

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would like to give description about the research design, the subject of study, data collection, data instrument and data analysis.

3.1 Research Design

The research of this study is quasi-experimental study in which the pre-test and post-test is to fulfill purpose of this study. These tests is used to find out the significant effect of SWELL method in teaching writing descriptive text of eighth grade at MTS Islahiyah Kalitidu. A quasi-experimental design with non-randomized pre-test and post-test (table 3.1) is applied.

Group	Pre-test	Treatment	Post-test
Experimental	+	+	+
Control	+	-	+

Table 3.1. Non-randomized subjects, pre-test, post-test quasi experiment design where:

- + : With treatment
- : Without treatment

There will be two groups for this design, the control group and experimental group. Both of them will be given pre-test, post-test, and then, the treatment will be given to the experimental group, while the control group will be taught as usual without manipulation. The scores both of groups will be administered to measure the students' writing ability before the treatment. The

next step applies SWELL method to the experimental group for four times. In the experimental group, the researcher will teach the students by using SWELL method. Firstly, the researcher will set up the students into several groups. They will be divided based on their proficiency levels. Secondly the researcher will give picture for each group. Then the students who have role as helper helps the students who have role as writer by giving some questions about the description of the picture, while the students who as writer make an outline or draft. After that, they discuss the draft that is made by the writer to develop into paragraph. Then, post-test will be given for both groups. From those steps, the effect of SWELL will be examined.

3.2 Population and Sample

The population of the study is the first semester in eighth grade academic 2014/2015. In eighth grade, there are three classes consists of VIII-1, VIII-2 and VIII-3 classes. This study will be conducted at MTS Islahiyah Kalitidu. The researcher chooses the school, because in this school the teacher only uses teacher-centered method.

The researcher takes two classes as the sample; they are VIII-1 and VIII-3. One is the experimental class and the other is control class. The experimental group is VIII-3 class with 26 students while the control group is VIII-1 class with 26 students. So the total number of sample is 52 students.

Based on the explanation above, the sample is called a non-equivalent groups design. It is a line with Price and Oswald (2006) stated that a non-equivalent groups design includes an existing group of participants who receive a treatment and another existing group of participants to serve as a control or comparison group and the participants are not randomly assigned to conditions, but rather are assigned to the treatment or control conditions along with all the others in their existing group.

3.3 Data Collection

Data collection is the process of gathering and measuring information. They are some stages to collect the data collection:

3.3.1 Research Instrument

In this study, there is instrument for collecting the data. The instrument is a test, pre-test and post-test. Before the students getting treatment from researcher, the students will get pre-test in form of written test. After making a text, the students submit their work to the teacher, and then their works are assessed by the teacher based on the criteria given. Pre-test is used to measure the differences ability of the students in experimental and control group. The post-test has the same procedure with the pre-test. The post-test will be given in the last program of this research after giving some treatments to the experimental

group in a period of time. The post-test is used to measure the influence of the treatment.

The instrument is English test, the type of this test is subjective. There are five aspects that use as guideline for scoring writing ability: content, organization, vocabulary, grammar and mechanic. Based on the standard competence, the researcher use descriptive text for pre-test and post-test. In scoring the students' writing descriptive text, the researcher asks the teacher to correct the pre-test and post-test, for the criteria of scoring students writing test on descriptive text is adapted from Brown (2007) because it includes aspects of writing descriptive text such as, in organization aspect there are identification and description where, identification and description are the generic structure of writing descriptive text. The criteria of scoring students writing test bellow are appropriate with to students in junior high school. It matches with the sub-basic competence and the material.

No	Aspect	Score	Criterion
1	Content (C) 30% -Topic -Detail	4	The topic is complete and clear but the details are relating to the topic.
		3	The topic is complete and clear but the details are almost relating to the topic.
		2	The topic is complete and clear but the details are not relating to the topic
		1	The topic is not clear and the details are not relating to the topic.
2	Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives.
		3	Identification is almost complete and descriptions are arrange with almost proper connectives
		2	Identification is not complete and descriptions are arranged with few misuse connectives.
		1	Identification is not complete and descriptions are arranged with misuse connectives.
3	Grammar (G) 20% -Use present tense -Agreement	4	Very few grammatical or agreement in accuracies.
		3	Few grammatical or agreement in accuracies but not affect on meaning.
		2	Numerous grammatical or agreement inaccuracies
		1	Frequent grammatical or agreement in accuracies.
4	Vocabulary (V) 15%	4	Effective choice of words and word forms
		3	Few misuse of vocabularies, word forms, but not change the meaning
		2	Limited range confusing words and word form
		1	Very poor knowledge of words, word forms, and not understandable
5	Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation and capitalization
		3	It has occasional errors of spelling, punctuation and capitalization
		2	It has frequent errors of spelling, punctuation and capitalization.
		1	It is dominated by errors of spelling, punctuation and capitalization.

