

CHAPTER III

THE RESEARCH METHOD

A. Place and Time

Place is need as locating of research to get data I research to examine “The Influence of Team games Tournament (TGT) Method to teach Personal Pronoun On Writing Descriptive Text, the writer did the research at the second grade of SMPN 2 Pulosari. The writer chooses SMPN 2 Pulosari because this school needs to be research. For this research the write needs a month to do the research.

B. Research Method

A method is a procedure or way that is used in achieving a certain purpose. We have to remember that the method used should be in accordance with the purpose of the research. There are two kinds of research : quantitative and qualitative . Since the tittle of the research is the influence of Team Games Tournament (TGT) method to teach personal pronoun on writing descriptive text , the writer would like to

use an experimental method based on quantitative approach in this research.

An experimental research is the method that used to search for a specific treatment effect to other in condition unmanageable¹. The writer uses this research to know the real data from respondents. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variable, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).²

The purpose an experimental research to involve information is probably for information with experiment really in the situation possibility to control or manipulated all variable is relevant. The researcher should be a clear and understand what is a internal validity and external validity in design and make a according to limited.³ So, in this research the writer used quasi experiment.

¹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif and R&D*, (Bandung: alfabeta, 2014), p.72

² Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh. *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), p. 265.

³ Drs. Sumadi Suryabrata, B.A., M.A., Ed.S., Ph.D, *Metodologi Penelitian* (Jakarta: Rajawali Pers, 2013), p.92.

Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and consider these factors in their interpretation. Although true experiments are preferred, quasi-experimental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible.⁴

This experimental research was conducted to know the influence of Team games tournament to teach personal pronoun on writing descriptive text. This study used two groups, namely an experimental and a control group. The experimental group was the group which received a treatment by applying the Team games tournament method while the control group did not use the Team games tournament method.

⁴ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh. *Introduction to Research in Education*, p.316.

Table 3.1 Research Design

Sample	Pre-Test	Treatment	Post-Test
Experimental Group	✓	Using Team Games Tournament method	✓
Control Group	✓	Without Using Team Games Tournament method	✓

C. Population and Sample

The population are second grade students of junior high school of SMPN 2 Pulosari 2016/2017 academic year and the samples are VIII C as control group and VIII B as experimental group chosen purposively.

D. Instrument

In this research, The writer uses test as instrument, the writer will gives the students two tests. There are pre-test and post-test. Teacher uses pre-test to students before treatment and teacher uses post-test after treatment. The result from the test that for teacher knows how the treatment using team games tournament (TGT) method to students' understanding about personal pronoun on writing descriptive text.

E. Collecting Data

1. Observation

Observation is driven by an event, not the frequency of the observation. Before doing the research, the researcher will observe the location of condition objective and population where the study will be carried out. She was observation to SMPN 2 Pulosari for this research. She give the observation sheets to english teacher to the school, to assess the writer who are the researchers in the classroom.

2. Test

This instrument used by the researcher for knowing result study of students' understanding about personal pronoun on writing descriptive text before and after using team games tournament (TGT) method.

a) Pretest

Pretest was conducted before giving the treatment using Team Games Tournament (TGT) method. The writer will give students a test describing people. She ask students to make a descriptive text about their classmate and then students have to identify about personal pronoun in subject and object position in their essay. Both of the classes, experimental group and control group will given the same test. The purpose of pretest is to know that the students in both classes have the same intelligent and to know their earlier knowledge of personal pronoun before treatment.

b) Posttest

Posttest will be given to the students after the researcher give the treatment. In this posttest will be give the same test as pretest to both of the classes, experimental class and control classes.

Table 3.1 Scoring Rubric

Aspect	Criteria	Score
Content	<ul style="list-style-type: none"> - Excellent to very good : knowledge, substantive, thorough development of essay and relevant to assigned topic. 	30-27
	<ul style="list-style-type: none"> - Good to Average : some knowledge of subject, adequate range, limited development of essay, mostly relevant to topic, but lacks detail. 	26-22
	<ul style="list-style-type: none"> - Fair to Poor : limited knowledge of subject, little substance and inadequate development of topic. 	
	<ul style="list-style-type: none"> - Very Poor : does not show knowledge of subject non substantive and not enough to evaluate. 	21-17

		16-13
Organization	Excellent to Very Good : fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing and cohesive.	20-18
	Good to Average : somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	17-14
	Fair to Poor : non fluent, ideas confused or disconnected, lacks logical sequencing and development	13-10
	Very Poor : does not communicate, no organization or not enough to evaluate	9-7
Vocabulary	Excellent to Very Good : sophisticated range, effective word, word form mastery and appropriate register.	20-18
	Good to Average : adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.	17-14
	Fair to Poor : limited range, frequent errors	13-10

	<p>of form, choice, usage but meaning confused or obscured.</p> <p>word/idiom</p> <p>Very Poor : essentially translation, little knowledge of English Vocabulary, word form or not enough of evaluate.</p>	9-7
Language Use	<p>Excellent to Very Good : effective complex constructions, few errors of agreement, tense, number, word order/function, pronouns and prepositions.</p>	25-22
	<p>Good to Average : effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, pronouns, prepositions but meaning seldom obscured.</p>	21-18
	<p>Fair to Poor : major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, pronouns, preposition, and</p>	17-11
		10-5

	<p>meaning confused.</p> <p>Very Poor : no mastery of sentence constructions rules, dominated by errors, does not communicative.</p>	
Mechanics	<p>Excellent to Very Good : demonstrates masteryof conventions, few errors of spelling, punctuation, capitalization and paragrphing.</p> <p>Good to Average : occasional errors of spelling, punctuation, capitalization, paragrphing but meanig not obscured.</p> <p>Fair to Poor : frequent errors of spelling, punctuation, capitalization, paragrphing, poor handwriting and meaning confused.</p> <p>Very Poor : no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragrphing, poor handwriting not eanough to evaluate.</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p>
Total		100

F. Data Analysis

In this research, the researcher used formula to find out the influence of teams games tournament (TGT) method to teach personal pronoun on writing descriptive text.

To analyze data, the writer uses statistical approach for quantitative data. The formula of t-test⁵ :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{x_1 - x_2}}$$

Where :

\bar{X}_1 = Mean of Experimental group

\bar{X}_2 = mean of Control group

$S_{x_1 - x_2}$ = Standard error of the difference between two independent

The writer analyzed the data with formula⁶ :

- a. Determine Mean of Experimental class :

$$X_1 = \frac{\sum x_1}{n_1}$$

- b. Determine Mean of Control class :

⁵ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh. *Introduction to Research in Education*, p.171.

⁶ Fathor Rachman Utsman, M.Pd. *Panduan Statistika Pendidikan* (DIVA Press: Banguntapan Yogyakarta, 2013), p.154.

$$X_2 = \frac{\sum x_2}{n_2}$$

- c. Determine of standard deviation of experimental class :

$$S_1 = \sqrt{\frac{\sum x_1}{n_1}}$$

- d. Determine of standard deviation of control class :

$$S_2 = \sqrt{\frac{\sum x_2}{n_2}}$$

- e. Determine of standard error of experiment class :

$$SE = \frac{\sqrt{SDx}}{N_1 - 1}$$

- f. Determine of standard error of control class :

$$SE = \frac{\sqrt{SDy}}{N_2 - 1}$$

- g. Determine of standard error of the difference between two independent⁷ :

$$S_{x_1 - x_2} = \sqrt{\frac{\sum x_1^2}{n_1 + n_2 - 2} + \frac{\sum x_2^2}{n_1 + n_2}}$$

- h. Determining t-table in significance level 5 % with degrees of freedom (df) :

⁷ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh. *Introduction to Research in Education*, p.171.

$$Df = (N1 + N2) - 2$$

The writer was observation to SMPN 2 Pulosari. She was done into classes (experiment class and control class) she will give pre test and post test to the students in both classes with the same instrument to know the homogeneity of students' understanding. Finally, the writer made a calculation of the result from both of tests to know the result before and after given treatment used formula and statistical quantitative approach.