

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used a quantitative research . According to Sugiyono (2014 : 13) quantitative research method is method can be interpret as research method based on philosophy of positivism, use to research at certain population or sample, collecting data using research instrument, data analysis and hypothesis. The researcher gave a pretest for these groups to know the condition between experimental group and control group before a treatment. The researcher held treatment twice for each group. The experimental group was treated by the researcher using RAFT technique in learning process. Meanwhile, the control group treated using direct method in learning process. Then, the researcher gave a posttest. It is aimed to know about students' writing descriptive text improvement in the experimental group and control group.

The researcher wants to know the effect of RAFT method on the students writing ability in descriptive text. In this research, two classes of the ten grade students in SMA Islam Jepara involved as the experimental and control class. Both classes test by pre-test and post-test. X IPS and X BAHASA chose as the sample of the study. For the experimental class the researcher use X IPA and X IPS as control class.

The form of non-equivalent control group design is as the follow:

$O1 \times O2$
$O3 \quad O4$

Taken from (Sugiyono, 2015: 79)

Where,

O1 : The pre-test given for the experimental group

O2 : The post-test given for the experimental group

X : Treatment that is only given for the experimental group

O3 : The pre-test given for the control group

O4 : The post-test given for the control group

3.2 Population And Sample

Population is a generalization region consist of object or subject that have certain qualities and characteristics by researcher to be studied and then drawn conclusions (Sugiyono 2014: 117) . The population of this research is all of the ten grade students of SMA Islam Jepara.

Sample is a part of whole population (Sugiyono, 2015: 81). In this research, the researcher chose two classes of whole tenth grades which the first group become an experimental group and the other become a control group. The experimental group in X IPA and the control group in X IPS.

Table 3.1 Table of Sample

No	Class	Total Students
1	X IPA	26
2	X IPS	26
	Total	52

3.3 Research Variables

In this research, the variables are independent variable and dependent variable :

3.2.1 Independent variable

Independent variable is a variable that influences the others variable (Sugiyono, 2015: 39). In this study, the independent variable is RAFT method technique. In this study the independent variable is the use of RAFT method in teaching descriptive text.

3.2.2 Dependent Variable

Dependent variable is a variable that influenced by the others variable (Sugiyono, 2015: 39). In this study dependent variable is the increasing students writing ability in descriptive text at the ten grade of SMA Islam Jepara.

3.4 Technique of Data Collection

In this research, the data collected by using pre-test and post-test in experimental and control group. In experimental group the students got

treatment that is RAFT Technique, but in control group do not got it. Then, the researcher gave a treatment in learning English process, especially in writing descriptive text. The test is essay, the students write a descriptive text at least 3 paragraphs. First, in the experimental group after pre-test the researcher will teach and guide students write descriptive by using RAFT Technique. Second, after pre-test in control group, the researcher tough and guide student about writing descriptive text using conventional method. The second test is posttest that held after the treatment. The last test is aimed to know the significances of learning outcome, especially in students' writing score.

3.5 Instrument for Collecting Data

The researcher used essay to the test for the pre-test and post-test that is the instruction to write a descriptive text for at least 3 paragraphs. The result of the pre-test and post-test from both classes used to identify the influence of RAFT strategy on students' writing of descriptive text. In this research, the researcher will use A Paper Based Test . A Paper Based Test a form of test that in its implementation use paper and writing as a tool, both for test questions and test answer. There were also those interpret written tests as tests question must be answer by students by giving asnwer in writing. Assement instrument use to measure student learning outcome that will be assess must meet the require ment of homogeneity and normality.

Adapted from (Brown, 2004, pp. 244-245)

NO	ASPECT	CRITERIA	LEVEL
1.	Content	Excellent to Very Good: <ul style="list-style-type: none"> • Knowledgeable • Addressees the assigned topic • The ideas are concrete and well-developed • Substantive 	30-27
		Good to Average: <ul style="list-style-type: none"> • Addressees the issues, misses some points • Adequate range • Limited development of thesis • Some knowledge of subject 	26-22
		Average to Poor: <ul style="list-style-type: none"> • It is somewhat off the topic • Paragraphs are not divided exactly right. • Limited knowledge of subject • Little substance 	21-17
		Poor: <ul style="list-style-type: none"> • Ideas incomplete • Non-substantive • It does not reflect thinking • Not enough to evaluate 	16-13
2.	Organization	Excellent to Very Good: <ul style="list-style-type: none"> • Appropriate title • Idea is stated • Cohesive • Logical Sequences 	20-18
		Good to Average: <ul style="list-style-type: none"> • Adequate title • Some ideas are not fully developed • Logical but incomplete sequencing 	17-14
		Average to Poor: <ul style="list-style-type: none"> • Lack of logical sequencing • Non-fluent • Ideas confused 	13-10
		Poor: <ul style="list-style-type: none"> • Minimally organization • Lack of supporting evidence • Illogical • Does not communicate 	9-7
3.	Vocabulary	Excellent to Very Good: <ul style="list-style-type: none"> • Appropriate register • Word form mastery 	20-18

		<ul style="list-style-type: none"> • Sophisticated range • Effective word/idiom usage 	
		Good to Average: <ul style="list-style-type: none"> • Adequate range • Occasional error word/idiom usage but meaning not obscured 	17-14
		Average to Poor: <ul style="list-style-type: none"> • Limited range • Frequent error word/idiom usage • Meaning obscured or confused 	13-10
		Poor: <ul style="list-style-type: none"> • Little knowledge of English vocabulary • Essentially transition 	9-7
4.	Language Use (Grammar)	Excellent to Very Good: <ul style="list-style-type: none"> • Native-like fluency in English grammar • No fragment or run-on sentences 	25-22
		Good to Average: <ul style="list-style-type: none"> • Advanced proficiency in English grammar • Occasional error word/idiom usage but meaning not obscured 	21-18
		Average to Poor: <ul style="list-style-type: none"> • Limited range • Frequent errors word/idiom usage • Major problems in construction • Meaning obscured or confused 	17-11
		Poor: <ul style="list-style-type: none"> • No mastery of sentence construction rules • Dominated by error 	10-5
5.	Mechanics	Excellent to Very Good: <ul style="list-style-type: none"> • Correct use of English writing convention • Few errors of writing conventions • Very neat 	5
		Good to Average: <ul style="list-style-type: none"> • Some problems with writing convention. • Occasional errors of spelling, punctuation, capitalization, paragraphing 	4
		Average to Poor: <ul style="list-style-type: none"> • Uses general writing conventions, has some errors. • Spelling problems distract reader 	3
		Poor: <ul style="list-style-type: none"> • No mastery convention • Dominated by error of writing conventions 	2

3.6 Procedure of Research

3.6.1 Pre-Test

Pre-test is a test that is conducted before giving the treatment. The aim of the pre-test to know the basic ability of students' writing skill in writing a descriptive text. The researcher gave the same topic for pre-test both of the experimental class and the control class. This test is written paper-based test.

3.6.2 Treatment

The material was explanation text that was given to both of the experimental class and the control class. The experimental class was treat by use RAFT technique in teaching writing. Meanwhile, the control class was not. The treatment will give twice for every class.

Table 3.2 Table of Treatment

No	Class	Activites
1	Experiment	<ul style="list-style-type: none"> • The first meeting, the researcher asks students to discuss about the material. • The students identify the structure and social function of descriptive text. • The researcher give the conclusion about the material. • The second meeting the researcher

		<p>introduce RAFT technique and give the example about descriptive text.</p> <ul style="list-style-type: none"> • The students make a descriptive text by apply RAFT technique.
2	Control	<ul style="list-style-type: none"> • The first meeting, the researcher asks students to discuss about the material. • The students identify the structure and social function of descriptive text. • The researcher give the conclusion about the material. • The second meeting, the researcher asks students to discuss about the material. • The students identify the structure and social function of descriptive text. • The researcher give the conclusion about the material

3.6.3 Post-Test

Post-test is a test that conducted after giving the treatment. It is aim to know the significances of learning outcome, especially in students' writing score. The researcher give the same topic for the experimental class and also the control class.

3.7 Technique of Data Analysis

The research will analysis the data immedietely. The data or the score of experimental and control class test will be analyze to know the effeectiveness of RAFT strategy in this research. The researcher divides the test result into two groups, they are experimental group and control group. The score of the written test of both groups will be analyze. The researcher uses statistical analysis to analyze the collect data using t-test formula by using SPSS program 24.0 version. T-test technique is a statistical technique which is use to test the difference significance of 2 mean which comes from distributions. Based on the statemeny above, this research use t-test in order to differences the students result of writing a descriptive text who were teach by using RAFT and teach without using RAFT significant or not.