

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Variable**

In each research, it is essential to realize the variable that will be observed. As per Sugiyono (2007; 2), research variable are things that shape what is characterized by the looks into to be concentrated so as to get data about it, what's more, the end drawn on straightaway. The variable is utilized for the examination since it is subject of the research and it is being seen while doing research. According to Shukhla (2018) Variable is worried about variety in nearness of something face to face, object, creature, spot or circumstance or in any normal marvels. It very well may be characterized as a trademark under investigation of which a personality or worth changes or is conceivable to change per unit is called variable or a variable is a trademark that fluctuates with regards to its worth or personality. Variable separated into two sections, they are independent variable and dependent variable. Independent variable is the variable that estimation of which influences the estimation of another variable is known as independent variable.

Such factor isn't influenced by the adjustment in the estimation of another variable yet influences the estimation of another variable. While dependent variable is the variable estimation of which may change because of progress in the estimation of

other variable is called dependent variable. In different words, such characteristic is called dependent variable for which various qualities can be gotten with regards to change in free factor (Shukhla, 2018). According to the explanation above, it can be concluded that there is a variable which effect to the other variable. In this research, the dependent variable is students' writing ability especially in language features at the tenth grade students of SMKN 1 Kediri. In addition, the independent variable is Think – Talk – Write.

In this reserach, writing ability characterized as : a way to deal with make language and express musings, conclusions, and notions there are two classifications of writing ability. They are micro-skills and macro-skills (Brown, 2004: 221). For micro-skills they are producing graphemes and orthographic, pattern of English, producing writing at efficient rate of speed to suit the purpose, producing an acceptable core of words and use appropriate word order patterns, using acceptable grammatical system (e.g., tenses, agreement, pluralization), patterns, and rules, expressing a particular meaning in different grammatical forms, using the cohesive devices in written discourses. Furthermore, macro-skills are using the rhetorical forms and convetions of written discourse, appropriately accomplishing the communicative functions of written texts accoding to form and purpose, conveying links and connections between events, and communicates such relation as main idea, supporting idea, new information, given information, generalization, and exemplification between literal and implied meanings when writing, correctly conveying culturally specific references in the context of the written text, developing and using a battery of writing strategies, such as accurately

assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

## **B. Technique and Research Approach**

### **1. Approach of the Research**

The author used quantitative research design. Quantitative research includes the procedures of gathering, breaking down, deciphering, and composing the after effects of an investigation (Cresswell, 2014). It implied the information is as number that utilized a measurement investigation was utilized to dissect the information. The information on this exploration was determined by utilizing SPSS.

### **2. Technique of the Research**

As indicated by the issues, the author utilized experimental method in this research. As per Sugiyono (2007:107) experimental research is characterized as a technique for investigate which is accustomed to searching for certain impact toward the other on the controlled condition. It meant, this technique controlled factors and estimated the effect of the control on other arrangement of factors. The form design that the author picked in experimental method was genuine pre experimental, in particular one-group pretest-posttest design. The explanation author picked one-group pretest-posttest design is to contrasting students' scores from pre-test and post-test so as to know the adequacy of think-talk-write on students' writing ability especially in language features

### **C. Place and Time of Research**

#### **1. Place of the Research**

To do this research, the researcher took place at SMKN 1 Kediri that is located on Jl. Veteran No.9 Mojoroto, Mojoroto. The reason of choosing senior high school students especially of the tenth grade students of SMKN 1 Kediri in this research was because the students here got writing material such as recount text. It was deemed as ideal for this application process, because they had more capability and experience in comprehend writing text.

#### **2. Time of the Research**

This research was done in first semester of academic year 2020-2021. Those activity were designing the title, designing proposal and revising, arranging instrument, collecting and analyzing the data, and writing final report and revising.

### **D. Population and Sample**

#### **1. Population**

Population was the measure of people or object in the spot of the exploration. As per Sugiyono (2015: 117) population is speculation district that comprises of item, subject that have quality and certain characteristic who prescript by researcher for study to pull the end. On the other hand, Sukardi (2012: 53) additionally expresses that population on a fundamental level is all individuals from human, creature, occasion, or thing which live respectively in a spot and an arranged become target end from the last aftereffect of research. As indicated by the clarification over a population is the entire of

subject utilized by the researcher. In this research, the objective of population was tenth grade students of SMKN 1 Kediri that comprise 750 students.

## 2. Sample

Sample is a piece of the number and qualities of which are possessed by the populace. As indicated by Suharsimin Arikunto (2002: 109) samples are incompletely or agent of the populace studied. According to Sugiyono (2008: 116) "Sample is a segment of the sum and the attributes controlled by the populace". Also, agreeing Sugiyono (2003: 74-78) "sampling is an example method". The sample of this research was one class of tenth grade students of SMKN 1 Kediri. The researcher picked tenth grade of X TITL 1, as the sample of the research that comprise with 34 students which divided into 30 male and 4 female.

## **E. Research Instrument and Technique of Collecting the Data**

### 1. Instrument

Instrument was a device that was utilized by the researcher to gather the information. Here, the researcher's instrument was a test. Ary, et al, (2010: 201) states that tests are important estimating instruments for instructive research. It implied test was a device that was utilized to gauge the students' competence. The author utilized a test to quantify the students' writing skill when being taught by think-talk-write. In this research, the researcher used pre-test and post-test. Those test given after giving treatment using think-talk-write. Pre-test and post-test are given to know students' writing ability before and after being taught using think-talk-write. The author chose self

writing as one types of writing that gave the students opportunities to utilize their writing skill and creativity in write a text by grouping.

## 2. Technique of Collecting Data

To discover the impact of utilizing think-talk-write in improving students' writing skill, the researcher offered test to the students'. The data was produce text in type of writing recount text. The researcher through some steps of collectng data including pre-test and post-test and the last is questionnaire. The pre-test would be given before the treatment utilizing think-talk-wwrite and the posttest would be given after the treatment by utilizing think-talk-write.

### a. Pretest

The pre-test was as an essay that comprise with one question. The pre-test was done bit by bit. Initially, the researcher present herself and told the motivation behind the research. At that point the reearcher write the subject that must be clarified students. The data was gathered by requesting that students do the test to write recount text, in pre-test the students carried out the task with their own insight without utilizing think-talk-write. For this situation, the researcher got the data without the influence of independent variable. From pre-test, teacher knew the aftereffect of writing ability of students before they are taught by utilizing think-talk-write.

### b. Post-test

In this examination, the best approach to gathering data was by requesting that the students to write recount text. the post-test was considered after the researcher direct students by utilizing a test. The students need to make recount text dependent on their

unforgettable experience. The posttest was done to discover the impact of utilizing think-talk-write on students' writing capacity.

## **F. Technique of Data Analysis**

### **1. Pre-test and Post-test**

#### **a. The Formula**

The primary information investigation was the use of t-test. In this exploration, the analyst utilized quantitative information attempt to discover the information of the adequacy of utilizing think-talk-write through small group discussion in showing composing. The information was gotten by social affair information from pre-test and post-test stage. After the analyst got the information, the researcher broke down them by SPSS. The recipe of t-test can be seen beneath:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

t : t-test of non-independent

D : the sum pretest-posttest

$\sum D$  : the sum deviation of means difference

N : the number of sample

#### **b. The Norm**

The test result was compared to t-table to choose the huge of the investigation the scientist rules:

a) if  $t\text{-test} > t\text{-table}$  with level of centrality of 0.05 (5%) and 0.01 (1%) implies huge. so  $H_a$  is acknowledged and  $H_0$  is dismissed.

b) if t-test with the degree of centrality of 0.00 (5%) 0.01 (!%) it implies huge, so  $H_a$  is dismissed and  $H_0$  is acknowledged.



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