Positive questions	Negative questions
response		
Strongly agree	4	1

Agree	3	2
Disagree	2	3
Strongly Disagree	1	4
The Total Questions	15	5
	•	Q : (2015 125)

Sugiyono (2015 :135)

The questionnaire result was analyzed through the score percentage of the students' responses.

tota Percentage=	l score	X 100%
Ma	ximum score	
T;	able 3.4The Catego	ories of Questionnaire Percentage
Score perce	entage	Category
>80%		Excellent
60% - 7	9%	ARAN Good
40% - 5	9%	Enough
		-
20% - 3	9%	Poor
< 20%)	Very poor

Arikunto (2010: 44)

3.5.Research Procedure

Conducting research needed some processes or some steps. The researcherdid someprocedures to conduct her research as a process. The procedures was elaborated below:

3.5.1. The Procedure of the Research

1)Observation

The researchercame to school to ask the principle's permission who has theauthority to allow the writer to conduct the research. After getting thepermission, the researcher met the English teacher toarrange time for doing the research and find out whether the population and sample was available or not.

2) Determining the population

The population of the students are at the tenth Grade Students of SMK N I Sayung. The researcher took sample of 62 students.

3) Preparing the test and conducting it

The researcher did the test using textless comics and make a match learning in experimental class. The test consisted of 15 items. The items were multiple choice and writing test.

4) Arranging the material and presenting the method in the class

The learning used textless comics and make a match method in teaching recount text for experimental class (X Sewing Program and for control class X Software Application Program) by using textless comics and make a match method in teaching recount text.

5) Arranging and conducting the test

The test was carried out to check the significant difference between the experimental class and control class after the treatment was given to the experimental.

3.5.2.The Procedure of Implementation of Textless Comics and Make a Match in Learning Process

In the implementation of textless comics and make a match, the researcher described the steps as below :

- 1) The researcher did her research in tenth grade of sewing program, and she took the class assample of her research based on purposive cluster sampling. Beforegiving the writing test, she watched the teaching learning process about recount text given by the English teacher.
- 2) Next, the researchercollected the students' writing test and checking it bycircling the wrong words or sentences and returning it to the studentsto correct their writing by themselves.
- 3) Then, the students' writingswere collected again and the researcher checked it once more to find whether the students could correct thewords or not.
- 4) She calculated the students' ability by drawing it up in a table based on the classification of errors then she made the result of total errors intopercentages and charts.

- 5) The researcheranalyzed and classified the students' ability based on Brown's theory and then sheexplains the sources of errors made by the students. The total number of the sources of errors were drawn up in a table and we reconverted into percentages and chart.
- 6) Then, she interpreted all of the data descriptively.
- 7) The last step, she madewas a conclusion of her research.

