CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher determines to apply quantitative correlation as the design of this study. Correlation design is design which identifies the correlation among two variables. Those are independent variable and dependent variable. This study correlates between perception of GIST strategy and students' writing descriptive text at Muhammadiyah Junior High School 1 Gresik. Besides, this study also correlates between perception of GIST strategy and students' writing descriptive text according to the gender at Muhammadiyah Junior High School 1 Gresik.

There are steps which are done by the investigator for conducting this study. The first pace is the researcher identifies correlation of the strategy which is conducted in teaching writing skill to the English teacher. The second pace is the researcher identifies the population of the learners in the Eighth grade of Muhammadiyah Junior High School 1 Gresik, then the researcher determines that students of VIII A becomes the subject of this study. The third step is the researcher determines the instruments which are used for conducting this study. The instruments are questionnaire and test. The forth step is the researcher does try out for the questionnaire because the researcher does not adopt and adapt any questionnaires. The fifth step is the researcher counts the score or points according to the questionnaire for knowing the rejected and accepted items. The sixth is the researcher gives the revised questionnaire to the subjects.

The seventh is the researcher analyses the instruments, the questionnaire will be measured by totaling the point which is given by the students and the writing test will be analyzed by using rubric. The final pace is the researcher analyses the data to obtain the findings by using SPSS 15.0. Those are the steps for getting the finding of correlation between GIST strategy and students' writing descriptive text by comparing the questionnaire and writing test. The last finding is the correlation between GIST strategy and students writing skill allowing to the gender by comparing males students' writing test and females students' writing test with the outcome of the questionnaire.

3.2 Population and Sample

3.2.1 Population

Population is the entire research subject in the direct place for doing the research and for collecting the data. The population of this study is all of the students who are in the eighth grade of Muhammadiyah Junior High School 1 Gresik. The students are devided in five classes. Those are VIII A, VIII B, VIII C, VIII D and VIII E. VIII A consists of 16 male students and 12 female students. VIII B consists of 16 male students and 12 female students. VIII C consists of 15 male students and 13 female students. VIII D consists of 16 male students and 13 female students. VIII E consists of 17 male students and 12 female students. The total students of the eighth grade of Muhammadiyah Junior High School 1 Gresik are 142 students.

3.2.2 Sample

Allowing to Ary (1990), sample is group which is observed by the researcher. This group is smaller than population. There are many kinds of techniques in getting sample. This study uses cluster sampling technique. Cluster sampling is the mode to collect the sample randomly. Cluster sampling is also used for a group of individuals who are together naturally.

Ary (1990:175) stated that if the unit is taken, it is not kind of individual but a group of individual who are placed naturally that is cluster sampling. This researcher chooses one of five classes of eight grade of Muhammadiyah Junior High School 1 Gresik. The class which is chosen is VIII A class. Choosing VIII A as the subject of this research is also based on some considerations. They are, students of VIII A are placed naturally. Although they are in VIII A, it does not mean that their ability is the best than the other classes. VIII A class has same amount of female and male students with VIII B class. So, the researcher can use VIII A as the sample and use VIII B as the class which is carried on the try out because the researcher investigates the correlation according to the gender too.

3.3 Data Collection

3.3.1 Instrument

Instrument is a tool which is utilized by the researcher to obtain the data. There are two instruments which are used by the researcher in gathering the data. The instruments are questionnaire and test.

3.3.1.1 Questionnaire

The questionnaire in this research is for knowing the perception of strategy which is enforced by the educator in writing descriptive text class. The strategy which is enforced is GIST strategy. The questionnaire which is written on the paper will be imparted to all students of VIII A. The students of VIII A will fill the questions individually on the questionnaire based on the learners' feelings when the learners were taught writing descriptive text by using GIST strategy.

The researcher creates the instrument for the research. It means the researcher does not adapt or adopt the questionnaire from other sources because the researcher expects to get information which is really needed in this study. So, in conducting final questionnaire, the researcher needs to do try out for testing the questionnaire before it is given to the subjects of the research. The researcher decides to do try out in the VIII B class. In choosing VIII B as the try out class is based on the researcher's consideration. That is between VIII A and VIII B has same amount of the students. Both of the class has 16 male students and 12 female students.

The questionnaire which is created belongs to closed questionnaire. Close questionnaire is questionnaire which asks the respondents to fill the items by choosing the response based on the answers in the form of scale which have been mentioned or written by the researcher. The respondents may not answer the questions out of the available choices. The questionnaire contains ten positive items and ten negative items. It aims to avoid the students fills the questionnaire is not relate with the real situation and to know whether the answer balance or not.

There are five scales are in the questionnaire. They are in the range number 1 to 5. Each number represents one answer, as follow number 5 represents strongly agree, number 4 represents agree, number 3 represents do not know, number 2 represents not really agree, and number 1 represents disagree.

There are five dimensions in the questionnaire which are investigated by the researcher. The dimensions are taken from Bernaus and Gardner (2008) but the content is developed by the researcher. They mention the aspects of perception which researcher has explained in the former chapter. The researcher determines to take four from six aspects. The aspects which are not taken by the researcher are the orientation of the instrumental and the support of parents. The researcher changes those aspects with interpersonal communication because the importance of well communication in learning process as Wei and Elias (2011) stated.

Based on the considerations above the contents of the questionnaire are going be like this. Learning motivation includes number 1 and 2, learning strategy interest includes number 3, 4, 5, 5, 6, 7, and 8, reaction includes number 9, 10, 11, 12, 13, and 14, interpersonal communication includes number 15, 16, 17, and 18, and evaluation includes number 19 and 20. Learning motivation will explain about students' motivation toward writing process in writing descriptive text. Learning strategy interest will explain about the benefit of writing descriptive text by using GIST strategy, the environment which supports writing descriptive text by using GIST strategy and the tendency of students toward writing descriptive text by using GIST strategy than other strategy. Reaction will explain about the students' understanding writing descriptive text by using GIST strategy,

rewriting 20 principles point ability of the learners in in the descriptive text, and

processing the instruction ability of students in which is afforded in writing

descriptive text by applying GIST strategy. Interpersonal communication will

explain about the students' job in the writing descriptive text lesson by applying

GIST strategy and the ability of the students in communicating by applying GIST

strategy in writing descriptive text. Evaluation will explain about the ability of the

learners in writing descriptive text by utilizing 20 keywords as the helper. The

items which are answered on the questionnaire will show how perception of GIST

strategy works on students' writing skill. The questionnaire will response the first

problem statement and the second problem statement, in order that between GIST

strategy and students' writing descriptive text has good correlation or not.

3.3.1.2 Test

The researcher conducts test to evaluate the students' writing descriptive

text. The students are afforded a text about descriptive text. The text will be

afforded through power point. The objective of giving the text is for making the

students familiarize with the story and the lexicon related to the story. The

students are demanded to understand the text once and after that the educator

reads the text in front of the students. Then the educator and the leaners attempt to

look for the meaning of the text orally and together.

To check the validity of the test the researcher uses content validity. It

means the researcher compares the test which is given with the syllabus. Content

validity is done to know the test is assumed or not. The researcher gets the

standard competence and indicators by adopting the syllabus of English for the eighth grade. The content of validity test can be checked in table 3.3.1.2.1.

Based on the chart about the content of validity test, we can say that in the end of lesson of writing skill is the students are expected to compose descriptive text. If the students have done to compose the descriptive text, the result should be assessed for knowing the students' score.

To score the writing test of the learners cannot be done by giving score directly without checking the aspects of writing. The aspects of writing are capacity, organization, lexicon, language use, and mechanic. It means the researcher requires a rubric for assessing writing. The researcher asks the writing rubric to the English educator at Muhammadiyah Junior High School 1 Gresik.

The researcher attempts to understand the rubric by comparing with the writing aspects. After comparing, the researcher gets point from the rubric. The first point is there are five aspects which are assessed in writing descriptive text by the teacher. They are content, organization, word choice, grammar, and mechanic. These aspects are similar with the writing aspects but they are written in different words. Such as vocabulary aspect is written with word choice and language use is written with grammar. By looking of this situation, the researcher settles to apply the rubric from the English educator to assess the students' writing test result. There will be three raters to measure the writing test of the students because writing test is kind of subjective test. Here is the rubric:

Table 3.3.1.2.2. Rubric for Assessing Writing

Aspects	Criterias			
	Excellent 90-100	Good 79-89	Weak 68-78	Poor <67
Content (30%)	All the content matches with the topic	There is a sentence which is not match with the topic	There is are some sentences which are not match with the topic	The content does not match with the topic.
Organization (25%)	The text is written in good and correct organization	There is a sentence which is not written in correct part	There are some sentences which are not written in correct part	The text is not written in good and correct organization
Vocabulary (15%)	Rich vocabularies. Varied use of verbs to describe place, people, or thing	Middle vocabularies. Varied use of verbs to describe place, people, or thing	Poor vocabularies. The vocabularies to describe are limited	Very poor vocabularies. There are many repetition vocabularies
Grammar (20%)	Writer makes no errors in grammar.	Writer makes 1-5 errors in grammar.	Writer makes 6-10 errors in grammar.	Writer makes more than 10 errors in grammar.
Mechanic (10%)	The writing has no mistakes in spelling, use capital letters and punctuation marks.	The writing has a few mistakes in spelling, few mistakes with capital letters and puntuataion marks.	The writing has some mistakes in spelling, capital letters and punctuation marks.	The writing has many mistakes in spelling, capital letters and punctuation marks.

3.3.2 The Procedure of Collecting Data

There are some procedures in gathering the data. The first is the researcher asks the students' writing descriptive score by giving test. The researcher does not give the test to the students directly but the researcher asks teacher's help to give the test. First the students will understand the text, write the 20 key points of the story, write the draft of the story, and then compose the last copy of the story after getting some corrections on the draft. Then, the last copy is assessed by three raters.

The second is distributing questionnaire to the students of VIII A related to the GIST strategy which is utilized by the educator while the teacher is teaching writing descriptive text. The researcher gives explanation the way to response the questionnaire to the learners. The questionnaire is submitted to the researcher if the students have done answer it.

3.4 Data Analysis

After getting the data from the questionnaire and test, the researcher analyzes the data to know the correlation among perception of GIST Strategy and students' writing descriptive text and the correlation among perception of GIST strategy and students' writing descriptive text allowing to the gender. The data of perception of GIST strategy is gotten from the questionnaire and the writing descriptive text data of the students is gotten from the test. The questionnaire and test show two kinds of data. The first is ordinal data which arrives from the data of questionnaire in order to know the perception of GIST strategy. Meanwhile the

second is continuous data which arrives from the writing descriptive test. The independent variable (X) is ordinal and the dependent variable (Y) is continuous.

First, the researcher counts the total of the mark in the questionnaire each student and checks the validity of the questionnaire from VIII B by using SPSS 15.0. to know whether the items in the questionnaire are accepted or deleted. If there is item which must be deleted, the researcher must revise the details and do the try out again until all the items are accepted. But, if the researcher checks the validity and all the items are accepted, then the questionnaire can be distributed to VIII A class.

Second, the researcher will use Pearson Correlation Coefficient to answer the first problem statement. Pearson Correlation Coefficient counts the data in the form of ordinal which is nonparametric and continuous which is parametric. In this study there are two data. Those are GIST strategy questionnaire and writing test. The researcher counts the total of score which is gotten from questionnaire which comes from VIII A class and counts the average score of writing test from three raters. Then the researcher inputs the data into SPSS 15.0. The first column is for writing test score and the second column is for GIST strategy questionnaire.

To answer the second problem statement the researcher uses Pearson Correlation Coefficient too. But the difference is the data from the students' writing score and the questionnaire will be separated into two parts according to the students' gender. The male students are analyzed firstly and the female students are secondly after male students. Both data from male and female students are correlated with the same ways. It means that the researcher correlates

twice. Firstly, the researcher correlates male students and secondly the researcher correlates female students.

There are two columns, the first column is for score of writing test, and the second is for GIST strategy questionnaire. The results will show the correlation between perception of GIST strategy and students' writing descriptive text according to the gender.

$$r = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]}}$$

r = person r correlation different

n = number

Σxy = sum of the product paired source

Σx = sum of x scores

Σy = sum of y scores

ΣX^2 = sum of squared x scores

ΣY^2 = sum of squared y scores

r value	Interpretation
0,00 – 0,199	Weak
0,20 – 0,399	Modest
0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,00	Very strong

The hypothesis of this research are Ha means there is correlation between variable (X) and variable (Y) and Ho means there is no correlation between variable (X) and variable (Y). Ha means there is correlation between variable (X)

and variable (Y) according to the gender and Ho means there is no correlation between variable (X) and variable (Y) according to the gender. Based on Best (1981) stated that 5% (0.05) alpha level (significance level) is used as the standard of rejection. So, the main point is Null hypothesis (Ho) cannot be rejected if P value (Sig.) is more than 0.05, but if P value (Sig.) is less than 0.05, Null hypothesis (Ho) can be rejected. Meanwhile there is no significant correlation between GIST strategy and students' writing skill and there is no significant correlation between GIST strategy and students' writing skill according to the gender. The researcher will test the hypothesis whether the Null hypothesis is rejected or accepted.