

CHAPTER III

METHOD OF THE STUDY

3.1 Research approach

In conducting this study, the writer used a quantitative research. Aliaga and Gunderson cited in Muijs (2004) stated that a quantitative research explains phenomena by numerical data that is analyzed using mathematically based methods. Thus, the writer used the quantitative research because it took two classes as the samples. Besides, the writer found out the responses from the students, who learn English vocabulary through the narrative text.

3.2 Population and Sample

In this research, the writer used population and sample to collect the data. Population is an entire group of persons or elements that have at least one characteristic in common (Ravid, 2011). Then, sample is a small group of observations selected from the total population (Ravid, 2011).

The population of this study are the students in the ninth grade at SMP Negeri 22 Surabaya (consists of nine classes). The writer chose them as the respondents because the students have been got more vocabulary from learning English based on their curriculum. Then, the samples of the study are the students in the grade IX at SMP Negeri 22 Surabaya, the writer chose two classes from nine classes. The grade IX students have been chosen by the writer because they have already learned narrative text before.

3.3 Techniques of data collection

In collecting data, the writer used two groups from total participants (two classes). In this study, the writer used experimental design with two groups. The group was divided into two, the first group is the group with one narrative treatment and the second group is the group with three narrative treatments. Then, there are three steps in dividing each group within five meeting for each group (one meeting for pre-test, three meeting for treatment, and one meeting for post-test). In the group A (taken from students of class IX B), there are 38 students from the total participant of the group. On the other hand, the group B (taken from students of class IX F) has 39 students from the total participant of group. The activities schedule can be seen in the table that provided in appendix at page 55.

3.3.1 Pre-Test

The writer gave the student pre-test in one meeting with 30 minute for time allocation. All of the students in the class were working on the pre-test, because from the pre-test, the writer could determine the ability of the student before the writer gave some treatments to them. The pre-test was found out past verbs in the narrative text (completed the text and filled in the missing blank) and consists of twenty questions (11 of irregular verbs and 9 of regular verbs); there were three stories about narrative text

3.3.2 Treatment

After pre-test, the writer gave the students three times of treatments. The writer began the treatments in this semester for grade IX of students at SMP Negeri 22 Surabaya. The time allocation for each treatment was 40 minutes. In the treatments, the writer focused in learning of vocabulary (past verbs) through narrative text as a learning media.

3.3.2.1 One Narrative Treatment Group (group A)

First meeting in the treatment, the writer asked the students to make a group (one group consist of 6 to 7 students). The writer gave different story about narrative text for each group. The stories are non-fiction entitled: '*A Fox andaCat*', '*Beauty and the Beast*', and '*Snow White*'. The writer asked the student to find out past verbs in narrative text, the students worked the assignment in a group and submit it. After that, the writer asked the students to write the past verbs that they found out in the narrative text (one student for each group). Then, the writer conducted the discussion with students to explain the correct answers and explained the past verbs including regular verb and irregular verb from the past verbs that the students wrote on the white-board.

For the second meeting, the writer reviewed the previous lessons. After that, the writer wrote 25 new words of irregular past verbs in the white-board. The writer asked five students about the past verbs before explained the past verbs in front of class. Then, the writer asked all of students to write down on their

notebook, this treatment aims to accustom the students to read and understand vocabulary (past verbs), especially irregular past verbs.

The last meeting in the treatment, the writer reviewed the previous lessons. Then, the writer asked three students to give some verbs as example from regular past verbs. The writer asked the students to write the example in the white-board. After that, the writer had discussion with all of students and explained the regular past verbs in front of the class. Finally, the writer asked all of students to write down on their notebook. This treatment aims to accustom the students to read and understand vocabulary (past verbs), especially regular past verbs. In the last minutes, the writer prepared to end the treatment while asking them to read once more to work a post-test.

From all of treatment in this group, the treatment aims to accustom the students to read and understand past verbs include regular and irregular verb that exist in the narrative text. In this case, the writer is facilitating the students by giving assignments, discussions, and others to bring out their new ideas in both orally and written. The writer also gave the students the opportunity to think, analyze, and complete the problems that exist in the material without fear or shame.

3.3.2.2 Three Narrative Treatment Group (group B)

The first meeting in the three treatments group, the writer told the students about the meaning of past verbs. The writer explained past verbs that include in regular and irregular verb. The writer gave the students a short story

about '*A Fox and A Cat*'. After that, the writer asked the students to make a group (one group consist of 6 to 7 students), gave the worksheet of past verbs using narrative text, and the student worked the assignment in a group and submitted it. Then, the writer prepared to end the session by asking them about the previous past tense.

For the second meeting, the writer reviewed the previous lessons and asked the students to storytelling in front of class (only 2 students). After that, three students were asked about past verbs that exist in story of '*A Fox and a Cat*' and were asked to write the answers in the white board. Then, three other students were asked to correct the answer if there are incorrect answers. The writer explained the true answers in front of class. After that, the writer gave the students a short story about '*Beauty and the Beast*'. Next, the individual worksheet of past verbs using narrative text was given to the students and they would submit it.

Then, the last meeting in the treatment was the writer reviewed the previous lessons and asked the students to storytelling in front of class (only 2 students). After that, the writer asked three students about past verbs that exist in story of '*Beauty and the Beast*' and told them to write the answers in the white board. Then, the other three students would ask to correct the answer if there are the wrong answers. The writer explained the correct answers in front of class. In this treatment, the writer also gave the students a short story '*Snow White*'. The writer asked the students to find out past verbs (regular and irregular verb) that exist in the narrative text and then asked them one by one orally. The writer was preparing to end the treatment while asking them to read once more to work a post-test.

From all of treatment in this group, the treatment aims to accustom the students to read and understand past verbs include regular and irregular verb that exist in the narrative text. In this case, the writer facilitating the students by giving assignments, discussions, and others to bring out their new ideas in both orally and written. The writer also gave the students the opportunity to think, analyze, and complete the problems that exist in the material without fear or shame.

3.3.3 Post-Test

Then, after the writer giving the treatments for the students, the writer gave the students post-test to find out students' responses that were obtained from the treatments which were given by the teacher. Post-test would be given in the same with form of pre-test; found out past verbs in the narrative text (completed the text and filled in the missing blank) and consists of twenty questions (12 of irregular verbs and 8 of regular verbs); there were three stories about narrative text. The time allocation for post-test is 30 minutes. In the shorts, there are some steps of data collections, namely:

1. Conducting a pre-test to both groups
2. Giving different treatment to bothone narrative treatment and three narrative treatment groups
3. Conducting a post-test to both groups

3.4 Techniques of data analysis

After obtaining the data, the writer began to analyze it. The writer used a quantitative research, which contains experimental design, and the approach is T-test two groups. The writer began calculating the score from the pre-test and post-test in order to know the result of differences from two groups.

The writer would give the student pre-test, treatments and post-test to the group, and give the scores of pre-test and post-test. In this study, the writer counted the data using Microsoft excel and then, analyzed it with two-group t-test to know about the result after the students got some treatments using narrative text.

Group	Pre-test	Treatments	Post-test	Differences
One treatment group	O	X	O	O
Three treatments group	O	Y	O	O

O : Pre-test and Post-test

X : Teaching in one treatment group

Y : Teaching in three treatments group

The writer would give pre-test and post-test for the students of the group with 30 minute for time allocation. The form of pre-test and post-test were found out past verbs in the narrative text (complete the text and fill in the missing blank) and consist of twenty questions; there were three stories about narrative text. After that, the writer gave the score of pre-test and post-test. The range score of those tests is 0 to 100, and each number has five points. Then, the writer calculated the

number of pre-test and post-test scores, and the average of the pre-test and post-test scores. The writer also calculated the difference score of each student from their pre-test and post-test.

After that, the writer would test the hypothesis from the result of pre-test and post-test. The writer also calculated the score of pre-test and post-test using formula of T-test two groups in order to establish the truth of the hypotheses. Then, the writer checked the result of the t-test and t-score with the table distribution. If the result of T-test formula is greater than the critical value of table distribution, it means that the data reject the null hypothesis (H_0) and accepts the research hypothesis. In the contrary, if the result of T-test formula is less than the critical value, the data accepted the null hypothesis (H_0) and rejected the research hypothesis. Then, the writer also conducted an analysis from the results of the students' answers in the pre-test and post-test to know about the development of the students' learning about past verbs (regular and irregular verb) using narrative text.

In short, the steps of the data analysis are:

1. Giving scores of pre-test and post-test to both groups
2. Putting the scores into table based on the group
3. Calculating the scores using statistical test, two group of t-test.
4. Testing the hypothesis
5. Analyzing the finding
6. Making conclusion