

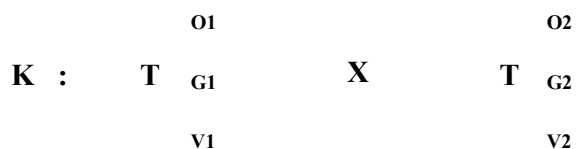
III. RESEARCH METHODS

In order to answer the research question and achieve the objective of the research, research method should be constructed thoroughly. The research method consists of research design, population and sample of the research, data collecting technique, step in collecting data, scoring criteria, schedule of the research, validity and reliability of the test, data treatment, and hypothesis testing.

3.1 Research Design

This research was intended to find out whether there is a significant improvement of the students' writing ability after being taught through outlining strategy. It was conducted based on the pre-experimental method which applied *one group pre test-post test design* modified from the idea suggested by Setiyadi (2006: 131). An experimental class was taken as the sample which got the treatment by implementing outlining strategy. In this case, the pre-test and post-test which consisted of three parts were administered in order to measure the improvement of students' writing ability in terms of organization, grammar, and vocabulary respectively. The pretest was used to find out the students' preliminary ability and the posttest was used to look how far the improvement of students' writing ability after the treatments. The criteria whether outlining strategy can improve students' writing ability was determined by the differences between the mean score of the

pre-test and post-test in each aspect of writing. The research design can be represented as follow:



Note:

- K* is related to Experimental class
- T_{O1}* represents Pre-test of Organization
- T_{G1}* represents Pre-test of Grammar
- T_{V1}* represents Pre-test of Vocabulary
- X* is related to Treatment (teaching writing through outlining strategy)
- T_{O2}* represents Post-test of Organization
- T_{G2}* represents Post-test of Grammar
- T_{V2}* represents Post-test of Vocabulary

3.2 Subject of the Research

The population of this research was the second year students of SMPN 13 Bandar Lampung in the year of 2011/2012. There were seven classes of second year students. Since SMPN 13 is regarded as the representative of National Standard School, the school authority rules that the distribution of students in each class has to fulfill the principle of equality. Thus, there is no leveling in the distribution of classes. In other words, second year students of SMP Negeri 13 Bandar Lampung have the same level of ability. As the result of purposive sampling, class VIIIG consisted of 30 students, 14 males and 16 females was taken as the subject of the research.

3.3 Data Collecting Technique

This research was aimed at gaining the data on the students' writing ability score before the treatment (pretest) and after treatment (posttest). Therefore, writing test which is consisted of pre-test and post test was employed. Both tests provided three separated parts intended to measure students' writing ability in terms of organization, grammar, and vocabulary. The description of pre-test and post test can be seen as follows:

1. Pre-test

The pre-test was conducted before the treatment was administered. It was used to know the students' ability in writing simple recount text before they were being given the treatment. The pre-test consisted of three separated parts which measured three respective aspects of writing; organization, grammar and vocabulary. The students were asked to write a simple personal recount text based on the topic given. The pretest was conducted in 120 minutes. The pretest was administered once.

2. Post-test

The post-test was conducted after the treatment was administered. It was used to know the improvement of students' ability in writing simple recount text. The post-test also consisted of three separated parts which measured the improvement of three respective aspects; organization, grammar, and vocabulary. The post-test has the same item as the pre-test. It was conducted in 120 minutes. The post-test was administered once.

3.4 Steps in Collecting the Data

In collecting the data, this study used the following steps:

1. Determining the subject of the research

The population of the research is the second year students of SMPN 13 Bandar Lampung. Second year students were chosen because recount text material had been learned by them in the first semester based on 2006 English curriculum. It was chosen one class out of seven classes of 8th grade students of SMPN 13 Bandar Lampung as the research subject. The experimental class consists of 30 students. In determining the experimental class, simple probability sampling was used. In this research, Class 8G was chosen as the subject of the research

2. Preparing the Pretest Materials

In this research, there were once three pretests proper to 8th grade of Junior High School student. Each of pretest was used to measure the aspects of organization, grammr, and vocabulary respectively. The topics were “unforgettable moment, vacation, and special day”. The materials were taken from *Wajar* students’ handbook based on 2006 Junior high school English curriculum of KTSP.

3. Conducting the Pre-test

The pre-test was conducted to measure student’s preliminary ability before treatment. Here, the students in experimental class were assigned to write recount text which consists of orientation, series of events, and re-orientation. Three aspects were evaluated in separated parts. They were

organization, grammar, and vocabulary. The topics of the recount text were unforgettable moment, vacation and special day. The time was allocated for about 120 minutes.

4. Giving Treatments

There were three times treatments conducted in this research. Each treatment had been conducted for 2 x 45 minutes consisting of procedures of teaching writing through outlining strategy. It was assumed that three times treatment is enough to develop students' recount text ability because, based on the 2006 English curriculum, recount text had been learned by them at the previous semester. Outlining strategy was implemented in teaching recount text in experimental class. The topics discussed by the students were an Unforgettable moment, Vacation, and Special Day. The topics were taken from *Wajar* based on the School Based Curriculum 2006 for the second year of Junior high school students.

5. Conducting the Post-test

In order to see the improvement of students' writing ability, the post-test was conducted in experimental class after they were being given the treatment. The students were assigned to write recount text consisting of orientation, series of events, and re-orientation. The post-test also consisted of three parts which were conducted in 120 minutes to measure whether there is a significant improvement of students' writing ability in terms of organization, grammar, and vocabulary after being given treatments.

6. Analyzing the Test Result (Pre-test and Post-test)

After scoring pretest and posttest, the data were analyzed by using SPSS software program. It was used to find out the means of pre-test and post-test and how significant the improvement was.

3.5 Scoring Criteria

The students can succeed in writing if their writing includes three aspects of writing. Therefore, three aspects of writing were evaluated in the students' paragraph writing in the form of simple personal recount text. They were organization, grammar, and vocabulary.

The criteria of scoring were modified from Hughes (1989: 92) that can be described as follows:

Organization

- 80 **Student's writing ability is classified as Excellent** if their paragraph writing is highly organized; topic sentences are well developed; sequencing of ideas is logic; the relationship within ideas flows smoothly because of sufficient transitional signals.
- 70 **Student's writing ability is classified as Very Good** if their paragraph writing is well organizaed; topic sentences are rather developed; sequencing of ideas is logic but incomplete; the relationship within ideas flows rather smoothly because transitional signals are sometimes used.
- 60 **Student's writing ability is classified as Good** if their paragraph writing has some lack of organization; topic sentence are under

developed; paragraph writing is lack of logical sequencing of ideas; re-reading required for clarification of ideas.

- 50 **Student's writing ability is classified as Fair** if their paragraph writing has little or no attempt at connectivity; though reader can deduce some organization.
- 40 **Student's writing ability is classified as Poor** if there is some individual ideas which may be clear but it is very difficult to deduce connection between them.
- 30 **Student's writing ability is classified as Very Poor** if their paragraph writing is lack of organization and it is so severe in which communication is seriously impaired.

Grammar

- 80 **Student's writing ability is classified as Excellent** if students make effective complex constructions; there are few errors of agreement, tense, word order, articles, preposition in students' paragraph writing.
- 70 **Student's writing ability is classified as Very Good** if students compose effective but simple constructions, some errors of agreement, tenses word order, articles, prepositions, but meaning seldom obscure.
- 60 **Student's writing ability is classified as Good** if the student's paragraph writing has minor problem in complex/simple construction; fairly frequent errors of agreement, tenses, word order, articles, prepositions, and/or fragments are noticable which do not, however, interfere with comprehension.
- 50 **Student's writing ability is classified as Fair** if the student's paragraph writing has major problem in complex/simple construction; frequent

errors of agreement, tenses, word order, articles, prepositions, and/or fragments are noticable as to make occasional re-reading necessary for full comprehension.

- 40 **Student's writing ability is classified as Poor** if there are very frequent errors of agreement, tenses, word order, articles, and prepositions; reader often has to rely on own interpretation.
- 30 **Student's writing ability is classified as Very Poor** if there is no mastery of sentence construction rules; paragraph writing is dominated by errors as to make comprehension virtually impossible.

Vocabulary

- 80 **Student's writing ability is classified as Excellent** if students make effective selection of word which is relevant to the content in their paragraph writing so that meaning is clear .
- 70 **Student's writing ability is classified as Very Good** if they make occasional errors of word choice and usage in their paragraph writing so that meaning is sometimes confusing or obscured.
- 60 **Student's writing ability is classified as Good** if there are frequent errors of word choice and usage so that meaning is confusing or obscured; expression of ideas may be limited because of inadequate vocabulary.
- 50 **Student's writing ability is classified as Fair** if students make word by word translation in their paragraph writing; they has little knowledge of vocabulary which clearly hinders expression of ideas.
- 40 **Student's writing ability is classified as Poor** if vocabulary is so limited and so frequently misused in their paragraph writing that reader must often rely on own interpretation.

- 30 **Student's writing ability is classified as Very Poor** if vocabulary limitation is so extreme as to make comprehension virtually impossible in their paragraph writing.

3.6 Schedule of the Research

This research took five meetings with the following procedure:

1. The first meeting was used to conduct the pre-tests (120 minutes)
2. The second meeting was used to explain and remind the students about recount text which deals with generic structure, language future, purpose. The material is taken from student handbook *Wajar for SMP*. The topic used was "An Unforgettable Moment" (2 x 45 minutes)
3. The third meeting was conducted to teach students about outlining strategy before they wrote recount text. The topic was "Vacation" (2 x 45 minutes)
4. The fourth meeting was used to train students practice making outline in order to write an effective recount text in different topic. The topic was "Special Day". (2 x 45 minutes)
5. The last meeting was used to conduct the post-tests. (120 minutes)

3.7. Validity and Reliability

A test can be said whether it is usable or not if it has fulfilled the criteria of validity and reliability. The writing test is the decisive instrument of this research. Hence, it is important to measure validity and reliability of the test in order to get valid and reliable data.

3.7.1 Validity of the Test

A test can be considered valid if the test measures the objectives to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to the Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity will be analyzed.

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given was suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982: 251). This study used recount writing test that was supposed to be comprehended by the second year of junior high school students. The test was considered as valid in content validity since the test of writing constitutes a representative sample of the language skill and structure and also the material used were chosen based on 2006 English Curriculum of KTSP for second year junior high school.

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it would be examined whether the test given actually reflect what it means to know a language. In this research, scoring criteria was based on the three aspects of writing; organization, vocabulary, and language use that were suggested by the notion suggested by Jacobs et al (1981: 90).

3.7.2 Reliability of the Test

Hatch and Farhady (1982:243) established that the reliability of a test can be defined as the extent to which a test produces consistent result when it administered under similar conditions. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there will be inter-rater reliability. Inter-rater reliability was used when score on the test is independently estimated by two or more judges or raters. In this case, the first rater was researcher and the second writer was English teacher of SMPN 13 Bandar Lampung, Dharmayanti, S.Pd. Before scoring the students' recount text writing, it is important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Jacobs et al (1981: 90).

To measure how reliable the scoring was, this study used *Spearman Rank Correlation* with the formula that can be described as follows:

$$r = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Notes:

r : Coefficient of rank correlation

d : Difference of rank correlation

N : Number of students

(Sugiyono, 2006: 228)

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as follows:

1. 0.80 - 1.0 : very high reliability
2. 0.60 - 0.79 : high reliability
3. 0.40 - 0.59 : medium reliability
4. 0.20 - 0.39 : low reliability
5. 0.0 – 0.19 : very low reliability

(Arikunto, 1998: 260)

The writing tests are considered reliable if the tests reached the range of 0.60-0.79 (high reliability). The result of the calculation showed that the reliability coefficient of the pre-test and post-test was acceptable. It can be seen from the table below:

Table 1. Result of Reliability Test of Pre-test and Post-test

	Aspect of Writing		
	Organization (r-value)	Grammar (r-value)	Vocabulary (r-value)
Pre-test	0.939	0.937	0.882
Post-test	0.896	0.943	0.872

According to the table above, it is found that the reliability coefficient of pre-test of organization, grammar and vocabulary are 0.939, 0.937, and 0.881 respectively. Meanwhile, the reliability coefficient of post-test of organization, grammar, and vocabulary were 0.896, 0.943, and 0.872 respectively. Based on the standard criteria list, all of those tests were considered as very highly reliable and, therefore could be used in this research.

3.8 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research is accepted or not. SPSS was used to know the significance improvement of treatment effect. The hypothesis is analyzed at significance level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$. It means that probability of error in hypothesis is only about 5%. The hypotheses are stated as follows:

1. H_0 : There is no significant improvement of the students' writing ability in term of organization after being taught by using outlining strategy

H_1 : There is a significant improvement of the students' writing ability in term of organization after being taught by using outlining strategy

2. H_0 : There is no significant improvement of the students' writing ability in term of grammar after being taught by using outlining strategy

H_1 : There is a significant improvement of the students' writing ability in term of grammar after being taught by using outlining strategy

3. H_0 : There is no significant improvement of the students' writing ability in term of vocabulary after being taught by using outlining strategy

H_1 : There is a significant improvement of the students' writing ability in term of vocabulary after being taught by using outlining strategy