

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

This study is a correlation study. According to Gays (2012), correlation studies aim to determine whether and to what extent two variables are correlated. Therefore, this study's objective is to discover correlations between variables. The correlational design of this study is an explanatory design, which, according to Creswell (2012), is an explanatory study design in which the researcher determines the extent to which two variables (or more) co-vary, he determines where one variable It's a correlated design that we're interested in changing. Variables reflect changes to other variables. This study therefore consisted of two variables. We used X as the explanatory variable representing the student's motivation to write, and Y as the dependent variable for the student's writing ability. The purpose of this study was to determine whether there is a link between eighth-grade writing ability at SMP Negeri 2 Muara Jawa and writing motivation.

#### **3.2 Determination Techniques for Research Subjects and Objects**

How the subject is determined is often referred to as how the data source is determined. The subjects of this study all of Students of SMP Negeri 2 Muara Jawa for the 2020/2021 academic year. Operationally, this research requires determining the subject, namely population techniques and sampling techniques.

### **3.3 Population and Samples**

#### **3.3.1 Population**

Population includes all parts of the study used as study subjects. As for the data sources in this study is eight grade students of SMP Negeri 2 Muara Jawa.

#### **3.3.2 Sampling**

In this study, the sampling author used the entire sample to obtain the sample. The researchers used a complete sample because the sample contains the entire population. Classes are used as samples for analysis in this study. The sample was class XIII-D, which has 31 students.

### **3.4 Data Analysis Method**

#### **3.4.1 Validity Test**

Researchers first analyzed the validity of questionnaires and tests before the questionnaires were given to students. According to Pallant (2011), the effectiveness of a scale refers to the extent to which it measures what it purports to measure. He also mentioned that he has three types of validity. In this study, researchers use construct validity because the instruments are tuned by experts. According to Pallant (2011), construct validity involves testing scales in relation to theoretically derived hypotheses about the properties of the underlying variables or constructs, rather than against a single criterion. To analyze the effectiveness of the questionnaire, the researcher used his SPSS 22 program for Windows. The researcher then compares the  $r_0$  and  $r_{table}$  with the product-moment Pearson correlation.

There are two criteria to determine the validity of an article: The measure is

valid if  $r_0 > r_{\text{table}}$  reaches the 5% significance level. The measure is ineffective if  $r_0$  reaches the 5% significance level.

### **3.4.2 Reliability Test**

Reliability tests are used to measure the consistency of the meter at different time points and are measured by inter-rater reliability. Creswell (2015), states that inter-rater reliability is a method for observing behavior. This means that an evaluator is someone who evaluates or measures the performance, behavior, or ability of humans or animals. Researchers using inter-rater reliability should ensure consistency of test results on written tests. Researchers used an assessment rubric to assist two evaluators, course-writing instructors, in assessing the students' adequacy process for writing narrative paragraphs.

## **3.5 Technique of Data Collection**

In collecting the data, researchers will use two methods: a questionnaire and a written test.

### **3.5.1 Students' Writing Motivation Questionnaire**

Surveys are data collected by giving respondents a questionnaire or a written response (Sugiyono: 2010).

Questionnaires distributed to students receive grades for column statements. The questionnaire consists of her 30 items. Writers employ the Writing Motivation Questionnaire from Payne Ashley (2012). In this survey, students answer questions from five categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Data from a Questionnaire on Student Responses to

Implementing Process Writing Approaches Analyzed by Calculating as Percentages Using Frequency Responses You will be asked to.

**Table 3.1 Categories of Students' Writing Motivation**

129-160	Very High of Motivation
97-128	High of Motivation
65-96	Medium of Motivation
33-64	Low of Motivation
1-32	Very Low of Motivation

Adopt by: Anas Sudjiono, 2016

### 3.5.1 Writing Ability Test

A written test was used by researchers to gather information about writing ability. The students' ability to write stories was evaluated through a written test. After the researcher covered the student, it was given to the students to write a paragraph on the topic provided by the researcher.

To obtain data on students' writing ability, researchers used a writing rubric. In her writing department, five aspects of her were assessed's; content, structure, mechanics, grammar, and vocabulary.

**Table 3.2 Scoring Rubric Narrative Paragraph**

	Max. Score	Actual Score
<b>Format -5 Points</b>		
There is a title	1	
Title is centered	1	
First line is intended	1	
Margins are on both sides	1	
Paragraph is double-spaced	1	
<b>Total</b>	<b>5</b>	

	Max.	Actual Score
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	Score	
<b>Mechanism -5 Points</b>		
Each sentence is followed by a period, question mark or exclamation point	1	
Capitalization is correct	2	
Spelling is correct	2	
<b>Total</b>	<b>5</b>	

	Max. Score	Actual Score
<b>Content -20 Points</b>		
Paragraph fits the task	5	
Paragraph is interesting to read	5	
Paragraph shows thought and care	10	
<b>Total</b>	<b>20</b>	

	Max. Score	Actual Score
<b>Organization -35 Points</b>		
A paragraph begins with a topic sentence that contains both the theme and the central idea	10	
The paragraph contains several concrete and factual sentences that explain or prove the topic sentence, including at least one example	20	
Paragraph ends with a proper closing sentence	5	

	Max. Score	Actual Score
<b>Grammar and sentence structure - 35 points</b>		
Estimate a grammar and sentence structure score	35	
<b>Grand Total</b>	<b>100</b>	
<b>Total</b>	<b>35</b>	

Oshima and Hogue (2006)

The analysis is based on the scoring rubric proposed by Hyland (2003), where scores are categorized based on performance criteria as follows:

**Table 3.3 Criteria of Ability**

<b>Score</b>	<b>Criteria of Ability</b>
91 – 100	Excellent
81 – 90	Very Good
71 – 80	Good
61 – 70	Average
51 – 60	Fair
41 – 50	Poor
Less than 40	Inadequate

### **3.6 Technique of Data Analysis**

#### **3.6.1 Description Analysis**

To analyze the quantitative data, we compared the test scores before the writer finished with the data from the post-search test. We then analyzed the data to determine whether the written scores met the minimum standards and whether they were improving. From the comparison, the researchers drew conclusions in the form of explanations about whether the use of animated shorts improved students' motivation, narrative text creation, and writing abilities.

##### **a. Normally test**

The goal of normal distribution is to see if the data are normally distributed. Ordinary tests were used to determine whether the population model samples from each variable procedure could still have non-normal standard deviations of the data from the results calculation.

### **3.7 Correlational Analysis**

Questionnaire and written test data are analyzed using Pearson's Moment. Pearson's Moment is a technique for looking for correlations between two

variables. (Riduwan: 2004).

**Table 3.4: Category for Correlation**

<b>SCORE</b>	<b>CRITERIA</b>
0,80 – 1,00	Very High
0,60 – 0,79	High
0,40 – 0,59	Medium
0,20 – 0,39	Low
0,00 – 0,199	Very Low

### **3.8 Statistical Hypothesis**

1.  $H_1: r_o > r_t$  = if  $r_o$  value higher than  $r_t$   $H_a$  is accepted. It means that there is correlation between students writing motivation and writing ability.
2.  $H_o: r_o < r_t$  = if  $r_o$  value is lower than  $r_t$   $H_a$  is accepted. It means that there is no correlation of the students writing motivation and writing ability

