**CHAPTER III**

**METHOD OF THE RESEARCH**

1. **Research Method**

 The writer uses the experimental research to know “how far the effectiveness of critical thinking skill on students’ descriptive writing ability. According to David Nunan in his book “Research Method in Language Learning” The experimental researchers are particularly concerned with the issue of external validity and the formal is specifically designed to enable the researcher to extrapolate the out comes of the research from the sample to the broader population.

 Experiments are designed to collect data in such a way data threats to the reliability and validity of the research are minimized. Nunan said the experiment consist three kind, they are pre-experiment, quasi experiment and true experiment. In this research the writer uses quasi experiment in which the researcher gives certain treatment to the students to find assessment of how far the effectiveness of critical thinking skill on students’ descriptive writing ability. Quasi experiment has both pre- and post-test, and experiment control group but no random assignment of subject.

1. **Population and sample**

 Population is all case situation or individual who share one or more characteristics. The population of this research is the second grade student of SMKN 1 Cinangka in 2017/2018 academic years. There are 620 students who are devided into seven classes. However in this study include two classes, the classes are:

a. Class XI APK 1 : 33 students

b. Class XI APK 2 : 36 students

Total : 69 students

 The writer collects the data from two classes. They are class XI APK 1 as the control class and class XI APK 2 as the experimental class, taken as the sample.

1. **Instrument**
2. Instrument for Treatment

 In this research, the researcher use a picture as an instrument to measure student’s critical thinking skill. The picture that is used by the researcher during the research is about people, historical place and animal. There are some steps that the researcher held on classroom when the researcher doing research as follows[[1]](#footnote-1);

a. Pre writing

In this step, teacher will provide a writing task by giving the picture and guiding students to make a descriptive text based on the picture. And also help the students to generate vocabulary and ideas by giving a guiding questions according to the picture.

b. First draft composing

The students will use vocabulary and ideas which the students have got from the previous step to express what the students want to convey in the student’s descriptive writing.

c. Feedback

In this step, the students will receive comment according to the picture.

d. Second draft writing

Based on the comment of teachers and peers, learners will modify their previous draft by revising, adding, and rearranging ideas.

e. Proofreading

In the final stage, student writers will not only discover new ideas and language forms to express their ideas in writing but also focus on the appropriate use of vocabulary, layout, grammar, and mechanics.

1. Scoring Sheet

 At the end of the treatment, the researcher get the result on the critical thinking applied on student and critical thinking effect for student’s descriptive writing skill. To get that result, the researcher make a rubric for student’s assessment according to oshima and hogue as follow[[2]](#footnote-2):

|  |  |  |
| --- | --- | --- |
|  | **MAX SCORE** | **ACTUAL SCORE** |
| **FORMAT****5 POINTS** |  |  |
| There is a title | 1 |  |
| The title is centered | 1 |  |
| The first line is indented | 1 |  |
| There are margins on both sides | 1 |  |
| The work is tidy | 1 |  |
| **TOTAL** | 5 |  |
| **PUNCTUATION AND MECHANICS.****5 POINTS** |  |  |
| There is a period after every sentence | 1 |  |
| Capital letters are used correctly | 1 |  |
| The spelling is correct | 1 |  |
| Commas are used correctly | 2 |  |
| **TOTAL** | 5 |  |
| **CONTENT****20 POINTS** |  |  |
| The descriptive paragraph fits the assignment | 5 |  |
| The descriptive paragraph is interesting to read | 5 |  |
| The descriptive paragraph shows the writer's original ideas | 10 |  |
| **TOTAL** | 20 |  |
| **ORGANIZATION****35 POINTS** |  |  |
| The paragraph begins with identification | 10 |  |
| The paragraph contains several descriptions that describe the object. | 20 |  |
| The paragraph end with an appropriate conclusion | 5 |  |
| **TOTAL** | 35 |  |
| **GRAMMAR, SENTENCES STRUCTURE POINTS** | 35 |  |
| **GRAND TOTAL** | 100 |  |

1. **Data Collection and Data Analysis**
2. Data Collection

 To get the data during the research, there are some techniques which are taken by the writer in collecting data as follows:

1. The observation

 The researcher did the observation directly to the place of study in order to get data about the objective condition of the place of the study

b. Test

 The researcher gave the test to all respondents about descriptive text. In this part, the student should to describing the picture into a paragraph.

- Pre-test

Pre-test is carrying out for the initial equivalence of XI APK 2 as an experimental class and XI APK 1 as a control class. The The test is given to the class both the test on the same day. Here, the researcher give a picture to the student and three guiding questions to make a descriptive text.

- Post test

Post test is carrying out to check significant difference between the two classes that is XI APK 2 as an experimental class and XI APK 1 as a control class after the treatments given to the experimental one. The test is given to the experimental on control group both the test at same day. Here, the researcher give a picture to the students with five guiding questions to make a descriptive text.

1. Data Analysis

 After getting the data the researcher needs in Research the researcher process and analyzes the data, the data researcher uses t- observation for analyze the data, there are several steps in analyzing the result of test[[3]](#footnote-3).

The writer analyzed the data in form of:

* Investigating student’s worksheet gives describe score in table.
* Determine mean variable X1 with formula

$M\_{1}$= $\frac{\sum\_{}^{}X1}{N1}$

* Determine of variable X2 with formula

$M\_{2}$= $\frac{\sum\_{}^{}X2}{N2}$

* Determine deviation score variable X1 with formula

$$X\_{1}=X\_{1-}M\_{1}$$

* Determinedeviationscorevaraible X2 with formula $X\_{2}=X\_{2-}M\_{\begin{array}{c}2\\\end{array}}$
* Analyzing the result by using calculation of t-test as follow:

$$t=\frac{M1-M2}{\sqrt{\frac{\left(\sum\_{}^{}X\_{1}^{2 + }X\_{2}^{2}\right)\left(N\_{1+N\_{2}}\right)}{\left(N1+N2-2\right)N\_{1 ∙N\_{2}}}}}$$

Note : M1 = The average score of experiment class

M2 = The average of control class

X1 = Sum of the squared deviation score of control class

X2 = Sum of the squared deviation score of experiment class

N1 = The number of experiment class

N2 = The number of control class

Df = N1+ N2–2

DF= Degree of freedom

1. = Consonant number

1. **Research Procedure**
2. Preparation

 According to Merriam, Preparation is The action or process of making something ready for use or service or of getting ready for some occasion, test, or duty. In every time when the reseacher want to start doing something, to get best result the reseacher should to make a preparation to know what should the reseacher do first. In this case, before the reseacher going to the class and doing research, the researcher make a preparation as follow:

1. Make a Lesson Plan
2. Check the picture as an instrument of the research
3. Research implementation

 After the lesson plan and the picture done checking, the researcher going to the class for starting the research. There are some steps to do by researcher during the research, that are:

1. The researcher give the stimulus to the students for stimulating their critical thinking skill by giving 2 different pictures and the student must to describe the picture into a descriptive text clearly. After that the students should to looking for the differences both of the picture.
2. The researcher give a picture to the students and guide them to make a descriptive text according to the picture by giving the students some questions based on the picture.
1. Tangpermpoon thanatkum, *integrated approaches to improve students*

*Writing skills for english major students,* (Thailand, assumption University, 2008) P. 4 [↑](#footnote-ref-1)
2. Oshima, A. and Hogue, A. *Introduction to academic writing*. (New York :Longman, 2007) P. 196 [↑](#footnote-ref-2)
3. Darwyan syah, dik., *Pengantar Statistik Pendidikan,* ( Jakarta: Diadit Media, 2009), p. 104- 108 [↑](#footnote-ref-3)