**CHAPTER III**

**RESEARCH METHOD**

**3.1 Design of Research**

 In this research, the researcher will use quantitative through experimental design. Based on Sugiyono (2013) quantitative research methods is a way for testing theories by examining the relationship between variables. These variables are measure so that statistical processes could be used to examine the data, which consisted of numbers and figures. Therefore, this research will conduct to test whether the use of picture media was effective or not on students’ English writing skills in descriptive text.

 This research will conduct using two groups of samples namely control group and experimental group. The experimental groupreceived treatment employing the picture media. In this research pre-test and post-test comparing in order to find out the effect of picture media on students’ English writing skills in descriptive text.

**Table 3.1 Design of The Research**

|  |  |  |
| --- | --- | --- |
| **Group** | **Treatment** | **Class** |
| Experimental Group | Pre-test | Using Picture Media | Post-test | VIII 2 |
| Control Group | Pre-test | Without Picture Media | Post-test | VIII 1 |

##  Population and Sample

**3.2.1 Population**

Arikunto (2014) states that population is all of the research subjects. The population of this research is the VIII grade students of SMP AL-Hidayah Medan. The total number of population are 43 students divide into two classes.

**Table 3.2.1 The Population of Research**

|  |  |
| --- | --- |
| Class | Population |
| VIII 1 | 22 |
| VIII 2 | 21 |

* + 1. **Sample**

Sample is part or representative of the population being studied. The sample of this research are VIII 1 as a control class and VIII 2 as an experimentclass. VIII 1 consists of 22 students and VIII 2 consists of 21 students. So, the total samples will be 43 students.

**Table 3.2.2 The Sample of Research**

|  |  |  |
| --- | --- | --- |
| Class | Class | Sample |
| VIII 2 | Control class | 22 |
| VIII 1 | Experimental class | 21 |
| Total | 43 |

## 3.3 Instrument of the Research

## The instrument used here are test and observation.

1. Writing Test

Test is a tool of determining a student's ability to execute a task or exhibit mastery of a skill or knowledge. The test is used in this research is pre-test and post-test. Pre-test is done before implementing picture media in preliminary study to know the students competence in writing descriptive text. Post-test is done after implementing the picture media in teaching descriptive texts.

**Table 3.3**

**Scoring Guidance and The Explanation of Criterion**

|  |  |  |
| --- | --- | --- |
| Categories | Score | Criteria |
| Content | 30-27 | Excellent to very good: knowledgeable, substantive, through the development of thesis, relevant to assigned topic. |
| 26-22 | Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. |
| 21-27 | Fair to poor: limited knowledge of subject, little substance, inadequate development of topic. |
| 16-13 | Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate. |
| Organization | 20-18 | Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive. |
| 17-14 | Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support,logical but incomplete sequencing. |
| 13-10 | Fair to poor: non-fluent;ideas confused or disconnected; lacks logical sequencing and development. |
| 9-7 | Very poor: does not communicate, no organization, or not enough to evaluate. |
| Vocabulary | 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 error of word/idiom form,choice usage but meaning not obscured |
| 13-10 | Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured |
| 9-7 | Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate. |
| Language use/grammar | 25-22 | Excellent to very good: effective complex constructions: few errors of agreemrnt, tense, number, word order function, articles, pronouns, prepositions. |
| 21-18 | Good to average: effective but simple constructions; minor problem in complex constructions; several errors of agreement, tense, number, word order function, articles, pronouns, prepositions but meaning seldom obscured. |
| 17-11 | Fair to poor: major problem in simple/complex construction; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured. |
| 10-5 | Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate. |
| Mechanics | 5 | Excellent to very good: demonstrates mastery ofconventions; few errors of spelling, punctuation, capitalization, paragraphing. |
| 4 | Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing. |
| 3 | Fair to poor: Frequent errors of spelling, punctuation and capitalization, write sentence. |
| 2 | Very poor: No mastery of conversation, dominated by errors of spelling, punctuation, capitalization, write sentence, hand write not enough to evaluate. |

1. Lesson Plan (RPP)

Lesson plans are learning plans that are made before the learning process is carried out. Good learning should be based on lesson plans. Lesson plans are translated from the syllabus to direct student learning activities in an effort to achieve Basic Competence (KD). The teaching and learning process is not only concerned with the problem of presenting the material, but also with regard to the problem of planning the implementation and evaluation of these activities.

## 3.4 Technique of Collecting Data

In collecting data, the researcher applied some techniques, namely: pre-test treatment, and post-test.

1. Pre-test

The pre-test will conduct to discover the homogeneity of the sample and mean score of each group. In the other words, it will use to measure the students’ skills in writing descriptive text before applying the treatment. Before starting the experiment, a pre-test will administer to the samples of both groups with the same items. The kind of researcher will give an essay test. Then their test will check and collect as the pre-test data and give the score

1. Treatment

The treatment will be use after giving the pre-test. The experimental group and the control group will be taught using the same material but different instruments. In the experimental group, this study will use Picture Media, and the control group will be taught not to use Picture Media. The following are the steps for using the picture media in writing learning:

* + - * 1. The researcher introduces to picture to experimental group
				2. Asking the students to guess the name of noun in the pictures.
				3. Asking the students to make descriptive text by the pictures.
				4. The researcher using several pictures and then asks the students to point to the picture being describe.
				5. The researcher collects their work and gives score.
1. Post-test

Post-test will give to know differences score between experimental and control group. It will give to the student after treatment has been reached in order to find out the effect of using picture media on students’ skills in writing whether it will significant or not.

## 3.5 Technique of Analyzing Data

## The data will be calculated after the test has been completed. To evaluate the data and identify the students' responses. Analyze the students' answers using the five components to evaluate writing ability: content, organization, vocabulary, language use, and mechanics. The researcher should do requirement test at the first by using normality and homogencity test.

1. Normality Test

To test the normality of data, the researcher will use Liliefors test with the following steps:

1. Perception X1, X2.....Xn made permanent number Zi, Z1, Z2, ...... Zn by using formula:$Zi =\frac{X\_{i}-X}{S}$
2. To find out S (Zi) we use the formula:$S(Zi)=\frac{F\_{Cum}}{n}$
3. Here, after calculating a proportion Zi, Z1, Z2, ...... Zn, the smaller equals to Zi
4. Counting the difference F(Zi) – S(Zi), and ten determine its absolute price.
5. Taking the biggest price among absolute price of the difference and mentioning the price by L0.
6. If L0< L obtained from the critical coefficient test, the Liliefors with the real level α = 0,05, hence the distribution is normal.
7. Homogencity Test

To the test variants of both homogenous samples, variants equality test, that is:

$$F=\frac{Thebiggestvariants}{Thesmallestvariants}$$

Here, its criterion is Fobservation<Ft, then both samples was homogenous

1. Hypothesis Test

$$t=\frac{M\_{X}-M\_{Y}}{\frac{dx^{2}-dy^{2}}{nx+ny-2}\frac{1}{nx}+\frac{1}{ny}}$$

Where :

*Mx* = The mean score of experiment group

*My* = The mean score of control group

*dx* = The deviation standard of experimental group

*dy* = The deviation standard of control group

*nx*= The total sample of experimental group

*ny* = The total of control group