

CHAPTER III

RESEARCH METHODOLOGY

There are several subheadings in this chapter, they are setting of the research, population, sample, sampling technique, research design, instrument, technique of collecting data and technique of analysing data.

3.1. Setting of The Research

The research was conducted at MA Masalikil Huda Tahunan. It is located at Kauman RT 05 RW 03 Tahunan, Jepara 59427. The researcher took two class XI IPS 1 and XI IPS 2. The students are taught two times a week. The research was carried out in November 2018 for four meeting, which consist of gave a pre-test, treatment and post-test to the students of experimental and control group.

3.2. Population, Sample, and Sampling Technique

3.2.1. Population

According to Mubarok (2015: 31) Population is a unit of the object or subjects that has certain qualities and characteristics which are studied by the researcher then be deducted. In this research the population is the students in eleventh grade of MA Masalikil Huda Tahunan in the academic year 2018/2019. There are three classes in eleventh grade levels, such as XI MIA, XI IS 1, and XI IS. The total number of students is 80.

3.2.2. Sample

The researcher only took some of the population become a subject of the research, it can be called as a sample of the population. Sample is part of quality and characteristics of the population (Mubarok, 2015)

In this research the samples were picked out from population and they were divided into two classes. The first class is experimental class (XI IS 1) was taught by using Tutorial Video and the other class is Control class (XI IS 2) was taught by using conventional method.

3.2.3. Sampling Technique

Hadi (1987: 222) sampling is a technique used for getting sample. It means that sampling is a technique or process for getting sample from population. In this research, the researcher used simple random sampling for getting sample from the population. This technique will be used by research if the population is a very large number. In this case, all members of selected groups have similar characteristics. Cluster random sampling is used to determine two classes which are used as the sample in this research. In this research the Experimental class was XI IS 1 and Control class was XI IS 2.

3.3. Research Design

This research design used in this research is experimental design with a quantitative approach. Quantitative is broadly used to describe what can be counted or measure and can therefore be considered objective (Wallace: 1998). Furthermore, Mubarok (2015: 17) says quantitative research emphasize the analysis of numerical data (numbers) are processed with statistical methods. So, in quantitative approach the researcher collected numerical data.

According to Mubarok (2015: 88), Experimental research is research method use to find a specific treatment effect against the other uncontrolled conditions. Furthermore, Nunan (1992: 24) experiments are carried out in order to explore the strength of relationship between variables (Ratri Ikadestanti, 2017)

Experimental design is classified into four designs, they are pre-experimental, true-experimental, quasi experimental and factorial design (Mubarok, 2015). From those types of the experimental design, the researcher uses quasi-experimental design to know the significant differences in writing procedural text using tutorial video.

In this research, the researcher took two classes of the eleventh-grade students in MA Masalikel Huda chosen as the experimental group and control group. The both classes tested by post-test and pre-test. The test was based on the materials given in the class. The test items were concerned with writing.

The process of Experimental Research

Treatment

EO1 X O2
CO3 Y O4

(Mubarok, 2015)

E: The experimental group

C: The control group

X: The treatment using Tutorial Video

Y: The treatment using Conventional Method

O1: Pre-test for experimental group

O2: Post-test for experimental group

O3: Pre-test for Control group

O4: Post-test for Control group

The step of the experimental used experimental group and control group. The treatment conducted to experimental group, the experimental group that taught by using Tutorial Video and the control group the treatment without Tutorial Video or using Conventional Method. The result of post-test (O2 and O4) were computed statistically.

According to Frankel and Wallen (2009: 261) in experimental study, there is an effect of at least one independent variable on one or more dependent variables. The independent variable is also frequently referred to as the experimental or treatment. The dependent variable refers to the result or outcomes of the study. In this research, there are two variables as follows:

1) Independent Variables (X)

Sugiyono (2006: 61) defines independent variables is a variable that influences or those to be cause of change to the dependent variable. The independent variable in this research is Tutorial Video.

2) Dependent Variables (Y)

Sugiyono (2006: 61) defines dependent variable as a variable that was affected or that be the result because of the existence of the independent variable. The dependent variable in this research is Procedure Text writing.

3.4. Instrument

According to Sugiyono (2006: 61) instrument is a device that is used to measure the natural and social phenomena observed. In this research the instrument of collecting data is test. Test is a test in simple terms, is a measuring a person's ability knowledge, or performance in a given domain (Mubarok, 2015). This test is used to measure the achievements of someone who has learned something. In this case, the researcher used written test especially essay test to know and measure the student's mastery in writing procedure text.

To assess the test, the researcher uses Analytical scoring rubric. Analytical scoring rubric is a criterion desired by researchers in assessing or giving levels of students work. According to (Weigle, 2002) state that there are five components presented in the analytical scoring rubric for writing are

content, organization, vocabulary, language use, mechanics. The researcher uses analytic scoring rubric using as follow:

Table 3.1
Analytical Scoring Rubric

Components of writing	Scores	Indications
Content (C)	30 – 27	Relevant to the topic and easy to understand.
	26 – 22	Rather relevant to the topic and easy to understand.
	21 – 17	Relevant to the topic but is not quite easy to understand.
	16 – 13	Quite relevant to the topic.
Organization (O)	20 – 18	Most of the sentences are related to the main idea.
	17 – 14	Some sentences are related to the main idea.
	13 – 10	Few sentences related to the main idea.
	9 – 7	The sentences are unrelated to each other.
Vocabulary (V)	20 – 18	Effective choice of words and words forms.
	17 – 14	Occasional errors of words/idiom form, choice, but meaning not obscured.
	13 – 10	Frequent errors in choice of words/idiom form, choice but meaning confused or obscured.
	9 – 7	Very poor knowledge of words, word form and not understandable.
Mechanic (M)	5	It uses correct spelling, punctuation and capitalization.
	4	It has occasional errors spelling, punctuation and capitalization.
	3	It has frequent errors of spelling, punctuation and capitalization.
		It is dominated by errors of spelling, punctuation

	2	and capitalization.
Grammar	25 – 22	A few grammatical inaccuracies.
(G)	21 – 18	Some grammatical inaccuracies.
	17 – 11	Numerous grammatical inaccuracies.
	10 – 5	Frequent grammatical inaccuracies.

Adapted from Weigle (2002: 116)

Score: C+O+V+M+G=...

The five aspects are differently weighted to emphasize first, content (30 points) and next, language use/grammar (25 points), with organization and vocabulary weighted equally (20 points), and mechanic receiving very little emphasize (5 points). The final score obtained is the sum of each component.

3.5. Technique of Collecting Data

According to Mubarak (2015: 49) data collection is method or tool which are used by researcher to get valid data. In collecting the data, researchers can use same strategies which will help them to gather the data from the field of the research that they want to get. Without using right data collection, researcher will get invalid data. To collect the data, it must use instrument. In this part, the instrument device into pre-test, treatment and post-test.

Table 3.2

The Process in Experimental Research

EXPERIMENTAL GROUP	CONTROL GROUP
<p>➤ Pre-Test</p> <p>In this part, the researcher gave written tests to the students with the same theme for experimental group and control group. The test is to make text procedures based on their own steps and opinions. The pre-test of experimental group was given on November,11 2018 (meeting 1).</p> <p>➤ Treatment 1</p> <p>After conducting pre-test, Experimental group got treatment 1. In this part, the researcher explains the material about procedure text consist of meaning, generic structure and language feature</p> <p>➤ Treatment 2</p> <p>In treatment 2 the researcher and the students recall the material that has been studied. After that, the researcher give example by using Tutorial Video. The treatments of experimental group were given on November,18 2018.</p>	<p>➤ Pre-Test</p> <p>In this part, the researcher gave written tests to the students with the same theme for experimental group and control group. The test is to make text procedures based on their own steps and opinions. The pre-test of control group was given on November,8 2018 (meeting 1).</p> <p>➤ Treatment 1</p> <p>After conducting pre-test, control group got treatment 1. In this part, the researcher explains the material about procedure text consist of meaning, generic structure and language feature</p> <p>➤ Treatment 2</p> <p>In treatment 2 the researcher and the students recall the material that has been studied. After that, the the researcher give example by using text book in the form of picture sequence. The treatment of control group was given on November,15 2018.</p>

<p>➤ Post-Test</p> <p>Post-test was conducted after the students got treatment at one time in the second meeting. The researcher gives a test again with the same theme for experimental group and control group. So, there is significant or not after use Tutorial video in writing procedure text.</p>	<p>➤ Post-Test</p> <p>Post-test was conducted after the students got treatment at one time in the second meeting. The researcher gives a test again with the same theme for experimental group and control group. So, there is significant or not if only use text book or conventional method.</p>
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3.6. Technique of Analysing Data

To analyse the data, the researcher analyses and compare the statistically. Whether there are scores of the experimental class and control class. The technique is useful to prove a significant difference between pre-test and post-test data of two classes, the writer using statistical analysis or SPSS and T-test.

