CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

In writing this paper the writer uses quantitative approach. This research is concerned with writing activity by peer feedback . The research method utilize in this study is an experimental method. Experimental method is a procedure of testing a hypothesis by setting up a situation in which the strength of relationship between variables can be tested[1].

The writer uses quasi experiment research (pre-test and post-test non-equivalent group design) to conduct the study. It has two group the first group obtain treatment, while the second group is control.

B. Place and time of research

1. Place of research

This research will take place at SMP 14 serang. The location is on Jl. Kagungan No. 7, Serang, Banten.

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[1] David Nunan, *Research method in Language Learning* (New York: Cambridge University Press, 1992), 230.

2. Time of research

This research will carried out on January 2018, about one month. The first week is for pre-test, the second until fourth is for treatment and evaluation and the last week is for post-test.

C. Population And Sample

1. Population

The writer observes that the population of students at SMP 14 Serang, especially the first grade that consist 252 students divided into eight classes.
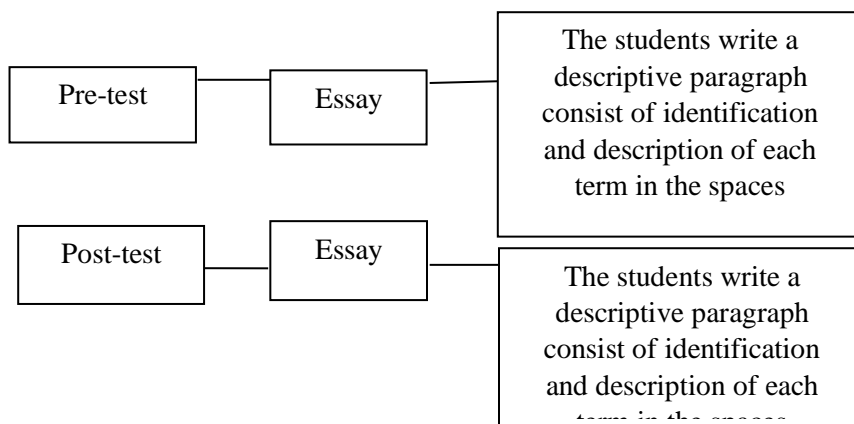
2. Sample

The writer chooses two classes as a sample from the second grade class. Class VII E consist of 30 students as experimental class and class VII F consist of 30 students as a controlled class.

D. The Research Instrumen

The writer used two kinds of instruments to collect the data. The instruments divided into two types: test and non-test. While the non-test consisted of observation sheet, interview, and document. The test consisted of

Figure 3.1

The Instrument of the Research

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┌──────────────┐      ┌──────────┐      ┌─────────────────────────┐
│   Pre-test   │──────│  Essay   │──────│ The students write a     │
└──────────────┘      └──────────┘      │ descriptive paragraph    │
                                        │ consist of identification│
                                        │ and description of each  │
                                        │ term in the spaces       │
                                        └─────────────────────────┘

┌──────────────┐      ┌──────────┐      ┌─────────────────────────┐
│  Post-test   │──────│  Essay   │──────│ The students write a     │
└──────────────┘      └──────────┘      │ descriptive paragraph    │
                                        │ consist of identification│
                                        │ and description of each  │
                                        │ term in the spaces       │
                                        └─────────────────────────┘
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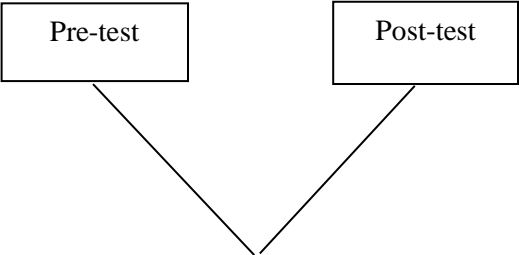## E. Data Collection and Data Analysis

1. Data Collection

a. Observation

The writer observed around January 2018 of the first grade at SMP 14 Serang and the writer observed about the learning process of class VII E and VII F.

b. Test

Test is a method of measuring person's ability or knowledge in a given domain. To get data of students' writing comprehension, the researcher carries out pre-test before giving treatment and post-test after treatment. The forms of the test are:

Figure 3.2

Rubric

| Pre-test | Post-test |

Item	Score
Organization: Introduction And Description	20
Logical development of ideas: Content	20
Grammar	20
Punctuation, spelling and mechanics	20
Style and Quality of expression	20
Total	100

c.   Document

The research needs documentation to know about the school situation and students. Documentation includes observation sheet, work plans, and answer sheet of pre-test and post-test.

2. Data Analysis

The data were analyzed by using T-test formula. This formula is used to determine the significance difference between pre-test and post-test. Then the result of calculation of the t-test value consulted to value table. If the obtained value is lower than t-table of 0.05 alpha levels, it means there is significance achievement in writing descriptive text by applying Peer Feedback.

To analyze the data the researcher will apply the following steps;

a. Collecting the score of pre-test and post-test by using table

b. The writer look for the average of students Pre-test and Post-test score to know the influence of Peer Feedback in teaching writing descriptive text by using formula:

$$M_X = \frac{\sum fx}{N}$$

c. Determine deviation standard $\sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)}$

d. Determine error standard

$$SE_{x2} = \frac{SD_{x2}}{\sqrt{N-1}}$$

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     e. Determine average score

$$M = M_2 - M_1$$

     f. Determine difference of error standard

$$SE_{Mx} - SE_{My} = \sqrt{SE\ \ + SE\ }$$

     g. The last is determine t_o (t observation)[2]

$$t_o = \frac{M_x - M_y}{SE_{Mx} - SE_{My}}$$

Note:

M_X : Mean

SD   : Standard Deviation

SE   : Standard Error

N   : Number of cases

$\sum_{fx}$: the sum of the multiplication products between the midpoint and the frequency of each interval

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[2]Prof. Drs. Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers,2015)

F. The Scoring System

Figure 3.3

Analytic Scale for Rating Composition Tasks

	20-18 Excellent	Appropriate title, effective introductory paragraphs, clear description, topic is stated, transitional expressions used; arrangement of material shows plan, supporting evidence given for generalization.
	17-15 Good	Adequate title, introduction, description, some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.
Organization:	14-12	Mediocre or scant introduction or description; problems with the order of ideas in body; the

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Introduction and Description	Fair	generalizations may not be fully supported by the evidence given; problem of organization interfere.
	11-6 Low	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence.
	5-1 Extremely low	Absence of introduction or description; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.

	20-18 Excellent	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no

Logical development of ideas: Content		extraneous material; essay reflects thought
	17-15 Good	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present
	14-12 Fair	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right
	11-6 Low	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
	5-1 Extremely low	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

Grammar	20-18 Excellent	Native-like fluency in English grammar; correct use of simple present tense, comparative degree, preposition, tense sequencing; no fragments or run-on sentences
	17-15 Good	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences
	14-12 Fair	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present
	11-6	Numerous serious grammar problems interfere with communication of the writer

	Low	writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
	5-1 Extremely low	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; Unintelligible sentence structure

	20-18 Excellent	Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat
Punctuation, spelling and	17-15 Good	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat

mechanics		and legible
	14-12 Fair	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11-6 Low	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers
	5-1 Extremely low	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems

	20-18	Precise vocabulary usage; use of parallel structures; concise;

Style and Quality of expression	Excellent	register good
	17-15 Good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14-12 Fair	Some vocabulary misused; lacks awareness of register; may be too wordy
	11-6 Low	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	5-1 Extremely low	Inappropriate use of vocabulary; no concept of register or sentence variety

Item	Score
Organization: Introduction And Description	20
Logical development of ideas: Content	20
Grammar	20
Punctuation, spelling and mechanics	20

Style and Quality of expression	20
Total	100

Analytic scoring and the level to group the students' score as follow[3]

91-100   = A (Excellent)

76-90   = B (Good)

61-75   = C (Fair)

46-60   = D (Low)

≤ 46 = E (extremely low)

[3] H. Douglas Brown, *Language Assessment principles and Classroom Practice*(Sun Francisco: Longman,2004)