CHAPTER III

METHODOLOGY OF RESEARCH

Many research found concept of freewriting techniques could be applied in study skill. It specifically has been described in the chapter II. To connect between this research and logical review of related literature, the researcher is necessary to state and prove statement of the problem in this research. They are divided into six subtopics namely: Method of Research, Subject of Research, Variables of Research, Design of Research, Technique of Collecting the Data, and Technique of Analyzing the Data. They are described as follow:

3.1 Method of Research

In conducting this research, pre-experimental method was used. In this case, this research was to know whether freewriting technique can improve the students’ ability in writing descriptive text.

3.2 Subject of Research

In this research, purposive sampling technique was used by taking one class as a sample, namely VIII Tata Niaga which consists of 20 students. Purposive sampling or judgment sampling was taken sampling that was taken base on judgment of researcher. The researcher has limitation of time, capacity and cost. So, it those were some reasons why purposive sampling was used.

3.3 Variables of Research

There are two variables in this research. They are independent and dependent variables.

a. Freewriting technique as independent variable (x variable).
b. Students’ ability in writing descriptive text as dependent variable (y variable).

3.4 Design of Research

In this research, I use pre-experimental method was designed by using one group pre-test and post-test design. By using design as follows:

\[ 0_1 \quad X \quad 0_2 \]

Note:

\( 0_1 \) = Pre-Test  
\( X \) = Treatment  
\( 0_2 \) = Post-Test

(Sugiono, 2009:111)

To make them clearer, the researcher described them one by one.

1) Pre-test

Pre-test is given by the researcher before treatment. In this pre-test, the researcher gave the students some topics to describe about people (Agnes Monica, Jefri Lacompo, Mother, etc), described about things (My HP, My lovely cat, etc), place (Lahilote, Benteng Otanaha, Menara Keagungan). This writing was used by researcher to know the students’ ability in writing descriptive text before freewriting technique was given. The instrument was designed to be given in class and took approximately 20-45 minutes to writing.

However, the students participated and spent their time in one hour study session. The pre-test was done on November 7\textsuperscript{th}, 2011 from 09.00 to 10.00
o’clock. It is successfully implemented in class VIII Tata Niaga by taking sample was 20 students.

2) Treatment

Treatment is the way to overcome the students’ difficulties based on the result of pre-test. The steps of treatment are elaborated based on instruction. It was started on November 9th, 2011 from 07.00 to 08.30 o’clock. The researcher taught students by followed the procedures of freewriting technique that are the technique description and guided practice and feedback.

a. The Technique Description

Firstly, the researcher described use of concept freewriting technique. In this case, students were offered several topics to select from for the activity through use of concept freewriting. Then, the topic that is chosen was labeled as “main idea” of the concept freewriting. Next, possibly subtopic was generated. In relation, the concept of freewriting was arranged based on the generic structure of descriptive text. It means that the subtopics were adjusted on the generic structure namely: introduction (introduces the character or identifies phenomenon that is described) and description (describes the characters, parts, and qualities). But, before compounding the concept freewriting with the descriptive text, the researcher would like to explain about descriptive text. So in implementation, the students were easy to do.

In teaching process, teach the materials to the students by groups. Treatment in this research was used six times. In this step, the researcher took some general topic to describe by students and it was divided into six topics, they
are: My Friend, Agnes Monica, Benteng Otanaha, My Lovely Home, My Bag and My HP.

In this case, the research took one topic from the handbook students about

The Sea Eagle:

There is an eagle nesting on the tree top near my grandparent’s house in Telaga. It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds. Eagles have many sizes, shapes, and color, but the sea eagle is easy to recognize because it has strong a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arm) serve as wings. This means that they are of little use for anything expect flying. It walks on two legs and has very flexible neck and strong beak to handle foods, to care for its feathers and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.

(English in Focus: for Grade VIII Junior High School, 2008:24)

In this case, the research asked them the same things done to identify the generic structures of the story. After that, the researcher exercised them to compose descriptive text by using freewriting technique. The researcher asked them to choose the one topic wanted. This exercise was done individually.

b. Modeling the Technique

In this session, the researcher modeled use of freewriting to creating in writing descriptive text. The students were offered several topics to select for the activity. The topics were labeled as “main idea” in their freewriting. Next possible subtopics were generated. The researcher demonstrated use of arrow to
connect main ideas and subtopics and explained how to correct about spelling, grammar and punctuation.

In other words, the students participated by brainstorming in writing especially in writing descriptive text. Students were taught who to write subtopic information in generic structure of descriptive text. The researcher modeled use of generic structure and explained that this involves choosing the most important information. Then, the researcher discussed how the categories and details could be sequenced into paragraphs, and sentences within paragraphs, to compose descriptive text. Finally the concluding paragraph was explained and with help of the students to wrote a concluding paragraph.

**c. Guided Practice and Feedback.**

In this session, the researcher guided students to create freewriting, and asked them for transferring freewriting into paragraphs. The researcher took one topic is “My Mother”. In this case, the students were asked to create freewriting, and transferring it into the written text.

The first two sessions were spent on the instruction of the freewriting technique. The other four sessions were spent on practicing the technique for the students to write descriptive text. The students practiced individually. In the treatment, the researcher found that the application of freewriting helped students to improve their ability in descriptive text. It is stated by the students’ score in the next step of the design of this research, which is post-test. It is also stated by the result of students’ descriptive text.
3) Post-test

Post-test was given after treatment. In post-test the researcher gave some general topics to the students. After that, the researcher gave an instruction to the students to make descriptive text. This section was used to find out students’ ability improve by freewriting technique in descriptive text after applying the treatment. In this step, the topics were used by the research about famous people, interesting place and favorite things. These topics almost same with pre-test but in the post-test was focused more on using freewriting.

3.5 Technique of Collecting the Data

In collecting the data, the researcher gave the written test two times that is pre-test and post test. The aim of pre-test is to find out the students ability in writing descriptive text before applying treatment. While, post-test is to know the students’ ability in writing descriptive text after treatment. Both of the tests have the same difficulties. In this section, the researcher gave instruction to the students to write descriptive text by choosing one of general topic, and then they start to write descriptive text by using freewriting technique.

3.6 Technique of Analyzing the Data

In analysis of the data, analytic scoring rubric was used. The scripts analytic scoring focused on five aspects of writing: content, organization, vocabulary, language use and mechanic, (Alderson, 2002:115). The five aspects are differentially weighted to emphasize first content (30 points) and next organization and vocabulary (20 points), language use (25 points), and mechanics (5 points). These aspects can be seen as follows:
**Student** | **Date** | **Topic**
---|---|---

**Content:**

30-27 Excellent to very good: knowledgeable, substantive, thorough development of writing, relevant to assigned topic.

26-22 Good to average: some knowledge of subject, adequate range, limited development of writing, mostly relevant to topic, but lacks detail.

21-17 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, and not pertinent.

**Organization:**

20-18 Excellent to very good: fluent expression, ideas clearly stated, succinct, 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, 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, word form mastery, appropriate register.

17-14 Good to average: adequate range, occasional errors of word, choice, usage but meaning not obscured.

13-10 Fair to poor: limited range, frequent errors of word, choice, usage, meaning confused or obscured.

9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, and word form.
<table>
<thead>
<tr>
<th>Language Use</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-22 Excellent to very good: effective complex constructions, few errors of</td>
<td></td>
<td>agreement, tense, number, word order/function, pronouns, and prepositions.</td>
</tr>
<tr>
<td>21-18 Good to average: effective but simple constructions, minor problem in</td>
<td></td>
<td>complex constructions, several errors of agreement, tense, number, word order/function, pronouns, and prepositions but meaning seldom obscured.</td>
</tr>
<tr>
<td>17-11 Fair to poor: major problem in simple/complex constructions, frequent</td>
<td></td>
<td>errors of negation, agreement, tense, number, word order/function, pronouns, prepositions and fragments, run-ons, deletion, meaning confuse.</td>
</tr>
<tr>
<td>10-5 Very poor: virtually no mastery of sentences construction rules,</td>
<td></td>
<td>dominated by errors, does not communicate.</td>
</tr>
<tr>
<td>Mechanics:</td>
<td></td>
<td></td>
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<tr>
<td>5 Excellent to very good: demonstrates mastery of conventions(few errors of</td>
<td></td>
<td>spelling, punctuation, capitalization, paragraphing)</td>
</tr>
<tr>
<td>4 Good to average: occasional errors of spelling, punctuation, capitalization,</td>
<td></td>
<td>paragraphing but meaning not obscured.</td>
</tr>
<tr>
<td>3 Fair to poor: frequent errors of spelling, punctuation capitalization,</td>
<td></td>
<td>paragraphing, poor handwriting, meaning confused or obscured.</td>
</tr>
<tr>
<td>2 Very poor: no mastery of conventions, dominated by errors of spelling,</td>
<td></td>
<td>punctuation, capitalization, paragraphing, handwriting, and illegible.</td>
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</table>

After the test was done, and then the researcher continued to analyze it by using statistical technique by the following steps:
a) Normality Analysis

The normality testing is to know whether the data are normal or not. The researcher used Liliefors method (Sudjana, 2005:466) by real stage $\alpha = 0.05$ by using procedures as below:

1. Observation $X_1, X_2, X_3, \ldots, X_n$ to become deviation $Z_1, Z_2, Z_3, \ldots, Z_n$ by using the formula as follows:

$$Z_i = \frac{X_i - X}{S}$$

Where:

- $Z_i$: Standard of value
- $X$: Average of total score
- $S$: Total of score deviation

2. For each deviation will use distribution of normal and then will count the deviation by using the formula as follows:

$$F(Z_i) = P(Z \leq Z_i).$$

3. The nest procedures will be counting proportion $Z_1, Z_2, Z_3, \ldots, Z_n$ which is small or similar with $Z_i$. If this proportion is $S(Z_i)$ so,

$$S(Z_i) = \frac{\text{amount of } Z_1, Z_2, Z_3, \ldots, Z_n \text{ which } \leq Z_i}{N}$$

4. Count the deviation of $F(Z_i) - S(Z_i)$ and then set the absolute value.

5. Take the big value among the absolute value deviation, which is called as $L_0$.

The data of this research will be analyzed quantitatively or in other words the statistical analysis will be used. After that, t-testing is used to analyze the data. The aim of formula is to determine whether or not freewriting technique can
improve the students’ ability in writing descriptive text. It can describe clearer about formula as follows:

\[
t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

With:

\[
S^2 = \frac{(n_1-1) s_1^2 + (n_2-1) s_2^2}{n_1+n_2-2}
\]

Where:

- \(X_1\) = the average value of pre-test
- \(X_2\) = the average value of post-test
- \(N_1\) = the number of sample of pre-test
- \(N_2\) = the number of sample of post-test
- \(S_1\) = standard deviation of pre-test
- \(S_2\) = standard deviation of post-test
- \(S\) = Standard deviation of pre-test and post-test

(Sudjana, 2005:239)

b) Hypothesis Verification

In verifying the hypothesis of this research, the researcher will use the level of significance is \(\alpha = 0.05\) and df \((n_1 + n_2 - 2)\), with criterion as follows:

- \(H_0\) tenable if \(- t (1 - \frac{1}{2} \alpha) \leq t \leq (1 - \frac{1}{2} \alpha)\)
- \(H_0\) untenable if \(- t (1 - \frac{1}{2} \alpha) \geq t \geq (1 - \frac{1}{2} \alpha)\)