Chapter III

Research Method

This research aims to investigate the effect of writing descriptive text by using English club television channel. This chapter will explain the research design, research hypothesis, research variable, population and sample, research instrument, data collection technique, and data analysis.

A. Research Design

The Method of the research which is used by the researcher is Experimental Design. According to Leedy and Omrod cited by Yair Levy and Timothy J. Ellis, Experimental research is a research where the participants are assigned randomly into two or more groups which is given treatment or interviewed to gain the data, then observed or measured by using test to measure the effect of the treatment.\(^1\)

In this research, the researcher used quasi experimental. Quasi experimental research, is a research where the researcher can only takes randomly treats different variable, stated by Charles, C.M cited by Mohammad Adnan Latief.\(^2\) Quasi Experimental designs, is a study which is

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\(^1\) Yair Levy and Timothy J. Ellis. Graduate School of Computer and Information science: A Guide for Novice Researcher on Experimental and Quasi-Experimental Studies in Information System Research (Florida; Nova Southeastern University, 2011),152

\(^2\) Mohammad Adnan Latief “Tanya Jawab Metode Penelitian Pembelajaran Bahasa”(Malang: UM Press, 2010),120
same as experimental design generally, which is aimed to testing the causal of hypotheses. Quasi Experimental research is designed to identify a comparison between experimental group and control group by using test and treatment.³

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 also is also conducted before giving treatment to experimental group. The experimental group receives special treatments while control group does not. After the treatment, both of groups do a post-test in order 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 treatment.

### Table 3.1

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (8A class)</td>
<td>O₁</td>
<td>X</td>
<td>P₁</td>
</tr>
<tr>
<td>B (8F class)</td>
<td>O₂</td>
<td>-</td>
<td>P₂</td>
</tr>
</tbody>
</table>

Explanation:

A : Experimental group (the researcher choose 8A class as Experimental group)
B : Control group (The researcher choose 8F class as control group)

O₁ : The pre-test given before treatment in experimental group
O₂ : The pre-test given before treatment in control group
X : The treatments

P₁ : The post-test given after treatment in Experimental group
P₂ : The post-test given after treatment in Control group

The experimental group is coded with A while Control group is coded with B. Both classes do pre-test (O₁ and O₂). It is administered in order to know students’ writing achievement before the treatment. After that, the treatment (X) is applied to the experimental group. At the end of the treatment, post-test (P₁ and P₂) is administered to both experimental group and control group to know the students writing achievement. Therefore, the purpose of this study is to answer the research question as written in the first chapter, exactly to find the improvement in using English club television channel in teaching writing descriptive text for eighth grade of SMP NEGERI 3 SURABAYA.
The researcher uses two classrooms to be tested. 8A class becomes experimental group and 8F becomes control group. Before giving treatment to the experimental group, the researcher gives pretest for both groups to find out how is students’ ability in writing descriptive text.

B. Research Hypothesis

This research is kind of experimental research. Experimental research is a research where the participants are assigned randomly into two or more groups which is given treatment or interviewed to gain the data, then observed or measured by using test to measure the effect of the treatment. According to Eric Rogers cited by Shalini Prasad, hypothesis is a single tentative prediction, good hunches-predicted for use in devising theory or planning experiments intended to be given a direct experimental test when possible. Also, hypothesis has meaning as tentative prediction about the relationship between two or more variables. The nature of hypotheses, is a clear statement of what is intended to be examined. The nature of hypothesis also has its function:

1. To identify the research objectives

2. To identify the key abstract concepts involved in the research

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4 Yair Levy and Timothy J. Ellis. Graduate School of Computer and Information science: A Guide for Novice Researcher on Experimental and Quasi-Experimental Studies in Information System Research (Florida; Nova Southeastern University, 2011),152
3. Identify its relationship to both the literature review and problem statement.

There are two kinds of hypothesis, there are Null hypothesis and Alternative hypothesis.

Null Hypothesis draw a theory which is believed as a truth one or used as a basis for argument, which has not been proved.

Alternative Hypothesis draw a theory which set up to established. And frequently, explain the conclusion of the researcher.  

C. Research Variable

According to Kaur SP, variable in research is a term of frequently used in research. It is relevant to describe and identify the variable when in designing quantitative research. Besides, variables can also called as implies, which is something that describe varies. Such as height, weight, height, body temperature, students’ knowledge, and so on. Variables divided into two kinds, Independent variable and dependent variable. Independent variable is the active variable which controlling the dependent variable. While dependent

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variable is a variable which is bound variable, controlled by the independent variable.⁶

In this research, the dependent variable is writing descriptive skill, while the independent variable of this research is English club television channel. In this case, the researcher used 8A class as experimental group where this group is treated by using English Club Television channel as media whereas 8F class as Control Group is treated by using random Youtube video. The researcher takes this class randomly and both of the two classes have the same ability in writing descriptive text.

D. Population And Sample

There are 304 students divided into 8 in eighth class of SMP NEGERI 3 SURABAYA. This study was conducted in 8A class and 8F class in SMP Negeri 3 Surabaya that located in Jl. Praban No. 3 Surabaya. In this research took two classes which have 38 students in 8A class and 38 in 8F class. The reason that make researcher choose 8A class as an object of the research because, this classroom is a bilingual classroom, which is use English as major language in interaction between teacher and student. Other reason, some of the student need new way in learning English and the teacher need innovation of English teaching material. In addition, the researcher chooses 8F because of students’ writing ability is equal with 8A class.

⁶ Kaur SP. “Variables in Research” IJRRMS, Vol. 3. No. 4. October-December 2013, 36
This research conducted in writing skill, because, writing is one of the most important skill as an output of the language. The writer’s position as a researcher is to testing the writing skill of the two classes. After the researcher observing the students skill in writing descriptive text through pre-test, the researcher tries to give treatment, English club television channel as a media in teaching writing descriptive text, then, the researcher held post-test in order to reflect on how effective this media in teaching writing descriptive text. In the other hand, the researcher examined about her invention in learning and teaching writing descriptive text by using English club television channel.

The researcher chooses 8A and 8F class as a sample of the research, because, the English material, especially writing descriptive text was given in that class.

Since this is a quasi-experimental research, cluster sampling was assigned and results two classes 8A and 8F class. From the 7 class population, the sample was specified into 8A and 8F for the sample. The reason why the researcher applies cluster sample, is because the researcher cannot randomize the students to be sample in the population to represent in the research.

E. Time and location of this study

The research has been held in SMP NEGERI 3 SURABAYA the eighth grade in academic year 2016/2017 on September 14th until October 13th 2016.
F. Research Instrument

In this Research, the writer used some instruments prepared to get the data. The Instruments are writing comprehension test and questionnaire. According to R. John Hansman, Jr., In abstract terms, an instrument is a tool which change a physical variable of measurement to a form of recording which is suitable. In order to measure, to have consistent meaning, it is general to employ a standard system of units by which measurement to be compared.  

1. Test

Before coming to experimental stage, the writer held the pre-experimental stage by using twice test, pre-test and post-test. Pre-test was given to measure students understanding in using present tense through writing descriptive text, before treatment. While, post-test was given to measure students understanding in using present tense through writing descriptive text after treatment. Generally, a test is a tool or method used in measuring person’s knowledge, performance, or someone’s ability in specific domain. In this case, the writer held the pre-test and post-test to find out the validity and reliability are discussed below:

a. The validity of the test

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7 R. John Hansman, Jr. “characteristic of Instrumentation” (Massachusetts Institute of technology :CRC Press:2000), 1
According to Gronlund, cited by H. Douglas Brown, Validity is a goal of assessment which is meaningful, useful and proper with the conclusion of the test. In this section, the researcher will use two validity, they are content and construct validity. The elaboration states as follows:

1) Content validity

According to the Mousavi and Hughes, cited by H. Douglas Brown, content validity is a test where the test-taker perform the behavior which is measured by using the samples as a subject in inferences.

2) Construct validity

Construct validity is a large-scale in validating standardized test of proficiency.  

b. The Reliability of the test

The Reliability of the test is a test which is dependable and consistent in fluctuation in scoring, in the students, in the test itself, and test administration.

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2. Questionnaire

Questionnaire is the option tool of any engage in research. It can provide cheap and effective way to collect the data in manageable form and structured. Where questionnaires can be very detailed, covering many subjects or issued which also can be focus on important area. Questionnaire can be used to collect and analyzed the quantities of the data from a variety of respondents. An effective questionnaire is one that provides the transmission of a useful and accurate data from the respondent to the researcher. 11

The researcher took the data from questionnaire to know students’ responses after using English club television channel in their class. The researcher gave the questionnaire to the students in experimental group in the end of meeting.

3. Observation checklist

The researcher took the data from observation checklist to know about the application of English Club Television channel in teaching writing descriptive text

G. Research procedure

The procedure of this study is covered by the following steps, named: pretest, treatment 1, treatment 2, treatment 3 and posttest. To answer the research question of this study, the data from pretest and posttest are collected. Pretest is conducted before the researcher giving the treatment and posttest is conducted after the researcher giving treatment. The researcher has been taught the students in the experimental by English Club Television channel taken from Youtube and she also teaches the control group by using random Youtube video which related to the topic of the lesson. Such activities with the same topic are 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

<table>
<thead>
<tr>
<th>No</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>1</td>
<td>September 15&lt;sup&gt;th&lt;/sup&gt; 2016</td>
<td>Pretest and treatment 1 Using English club television channel to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>improve writing descriptive text.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Treatment 2 and questionnaire, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using English Club Television channel to improve student writing descriptive text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 11th, 2016</td>
</tr>
<tr>
<td>2</td>
<td>September 16th, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>October 13th, 2016</td>
<td>Treatment 3 and post-test Using English Club Television Channel to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
improve students’ writing descriptive text.

Television channel to improve students’ writing descriptive text.

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 descriptive text process. Second, the researcher organizes teaching procedure in the control group 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 pretest to both groups; experimental group and control group. The researcher asks to the students, to make a descriptive writing using home as a theme without using media (without giving treatment before). After that, the writer gives treatment to the experimental group by teaching them using English club television channel and control group by teaching them using random Youtube video. Then, the
researcher distributes questionnaire about teaching using English club television channel. Next, the writer gives post-test to both groups; experimental group and control group.

1. The control group

The control group is taught by using random Youtube video without the specific media as the 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 by using random Youtube video. The last meeting, the students are given post-test.

a. Pretest

The pretest is administered for class 8F of SMP NEGERI 3 SURABAYA as a control group. Where, the control group is not administered by using random Youtube video when the pretest is given. But they have been taught by the traditional technique and have been attended by 38 students. Then, the score of pretest of control group is assessed by the rubric score which is used by the researcher.

b. First Treatment

The first treatment is held on 14th September 2016. In this time, the students are taught by using random Youtube video. The theme of this meeting is about “animal”. Before they start to write the descriptive text, the researcher explains first about the generic
structure of descriptive text and its example to make them understand about how to write descriptive text well. Then, the researcher asked the student to write and identify which one is identification and which one is description based on the random Youtube video.

The first treatment starts with greeting. Then, the researcher plays the video and asks the student to guess about the topic of the lesson in this meeting. After that, the researcher ordered students to ask to their friend about their favorite animals and how does it looks like. Then, the researcher asked the student to write about the description of animal and identify which one is identification and which one is description. The last, the researcher asked student to read aloud together to identify which one is identification and which one is description about animal.

c. Second Treatment

Second treatment was held on 11th October 2016. In this time, the students are taught by using random Youtube video. The theme of this meeting is about transportation. On that meeting, the researcher asks the students’ to dance together in order to warming up and refresh their mind after midterm test. Before they start to write the descriptive text, the researcher explains first about the generic structure of descriptive text and its example to make them understand about how to write descriptive text well. Then, the researcher asked the student to
write and identify which one is identification and which one is
description based on the random Youtube video.

The first treatment starts with greeting. The researcher plays
the video then order the student to guess the topic of the lesson. After
that, the researcher asks students about kinds of transportation. Then,
the researcher explains about generic structure and some elements
needed in writing descriptive text. After that, the researcher writes the
example of description about transportation, and asks the students to
guess which one is identification and which one is description.

d. Third treatment

Third treatment was held on 12\textsuperscript{th} October 2016. In this time, the
students are taught by using random Youtube video. The theme of this
meeting is about public places in a town. On that meeting, before they
start the lesson, the researcher asks the student to dance together based
on the video played by the researcher in order to warming up. After
the researcher asks the students to dance together, the researcher asks
the students to guess the topic of the lesson based on random Youtube
video which the researcher shown in LCD projector.

The researcher then asks the students about public places in a
town and ordered student to mention about kinds of public places in a
town and public places should be available in a town. After that, the
researcher asks the student to identify the generic structure of
descriptive text based on the text which explained by the researcher.

Then, the researcher explains about the example of conclusion word in writing.

2. The experimental group

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

The treatment of this study is the use of English Club Television channel for the experimental group. It would be a help for students in investigating the question and it would direct student in order to choose, find and create the ideas of writing and developing ideas to understand.

a. Pretest

As the test has been given, pretest is administered to the class 8A at SMP NEGERI 3 SURABAYA as experimental group in this research. There are 38 students in class 8A has been following the pretest. The score of experimental group which is showed in eight components: Introduction, Focus on topic (content), Supporting information/details, Adding personality (Voice), Sentence structure, Sequence (organization), Conclusion and Grammar and spelling (Appendix). Then, the score of pretest
of experimental group is assessed based on descriptive writing rubric.

b. First treatment

The first treatment of experimental group was held in 15th September 2016. First treatment was done in order to apply English club television channel in teaching writing descriptive text. On that meeting, the researcher asked the student to listen to the song which is related to the topic of the lesson. Then, the researcher asked the student to guess the topic based on the video gained from English club television channel. After student guessing the topic, the researcher asked the student to ask their friend about their favorite animal and how it does look like.

After the student asked their friend about the description of animal, the researcher ask the student to write a description about the animal based on English club television channel. Then, the researcher asked the student to discuss with their friend about their descriptive writing, give them the example of descriptive writing, and teach the generic structure of descriptive text. In the end of the class, the researcher said thank you to the student. The researcher choose animal as the
topic of first treatment, because, animal is one kind of things around them.

c. Second treatment

The second meeting was held on 16th September 2016. Second treatment was done in order to apply the English club television channel in teaching writing descriptive text. On that meeting, the researcher greet to the student, also, the researcher gives the questionnaire to the student in order to know their responses when learning writing descriptive text by using English club television channel. The researcher gives video of English club television channel then asked the student to guess about the topic.

The researcher then asked the student to ask to their friend about what is their favorite transportation and how it does looks like. After asking their friend, the researcher asked the student to looking for the identification and description of the description based on English club television channel. The researcher then asked the student to discuss with their friend about their description writing which they get based on English club television channel and present in front of the classroom. At the end of the classroom, the researcher said thank you to the student.
d. Third treatment

The third treatment was held on 13th October 2016. Third treatment was done in order to apply English Club Television Channel in teaching writing descriptive text. On that meeting, the researcher plays the warming up video in order to energize student before they start the lesson. After asking student to dance together, the researcher asks the students to guess the topic of the lesson based on the video from English Club Television channel. Then, the researcher asks the students about kinds of public places in a town, some public places in Surabaya and public places should be in a town.

The researcher then explains about the example of conclusion, generic structure of descriptive text, and characteristic of descriptive text. At the end of the classroom, the researcher said thank you to the students.

H. Data Collection Technique

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

1. Library Research

Library research is one of technique to collect the data that uses some theories from scientist. These theories are gotten from some
books. It is necessary to use library research because the researcher needs some theories to help the researcher to collect the data.

2. Field Research

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

1) Test

To find out whether students’ writing skills in descriptive text improve through the use of English Club Television Channel, the researcher uses test to collect the data. The test has been done twice; pretest and posttest.

a) Pretest

The pretest was given to the students both control group and experimental group before getting the treatment. Pretest has been given on 14th September 2016 in control group and 15th September 2016 in experimental group. The researcher does not give test directly, but ask about general explanation about descriptive text which is learned before. Then, the test was done in 40 minutes. The test is intended to know the students’ ability in writing descriptive text before the treatment was given.
b) Posttest

The post-test was given to experimental group and control group after getting a treatment. The post-test was given on 12\textsuperscript{th} October 2016 in control group and 13\textsuperscript{th} October 2016 in experimental group. The researcher does not give test directly, but ask about general explanation about descriptive text which is learned before. Then, the test was done in 40 minutes. The test is intended to know the students’ ability in writing descriptive text after the treatment was given.

2) 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 descriptive text using English Club Television Channel. It is done on 16\textsuperscript{th} September 2016. The questionnaire is given to experimental group which is related to the media and their progress of writing descriptive before and after the treatment.
I. Data Analysis

In data analysis, the researcher analyzes the results of teaching and learning process of this study. There are some kinds of data that must be analyzed. First, the data concerning students’ writing skill in descriptive text improve through the use of English Club Television channel and data concerning students’ response after the implementation of teaching writing descriptive text using English Club Television channel. Those are described as follows:

1. Analyzing the 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 the data. The researcher makes a table of pretest and posttest score of experimental group and control group.

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre – test (A₁)</td>
<td>Pre – test (B₁)</td>
</tr>
<tr>
<td>Post – test (A₂)</td>
<td>Post – test (B₂)</td>
</tr>
<tr>
<td>Difference (A)</td>
<td>Difference (A)</td>
</tr>
</tbody>
</table>
Then, the researcher does the following steps:

a. Calculating means of each group

The formula as follows:

**Experimental group**

\[ M_x = \frac{\Sigma x}{N} \]

**Control Group**

\[ M_y = \frac{\Sigma y}{N} \]

Notes:

- \( M_x \) = the mean of the score to the experimental group
- \( \Sigma x \) = the amount of the score of experimental group
- \( M_y \) = the mean of the score to control group
- \( \Sigma y \) = the amount of the score of control group
- \( N \) = Number of students

b. For analyze of questionnaire, the researcher used pattern as follow:

\[ P = \frac{n}{N} \times 100\% \]

Description:

- \( P \) = the percentage of students
- \( n \) = the number of respondents who choose certain option
- \( N \) = a whole of students