

CHAPTER III

METHOD OF THE RESEARCH

This chapter discusses the method that is used in this study. The discussion includes research design, setting of the study, population and sample, variable of the research, instruments of the research, techniques of collecting data, techniques of data analysis, and the discussion of teaching experiment.

Research Design

Research design covers the research project together. According to Sugiono in general, research method has been defined as scientific way to obtain the data with the purpose and specific utility.⁵¹ Trochim argues a design in the research, is used to show how all the parts of the research project, such as the samples of groups, measures, treatments or programs, data collection technique and methods of collecting the data.⁵² This study is an experimental research. Experimental research can be interpreted as a research method that based on positivism philosophy. It is used to research on certain population or sample, data collection uses research instrument, data analysis is quantitative/statistic characteristic, it is

51

Sugiyono, *Statistika Untuk Penelitian*. (Bandung: Alfabeta Bandung, 2010) 20

52 William M. K. Trochim, *The Research Methods Knowledge Base, 2nd Edition* (Ithaca, N.Y: Cornell Custom Publishing, 1999) 171

purposed to test hypothesis that has been settle.⁵³

In experimental research is not only used to explain the causal relationship between one and the other variables, but also to explain and predict the direction of motion or tendency of a variable in the future. Experimental research its self has been divided into three design groups that are Pre-experimental design, true experimental design, and quasi experimental design. This research uses quasi experimental research. Such as true experimental design a quasi experimental design is used to find a causal relationship between two factors, but in quasi experimental design lacks the key ingredient-random assignment. In this design, the subject cannot be randomly assigned both the experimental or the control group.⁵⁴

This research is experimental research design, to know the causal relationship between two variables, in this research; the students are divided into two groups to identify initial differences between both of group. There are experimental and control group. Pretest is also conducted before giving treatment to experimental group. The experimental group receives special treatment while control group does not. After the treatment, both groups do a post-test to find out the role of the treatments. Next, both the results are compared in order to find out the causes and the role of the treatments.

53 Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta Bandung, 2010) 8
54 (<http://eprints.umm.ac.id/1921>) Browsed on Thursday, 22 october 2013 at 00.30 A.M

Table 3.1

The Process of Experimental Research

Group Pretest Treatment Post test A O₁ X P₁ B O₂ - P₂

Pretest Treatment Post test A O₁ X P₁ B O₂ - P₂

Treatment Post test A O₁ X P₁ B O₂ - P₂

Post test A O₁ X P₁ B O₂ - P₂

A O₁ X P₁ B O₂ - P₂

A O₁ X P₁ B O₂ - P₂

O₁ X P₁ B O₂ - P₂

X P₁ B O₂ - P₂

P₁ B O₂ - P₂

B O₂ - P₂

B O₂ - P₂

O₂ - P₂

- P₂

P₂

Explanation:

A : Experimental Group

B : Control Group

O₁ : The pre-test gives before treatment in experimental group

O₂ : The pre-test gives before treatment in control group

X : The treatments

P₁ : The post-test gives after treatment in experimental group

P₂ : The post-test gives after treatment in control group

The experiment group is coded as A while the control group is coded as B. Both classes do pretest (O₁ and O₂). It is administered in order to know students' English writing achievement before the treatment. After that, the treatment (X) is applied to the experimental groups. At the end of the treatment, posttest (P₁ and P₂) is administered to both experimental and control group to know the students' English writing achievement. Therefore, the purpose of this study is to answer the research problem as written in the first chapter, exactly to find the improvement in using action movie trailer in teaching English writing narrative text for tenth graders of MAN 1 KOTA MOJOKERTO.

The researcher uses two classrooms to be tested. One becomes experiment group and another one becomes control group. Before giving treatment to the

experimental group, the researcher gives pretest for both groups to find out how is student's ability in writing narrative text.

Research Hypothesis

In this research, the hypothesis is alternative hypothesis; the use of movie trailers can improve their writing narrative text. There is a significant difference between students who are taught using movie trailer and students are taught narrative text using conventional technique. Movie trailer likely improves students' on writing narrative text.

The formula of the alternative hypothesis is as follows:

NULL hypothesis (H_0)

There is no significant improvement in achievement between students who are taught using action movie trailer than who are not taught using action movie trailers.

Alternative hypothesis (H_1)

There is a significant improvement in achievement between Students who are taught using action movie trailer than who are not taught using action movie trailers.

Explanations:

H_0 will be accepted if $t\text{-value} > t\text{-table}$

H_1 will be accepted if $t\text{-value} < t\text{-table}$

Variable of the Research

Donald Ary⁵⁵ defines variable as the attribute that is regarded as reflecting or expressing some concepts or constructs. In experimental study consists of two variables; they are independent variable and dependent variable. The independent variable is the single variable that is not influenced by other variables, while the dependent variable is a kind of variable that is affected by other variables⁵⁶.

Kinds of Variable:

Independent variable

In another word, independent variable is variable that can be manipulated by the investigator. Besides, independent variable must, by definition, be manipulated at levels of interest to the experimenter. In this study, action movie trailer is the independent variable.

Dependent variable

Dependent variable is a variable affected or expected to be effected. The dependent variable in this study, student's writing narrative text. Welkowitz argues that it is a variable which is measured by the experimenter and is expected to change from one level of independent variable to another⁵⁷. In this study, the dependent variable used is the students' writing performance in

⁵⁵ Donald Ary, *Introduction to Research Education*, (USA: Nelson Education, 2010), 37

⁵⁶ Cholid Narbuko - Abu Ahmad, *Metodologi Penelitian*, (Jakarta: Bumi Aksara 1997) 119

narrative text.

Object of the Study

Population and sample is essential part of the research. Population is generalization that consists of object or subject and has certain quality or characteristic which is determined by the researcher to learn and make conclusion, however sample is only a part of the number of characteristic are owned by the population. It can be said that sample is a smaller group or the objects selected from a large group (Population).⁵⁸ This is why the sample is taken from the population that has to be very representative because the conclusion made will be responsible for the population as well.

This research has been conducted in X class at MAN 1 Mojokerto. This research involves a number of people, while the total number of X students 150 which are divided into 6 classes. The researcher takes only 2 classes, one as experiment class and the other one as controlling class. The classes are A and D class, which both of them contains 24 students and have the same level in English writing according to the English teacher of MAN 1 Kota Mojokerto and Another participant is the English teacher from this school (MAN 1 Kota Mojokerto).

Time and Location of the Study

57 Welkowitz, *Introductory Statistics for the Behavioral Sciences*, 8

58 Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Bima Aksara, 2006) 130

The research has been held in MAN 1 Kota Mojokerto the first grade in academic year 2013/2014 on September 11th until September 22nd 2013.

Instruments of the Research

The researcher uses two instruments, such as questionnaire and a test in collecting data, to know students' respons, and students' improvement in writing skill of narrative text. From the questionnaire, the writer can obtain data to find out students' response about the media is used in the lesson and their achievement after they have been taught using the media.

Test

The test that has been used is written comprehension test. The researcher gives some themes, then students are asked to write a narrative text based on the themes that is given. The experimental group uses movie trailer while the control group doesn't.

The scoring of the test based on ESL composition profile. There are five components that are valued; content, organization, vocabulary, language use, and mechanic.

The researcher examines the test that has been given before. A good test is a test that has good validity. There are three types of validity covering the basic purposes for which the tests are used: content validity, criterion related validity, and construct validity. Since the study deals with writing

activity, so the researcher uses only content validity. Content validity is the extent to which the measure covers all the generally accepted meanings of the concept⁵⁹.

The instrument is believed to have content validity when the sample of items represent of some appropriate universal content. In this case the researcher asks the student to make a narrative text. This type of text is included in the English curriculum. This means that the test is valid based on its content.

Questionnaire

This part is devoted to the description of the questionnaire. The questionnaire instrument the researcher uses in this study is “rating scales”. It contains the set of Questions for gathering information. Rating scales are very useful for researcher as they build in a degree of sensitivity and differentiation of response while still generating number⁶⁰. In this research instrument the researcher is administered the questionnaire instrument to get students’ perception towards A study of action movie trailer to improve students’ ability in writing narrative text. Students’ response is rated in scale of very interesting, interesting, uninteresting and very uninteresting. Respondents indicate their opinion by ticking or putting mark on that position on the scale

59 Donald Ary, *Introduction to Research Education*, (USA: Nelson Education, 2010), 37

60 Louis Cohen, p. 325

which most represent what they feel.

Research Procedure

The procedure of this study is covered the following steps, namely: pretest, treatment 1, treatment 2 and posttest. To answer the research question of this study, the data from pretest and posttest are collected. Pretest is conducted before treatment while posttest is conducted after treatment. The researcher has been taught the students in the experimental by action movie trailer and he also teaches the control group by conventional method. Such activities with the same topic is conducted to both groups to see the differences achievement both of group. The research schedule is figured out in the text following table.

Table 3.2

The Research Procedure

NO EXPERIMENTAL GROUP CONTROL

GROUP	DATE	TOPIC	DATE	TOPIC	1	2
	2013	Pretest	September 11 th , 2013	Pretest	September 11 th ,	12 th September

EXPERIMENTAL GROUP CONTROL

GROUP	DATE	TOPIC	DATE	TOPIC	1	2
	2013	Pretest	September 11 th , 2013	Pretest	September 11 th ,	12 th September

CONTROL GROUP	DATE	TOPIC	DATE	TOPIC	1	2
	2013	Pretest	September 11 th , 2013	Pretest	September 11 th ,	12 th September

DATE	TOPIC	DATE	TOPIC	1	2
2013	Pretest	September 11 th , 2013	Pretest	September 11 th ,	12 th September

DATE TOPIC DATE TOPIC 1 September 11th,
2013 Pretest September 11th, 2013 Pretest 2 12th September

DATE TOPIC DATE TOPIC 1 September 11th, 2013 Pretest September
11th, 2013 Pretest 2 12th September

TOPIC DATE TOPIC 1 September 11th, 2013 Pretest September 11th,
2013 Pretest 2 12th September

DATE TOPIC 1 September 11th, 2013 Pretest September 11th,
2013 Pretest 2 12th September

TOPIC 1 September 11th, 2013 Pretest September 11th,
2013 Pretest 2 12th September

1 September 11th, 2013 Pretest September 11th, 2013 Pretest 2 12th
September

1 September 11th, 2013 Pretest September 11th, 2013 Pretest 2 12th
September

September 11th, 2013 Pretest September 11th, 2013 Pretest 2 12th
September

Pretest September 11th, 2013 Pretest 2 12th September

September 11th, 2013 Pretest 2 12th September

Pretest 2 12th September

2 12th September

2 12th September

12th September

2013 Treatment 1

Treatment 1

using action movie trailer to teach English narrative text 12th September

12th September

2013 Treatment1

Treatment1

Using conventional method to teach English narrative text 3 14th September

3 14th September

3 14th September

14th September

2013 Treatment 2

Treatment 2

using action movie trailer to teach English narrative text 14th September

14th September

2013 Treatment 2

Treatment 2

Using conventional method to teach English narrative text 4 18th, September

2013. Posttest 18th, September 2013. Posttest

4 18th, September 2013. Posttest 18th, September 2013. Posttest

4 18th, September 2013. Posttest 18th, September 2013. Posttest

18th, September 2013. Posttest 18th, September 2013. Posttest

Posttest 18th, September 2013. Posttest

18th, September 2013. Posttest

Posttest

The researcher prepares the teaching process first, before administering the activities above. It is undertaken two steps: First, prepares an appropriate material for teaching writing process. Second, the researcher organizes teaching procedure in the control and experimental group.

In this section, the researcher explains the procedures of teaching experiment. First, the researcher meets the English teacher to ask anything about the students and consult about the class that is chosen as experimental group and control group. Then, the researcher gives pre-test to both groups; experimental group and control group. The researcher asks to the students, to make a narrative text using some themes without media (without giving treatment before). After that, the writer gives treatment to the experimental group by teaching them using action movie trailer. Then, the researcher distributes questioner about teaching using the media. Next, the writer gives post-test to both groups; experimental group and control group.

The Control Group

The control group is taught as usual without the strategies as in experimental group. For the first meeting the students is given pretest as in

experimental group and the second and third meeting the students are taught as usual without treatments. The last meeting the students are given posttest.

Pretest

The pretest is administered for class X D MAN 1 Mojokerto as a control group. Where control group is not administered by using action movie trailer when pretest is given. But they have been taught by the traditional technique and have been attended by 24 students. Then, the score of pretest of control group is assessed based on the ESL Composition.

First Treatment

The first treatment is held on 12th September 2013. In this time the students is taught use traditional technique. The theme of this meeting is about “Movie (Transformer4)”. Before they start to write the essay, the researcher explains first about the criteria of how to write essay well based on the ESL Composition profile to make them clearly understand the rule of scoring the essay. The, the researcher asks the students to write their argument about the topic is given without any treatment.

The first treatment starts with greeting and share the purpose of the study. Then the researcher orders the students to open the book and give some explanation based on the subject. He asks the students to write their arguments about the topic. After that, he asks the students to submit the

work.

Second Treatment

The second treatment is held on 14th September 2013. In this time the students are taught to use traditional strategy. The topic of this meeting is about movie. Before students start to write the essay, the researcher explains first about the criteria of how to write essay well based on the ESL Composition profile to make them clearly understand the rule of scoring the essay. Then, the researcher asks the students to write their argument about it without any treatment.

The second treatment is started with the greeting and sharing the purpose of the study. Then he orders the students to submit their work. He asks the students to open the book and explains them about generic structure of narrative text. In the end, the researcher gives some question to check the students' understanding about the material.

The Experimental Group

Pretest is given to the experimental and control groups on the first meeting. The treatments for the experimental group are conducted on the second and third meeting and posttest is given on the last meeting of this research.

The treatments of this study the use of action movie trailer for the experimental group. It would be a help for the students in investigating the

question and it would direct students in order to choose, find and create the ideas of writing and then developing students' ideas into understand.

Pretest

As the test has been proven to be a test, pretest is administered to the class XA at MAN 1 Mojokerto as experimental group in this research. There are 24 students in class XA has been following the pretest. The score of experimental group which is showed in five components: content, organization, vocabulary, language use and mechanic (Appendix). Then, the score of pretest of experimental group is assessed based on the ESL Composition also.

First Treatment

The first treatment is held on 14th September 2013. In this time the students would be taught to use action movie trailer entitled Transformer 4.

The first treatment is started with the greeting and sharing purpose of the study. Before giving treatment by action movie trailer entitled Transformer 4, the teacher shows some material related to the topic by power point. he also shows action movie trailer entitled Transformer 4 before the researcher show the movie, the researcher write a difficult vocabularies on the white board.

Before they start to write the essay, the researcher explains first

about the criteria of how to write essay well based on the ESL Composition profile to make them clearly understand the rule of scoring the essay. After that, he asks the students to start writing and submit the result.

Second Treatment

The second treatment is held on 14th September 2013 In this time the students teach using action movie trailer entitled transformer 4 same with the first meeting.

The second meeting does not so different with the first meeting. The treatment is started with the greeting and shares the purpose of the study. Before they started to write the essay, the researcher explained first about the criteria of how to write essay well based on the ESL Composition profile to make them clearly understand the rule of scoring the essay.

Data Collection Techniques

In this study, the writer uses two techniques to collecting the data. The two techniques are library research and field research.

Library Research

Library research is one of technique to collect the data that uses some theories from many scientists. These theories are gotten from some books. It is

necessary using library research, because the writer needs some theories that are relevant to his study and to reinforce his research. These theories help the writer in collecting the data.

Field Research

Field research is also called direct survey. In this research, the researcher contacts the respondent directly. In this study, the writer also uses three ways of this methods. They are:

Test

To find out whether students' writing skills in narrative text improve through the use of action movie trailer, the researcher uses test to collect the data. The test has been done twice; pre-test and post-test

Pre-test

Pre-test is given to the students both control group and experiment group before getting the treatment. Pre test has been given on September 11th, 2013. the researcher does not give test directly, but give the general explanation of the study at first, then test is done in 45 minutes. The test is intended to know the students' ability in making narrative text before treatments are given

Post-test

Post-test is given to the respondent both control group and experiment group after getting the treatment especially in experiment group and it

is contributed on September 18th, September 2013.

Questionnaire

Questionnaire is used to get information about the personality of respondent, or something that they know. It is intended to see students' respond after the implementation of teaching writing narrative text using action movie trailers. It is done on 22th, September 2013. The questionnaire is given to the experimental group which is related to the media and their progress of writing ability before and after treatments.

Techniques of Data Analysis

In data analysis, the researcher analyzes the result of teaching and learning process of this study. There are some kinds of data that must be analyzed. First, the data concerning students' writing skills in narrative text improve through the use of action movie trailer and data concerning student's response after the implementation of teaching writing narrative text using action movie trailers. Those are described as follows:

Analyzing data concerning the improvement of the study

To see the improvement of the study, whether it affected success or not, the researcher conducted pretest and posttest to collect data. The researcher makes a table of pre- test score and post- test score of experimental

group and control group.

Table 3.3
Percentage of Experimental Group and Control Group

Experimental Group	Control Group	Pre- test
	Control Group	Pre- test
Pre- test		
	Pre- test	
	(A₁) Post-test	
	Post-test	
	(A₂) Difference	
	Difference	
	(A) Pre-test	

Pre-test

(B₁) Post-test

Post-test

(B₂) Difference

Difference

(B)

Then, the researcher do the following steps:

Calculating means of each group

The formula as below:

Experimental Group

Control Group

Notes:

M_x = the mean of the score to experimental group

$\sum x$ = the amount of the score to experimental group

M_y = the mean of the score to control group

$\sum y$ = the amount of the score to control group

N = number of students

Calculating the sum of squared deviation of each group

The formula is below:

Experimental Group

...

Control Group

...

Notes:

$\sum X^2$ = square deviation of experimental group

$(\sum X)^2$ = residual score of experimental group

$\sum Y^2$ = square deviation of control group

$(\sum Y)^2$ = residual score of control group

N = number of students

Applying all of them to t-test formula

...

Notes:

M_x = the mean of experimental group

M_y = the mean of control group

N_x = the respondent number of experimental group

N_y = the respondent number of control group

$\sum X^2$ = deviation of each value X_2 and X_1 of experimental group

$\sum Y^2$ = deviation of each value Y_2 and Y_1 of control group

Calculating degree of freedom (d.f)

The formula is:

...

After getting the result by using t-test, then it is consulted into t-table. If the t-counted is higher than t-table, it means that there is a positive effect of using action movie trailer in writing narrative text. So the alternative hypothesis is accepted. On the other hand, if t-counted is lower than t-table, so the alternative hypothesis is rejected.

Analyzing data concerning students' response toward the study

Students' response questionnaire is arranged based on the Likert scale.

It is assessed with the following scale⁶¹:

Very interesting (VI) = 4

Interesting (I) = 3

Uninteresting (UI) = 2

Very uninteresting (VU) = 1

61 Sugiyono, *Statistika Untuk Penelitian*, 2007, Page: 93-95

The score of students' response is calculated with the every single question and look for the percentage by using formula as follow:

Information:

: the total of students' response score is gotten by calculating $SRS_{VI} + SRS_I + SRS_{UI} + SRS_{VU}$

$$SRS \text{ maksimum} = \sum R \times \text{the best score choice} = \sum R \times 4$$

After getting percentage of every single statement. Then, students' responses in every single statement are classified to see the criterion by using likert scale. It is explained as follows⁶²:

Table 3.4
Criteria of students' response

	Percentage	Criterion	
			0% - 20%
0% - 20%		Criterion	0% - 20%
			0% - 20%
			21% - 40%
			41% - 60%
			61% - 80%
			81 – 100% Very weak
		Very weak	
		weak	

average

strong

very strong

The last step is arranging the category to classify the general response of student toward the implementation of the students' responses after the implementation of teaching writing narrative text using action movie trailers.

Those are:

If $\geq 50\%$ from general students' response score includes in strong or very strong category. The students' response is positive.

If < 50 from general students' response score includes in strong or very strong category. The students' response is negative.

