CHAPTER III

METHODOLOGY OF RESEARCH

Method of Research

The method of this research was quantitative method. This research use statistical analysis to prove the hypothesis. The research applied picture series as a media in writing narrative text and the data are analyzed quantitatively or using statistical analysis.

Subject of Research

The subject of this research was the second grade students at SMPN 8 Anggrek Kabupaten Gorontalo Utara. The amount of students was 22 consist of 8 male and 14 female. The reasons of taking the class VIII is that a narrative text has been taught in this class especially for writing skill. Besides, there is only one class of the second grade of students in this school.

Research Design

The research design of this research uses quasy-experiment by using the design one group pre-test and post test. Three steps conducted in this research. They are as follows:
Pre-test

The first step is pre-test. Pre-test was done before the treatment done. This is aimed at finding out the students ability in writing narrative text before apply picture series media. It means that I would know how much vocabulary which mastered by students, how their understanding in grammar, their ability to organize essay and so on. The instrument in students’ worksheet does not use series picture. I asked the students to compose a narrative story with their own words by choosing one from some title, which be given (more clearly about the instrument are available in appendix 1). In this case, I gave them three options namely sleeping beauty, Cinderella and Snow White. They wrote this story at least for three paragraphs according to the generic structure of narrative text i.e. orientation, complication and resolution. After that, I analyzed the writing result by using rubrics of scoring which will be provided.

Treatments

Next step is treatments. The treatments were done in four times. In this part of research, firstly I gave brief explanations about narrative. It included the definition, generic structure, language feature and gave some example of narrative stories. In treatment, I applied series picture as a media to help students’ in write their stories. The students were asked to write certain stories by giving worksheet. In the students’ worksheet, the stories are captured on several pictures, and then the students wrote by following the story in each picture.

The ways of giving treatments was same in every meeting. In the first treatment, I gave the students’ the first instrument as worksheet. The treatment
class was started by greeting, taking class attendance and making apperception. Next, I began with giving explanations about narrative definition, the generic structure and language features. The communicative purpose and several kinds of narrative such as folk tale, legend, myth and fable were also explained. Then the students were asked about some narrative stories, which they ever read, watched or listened. Next, I distribute the worksheet that contained series picture of *Beauty and the beast*’s story. I introduce to students’ about using series picture to help them in writing especially narrative story and asked them to write according to the series picture which was given. The students take 50 minutes to explore their ideas and imagination in creating the story. While the students write, teacher has role as controlling during the treatments. When it finished, I examined the result by correcting the grammar, words, spelling, and so on. The correcting itself was done after all students collected their worksheet and it was done for example by remaining them again about tenses and generic structure.

The second treatment, I was still started by reminding the students again about generic structure and language feature especially in using tense. It was done by correcting verbs into past tense. Then, I gave the second worksheet about *sleeping* beauty story. The students, next, started to write the story and the time limit was 50 minutes. Sometimes, students asked some difficult words, I suggested them to look for in dictionary. When it was finished, the results were collected for giving them score and it continued by discussing about things which have been done in this meeting.
The third treatment, I applied series picture about *three little pigs*. After apperception in class and discussed material in last treatment, it continued by giving them worksheet of series picture. In this case, I gave a brief description or summary of the story because mostly they never read or did not know the story. Then, they started to write and it was about 50 minutes as usual. Because that was a new story for them, I asked several students to read their writing before collected it. Finally, the class ended by discussing the complete story and give comment of their writing result.

The fourth treatment was taking story about *snow white*. Because this was the last treatment, I started again by explaining about what is narrative; the generic structure, the communicative purpose and language features. I also asked about what their difficultness during three parts of previous treatments. Then, the worksheets were distributed and they started their writing. After all students finished, they could collect the results and prepare for post-test in next meeting.

**Post test**

The post test was worked similar as the pre test by giving same instruction in instrument. I gave the same titles namely *sleeping beauty*, *Cinderella* and *Snow White*. The students hopefully have already treats to create story by drawing their imagination from pictures thus they are easy to make ideas flow. Further, the purposed is to find out the result of writing after they treat by applying series picture.
Technique of Collecting the Data

The instrument of this research was test. In this case, the form of test was essay which asks students to make narrative text. The students are hoped to write based on some pictures to give. For clearly description about the test was available in *appendix 1*.

Technique Analyzing the Data

After collecting the data, I continued to the next step of research that is analyzing the data. In analysis the data I used the quantitative way. Firstly, the students’ writing ability is measured by using rubric of scoring suggested by Heaton and the rubric had already displayed in previous chapter.

In this research, I use statistical formula to find out whether the hypothesis is accepted or not. The formula which is used are :

\[
t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}
\]

With the formula in finding \( S \) (standard deviation) is:

\[
S^2 = \frac{(N1 - 1)S_1^2 + (N2 - 1)S_2^2}{N_1 + N_2 - 2}
\]

(Sudjana, 2005)

Notes:

\( x_1 \) = the average value of Pre-test

\( x_2 \) = the average value of Post-test
n₁ = the number of samples of Pre-test
n₂ = the number of samples of Post-test
S₁ = standards deviation of Pre-test
S₂ = standards deviation of Post-test
S = standards deviation of Pre-test and Post-test

**Hypothesis testing**

According to theory of sampling distribution (Sudjana, 2005), the hypothesis testing formula \((t₁)\) is \(dk = (n₁ + n₂ - 2)\) and \(1 - \frac{1}{2} \alpha\). In this case, \(n₁\) and \(n₂\) are number of samples in the pre and post-test and value of \(\alpha = 0.05\).

In this research, I use statistical hypothesis as follow:

\[H₀ : \quad H₀₁ = H₀₂\]
\[H₁ : \quad H₀₁ \neq H₀₂\]

With \(O₁ : \) Pre – test
\(O₂ : \) Post – test

Therefore, the hypothesis is accepted if \(-t₁ - \frac{1}{2} \alpha < t < t₁ - \frac{1}{2} \alpha\)