Chapter III
Method of the Research

In this part of writing, the researcher will present steps from the beginning of the research to the analysis of the data. These steps is taken to organize the whole research processes. It involves research design, research method, technique of collecting data, technique of analysing data, also population and sample.

3.1. Research Design

The research is about the use of pair checks model in teaching descriptive text to improve student's writing ability. This research used qualitative method, but there are simple calculations to support the qualitative result. The researcher does the research by following several steps. These following are the steps that is used by the researcher.

a. Planning

In this step, the researcher makes some planning based on the finding of preliminary study. The following activities in this action planning are designing lesson plan, teaching equipment, questionnaire, and other instruments that is used.

Designing lesson plan based on the current used syllabus. Lesson plan provide the teacher with the guideline of teaching and learning activities. It mentions the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment.

b. Implementing

In this step, the researcher teaches the students based on the lesson plan that has been prepared before. After explaining the material, the researcher gives a task by using pair checks model which is set students into pairs and ask students to make a descriptive text composition. Next, the students give their composition to their partner to be checked. Then, teacher gives feedback to the students after finishing their work. Last, the teacher gives general conclusion. That is about the composition that has been done by the students in pair checks model.

c. Reporting

After The researcher observes the implementation of using pair checks model in teaching writing descriptive text, then the researcher will arrange the result of the research into a paper which based on the findings from data analysis.

3.2 Research Method

In this research, the researcher analyses, identifies, classifies and describes the data of students' composition, descriptive qualitative method is an ideal method as it is fundamentally interpretive. (Creswell, 2012) states that qualitative research as any kind of research that has no means of statistical procedures or other means of quantification. In addition, according to Cresswell (2007) in qualitative study "the researcher builds a complex, holistic picture, analyses words, report detailed views of informants, and conducts the study in natural setting". One of the strengths of the qualitative approach is the natural setting where a researcher gathers the data at the field of participants" experience to the issue under study (Creswell, 2007).

3.3 Procedure of Collecting Data

Data collection are the process of collecting some data which are needed by the researcher for completing the result of the research. Those data are the sources for the researcher to answer the research problems. From the data, researcher can formulate the best answer regarding to the data that the researcher has obtained in the field.

Technique of collecting data in this research is using qualitative data. The qualitative data consists of documentation study, observation, questionnaire, and the result of the learning process. The complete explanation as follows:

3.3.1 Documentation Study

The documentation study is used to take data from the lesson planning that is designed by the researcher for implementing the pair checks model in teaching descriptive text for seventh grade student of junior high school. An assessment format is used to take score from the lesson planning.

3.3.2 Observation

The researcher runs the observation through taking a note. By taking note, researcher writes down what happened in the class during his research. It includes situations in the class, student's behaviours, result from the learning process, and anything that occur in the class during the research.

The researcher also observes the procedures of learning through an assessment format to see the score of it. Then there is observation about teaching equipment such as learning material, student's worksheet, learning

media, and evaluation to make the suitable teaching equipment in using pair checks model for teaching writing.

3.3.2 Test

The way to acquire the results of the study is through test. The test used in this study is pre-test and post-test. To find out students' writing ability, the researcher gives writing test to the students.

3.3.3 Questionnaire

In this study, the researcher used questionnaire to know the students' responses toward the teaching learning activity during the learning process. The questionnaire is designed by the researcher to find out some information in implementing the pair checks model.

3.4 The Instrument of the Research

Here are the instruments for each data collection of observation, test, and questionnaire.

3.4.1 Documentation Study

The documentation study will try to obtain data from the lesson planning. Documentation study means the researcher assess the lesson plan that is made by the researcher to give score on it.

3.4.1.1 Lesson Planning

For the lesson planning, it is observed separately from the other teaching equipment. Lesson plan is observed to find out how good it is. To measure the score of the lesson plan, the scoring as follows is used.

Table 3.1
Lesson Plan Format

NO.	OBSERVED ASPECT INDICATORS	SCORE				
1.	Clarity of the formulation of learning objectives (does not lead to multiple interpretations and contains behavioural learning outcomes).	1	2	3	4	5
2.	Selection of teaching material (in accordance with the goals and characteristics of students).	1	2	3	4	5
3.	Organizing teaching materials (suitability, material systematics and conformity with time allocation).	1	2	3	4	5
4.	Selection of learning resources / media (in accordance with the objectives, material and characteristics of students).	1	2	3	4	5
5.	Clarity of learning scenarios (each step reflects the strategy / method and time allocation at each stage).	1	2	3	4	5
6.	Detailed learning scenarios (each step reflects the strategy / method and time allocation at each stage).	1	2	3	4	5
7.	Suitability of techniques with learning objectives.	1	2	3	4	5
8.	Completeness of instruments (questions, keys, scoring guidelines).	1	2	3	4	5
Total score		....				

Source: *Buku Panduan PPL FKIP Unpas 2014*

There are eight points to be assessed, each point has range from 1 to 5 in scoring, 1 is the lowest and 5 is the highest. So, if every aspect earned point of 5, the score is 40. Therefore, the maximum score is 40.

3.4.2 Observation

The observation will try to obtain the data from procedure of learning, and teaching equipment. The teaching equipment are learning material, student's worksheet, learning media, and evaluation.

3.4.2.1 Procedure of Learning

To find out how good is the procedure of learning ran by the researcher during the research, the format of scoring as follows is used.

Table 3.2
Procedure of Learning Format

NO.	ACTIVITIES	Checks	SCORE
I.	**Pre-Learning**		
1.	Preparing students to study.	✓	1
2.	Conducting apperception activities.	✓	1
II.	**Main Learning Activities**		
A.	**Study Materials Mastery**		
3.	Demonstrating mastery of learning material.	✓	1
4.	Associating material with other relevant knowledge.	✓	1
5.	Delivering the material clearly, in accordance with the learning hierarchy and characteristics of students.	✓	1
6.	Connecting material to the reality of life.	✓	1
B.	**Approach / Learning strategies**		
7.	Carrying out learning in accordance with the competencies (objectives) that will be achieved and student characteristics.	✓	1
8.	Performing coherent learning.	✓	1
9.	Class management.	✓	1
10.	Performing contextual learning.	✓	1
11.	Carrying out learning that allows positive habits to grow.	✓	1

12.	Conducting the learning due to time allocation that is planned.	✓	1
C.	**Use of Learning Resources / Learning Media**		
13.	Using media effectively and efficiently.	✓	1
14.	Producing interesting messages.	✓	1
15.	Involving students in media use.	✓	1
16.	Growing active participation of students in learning.	✓	
D.	**Learning that Triggers and Maintains Student involvement**		
17.	Demonstrating an open attitude towards student responses.	✓	1
18.	Growing students' joy and enthusiasm in learning.	✓	1
E.	**Assessment of Process and Result of Learning**		
19.	Monitoring learning progress during the process.	✓	1
20.	Conducting a final assessment in accordance with the competencies (objectives).	✓	1
F.	**Language Usage**		
21.	Using spoken and written language clearly, well and correctly.	✓	1
22.	Delivering the message in the appropriate style.	✓	1
III.	**Closing**		
23.	Conducting Reflection or make a summary by involving students.	✓	1
24.	Carrying out follow-up by giving direction, or activities or tasks as part of remedies / enrichments.	✓	1
	Total score		24

Source: *Buku Panduan PPL FKIP Unpas 2014*

The maximum score from the format is 24. There are 24 points to be checked, therefore each number has score of 1 if completed. There are 3 main sections: Pre-learning, Main activity, and closing. There are 2 points from pre-learning, 20 points from main activity, and 2 points from closing. Main activity has 6 sub title, there are: study materials mastery, approach/learning strategies, use of learning resources/learning media, learning that triggers and maintains student involvement, assessment of process and result of learning, language usage, and closing.

The researcher also makes a field note, to support the research by making a field report in implementing the pair checks model in teaching descriptive text. The field report will cover information needed to answer the research question about how the pair checks model is implemented in teaching descriptive text.

3.4.2.2 Teaching Equipment

How the researcher is going to design the suitable teaching equipment for implementing the pair checks model in teaching descriptive text for seventh grade student. There are five elements from the teaching equipment that will be designed for teaching writing, there are lesson plan, teaching material, worksheet, learning media and evaluation. The teaching equipment should be designed for learning language and learning writing. It is based on the explanation in chapter II.

3.4.2.2.1 Lesson planning

The lesson plan should be developed from the syllabus, and the lesson plan should have these points in it:

1. School data, subjects, and classes/semesters;

2. Subject matter;

3. Time allocation;

4. Learning objectives,

5. Basic competency and competency achievement indicators;

6. Learning materials;

7. Methods of learning;

8. Media, tools and learning resources;

9. The steps of learning activities;

10. Assessment.

3.4.2.2.2 Learning material

Student's learning material should be in accordance with the syllabus. Students' need in junior high school based on the curriculum is English as communication. Good teaching material should be informative (informs the learner about the target language), instructional (guides the learner in practicing the language), experiential (provides the learner with experience of the language in use), eliciting (encourage the learner to use the language), and exploratory (helps the learner to make discoveries about the language). Furthermore, students' need-based material can attract the students' motivation and knowledge, necessities into required knowledge, and wants into subjective needs.

3.4.2.2.3 Student's Worksheet

A good worksheet consisted of these components:

1. Title

2. Learning instruction

3. Competencies to be achieved

4. Subject matter

5. Supporting information

6. Task and work steps

Moreover, there should be character education for the students so that they will be inspired to be a good student.

3.4.2.2.4 Learning Media

Writing through image is recommended for teaching writing, therefore the learning media should have images in it. Media with images can be in printed forms or non-printed such as digital images.

3.4.2.2.5 Evaluation

In evaluating students writing, the evaluation should be about writing. Which should be in accordance with what the teachers want to evaluate.

3.4.3 The Instrument of Test

The students have to compose a descriptive text in a piece of paper about person, animal or object, they have to choose one for their topic. The researcher divided the scoring into five aspects, which are the scores of content, organisation, vocabularies, grammar, and mechanics. It is based on Hyland (2003). After that, to get the mean, the scores from all criteria are summed and divided into five. The pre-test will be done before implementing pair checks model. Meanwhile, the post-test is given after using pair checks model. The test is held after the material is given.

The instruction of the test is as follows:

"Please write a descriptive text about person, animal, or object (you only have to choose one as your topic of descriptive text). Write it in a piece of paper. Write your name and class in the paper".

Here are the rating scores of writing test:

Table 3.3
Scoring Rubric for the Test

Aspect of Writing	Range	Score	Criterion
Content	5	Excellent	Main ideas stated clearly and accurately, change opinion very clear.
	4	Good	Main ideas stated fairly clearly and accurately, change opinion relatively clear.
	3	Average	Main ideas somewhat unclear or inaccurate, change opinion statement very weak.
	2	Poor	Main Ideas not clear or accurate, change opinion statement weak.
	1	Very Poor	Main Ideas not at all clear or accurate, change opinion statement very weak.
Organization	5	Excellent	Well-organized and perfectly coherent.
	4	Good	Fairly well-organized and generally coherent.

	3	Average	Loosely organized but main ideas clear, logical but incomplete sequencing.
	2	Poor	Ideas disconnected, lacks logical sequencing.
	1	Very Poor	No organization, incoherent.
Vocabularies	5	Excellent	Very effective choice of words and use of idioms and words forms.
	4	Good	Effective choice of words and use of idioms and words forms.
	3	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms.
	2	Poor	Limited range, confused use of words, idioms, and word forms.
	1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms.
Grammar	5	Excellent	No errors. Full control of complex structure.
	4	Good	Almost no errors, good control of structure.
	3	Average	Some errors, fail control of structure.
	2	Poor	Many errors, poor control of structure.

	1	Very Poor	Dominated by errors, no control of structure.
Mechanics	5	Excellent	Mastery of spelling and punctuation.
	4	Good	Few errors in spelling and punctuation.
	3	Average	Fair number of spelling and punctuation errors.
	2	Poor	Frequent errors in spelling and punctuation.
	1	Very Poor	No control over spelling and punctuation.

3.4.3 Questionnaire

The researcher provided a questionnaire that consists of 8 questions in the form. For positive items the (Strongly Agree) is given score 4, the (Agree) is given score 3, the (Disagree) is given score 2 and the (Strongly Disagree) is given score 1.

QUESTIONNAIRE FOR STUDENTS

THE USE OF PAIR CHECKS MODEL IN TEACHING DESCRIPTIVE TEXT

TO IMPROVE STUDENT'S WRITING ABILITY

Instructions:
  a. Please choose the answer honestly, because it will not affect your score.
  b. Give a checklist (√) in the provided column number, there are:
     1= Very not agree, 2= Not agree, 3= Agree, 4= Very agree

Table 3.4
Questionnaire Sheet

NO	STATEMENT	1	2	3	4
1	The use of the pair checks model in learning descriptive text makes you happy.				
2	The subject matter delivered is in accordance with the learning objectives.				
3	The use of the pair checks model in learning descriptive text makes it easier for you to understand the material.				
4	The use of the pair checks model in learning descriptive text is effective in learning.				
5	I experienced obstacles when I was using the pair checks model in learning descriptive text.				
6	The use of the pair checks model gives me motivation in learning descriptive text.				
7	Your interest in learning descriptive text has increased after using the pair checks model.				
8	The learning material in learning descriptive text was achieved using the pair checks model.				

Bandung,   2019

Mengetahui

Siswa,

3.5 Technique of Analysing the Data

There are five data that will be analysed by the researcher. Those data are; lesson planning, procedure of learning, teaching equipment, result of study, and student's opinion about using pair checks model in teaching descriptive text to improve student's writing ability. The researcher will use several steps in analysing the data.

3.5.1 Analysing the Lesson Planning

Processing on the results of observations in the form of a sheet measuring the lesson planning score, and categorized as follows:

Table 3.5
Lesson Plan Score Categorization

Score	Grade	Explanation
35 – 40	A	Very good
20 – 29	B	Good
10 – 19	C	Fair
0 – 9	D	Lack

The lesson planning documentation can be seen on appendix 11.

3.5.2 Analysing the Procedures of Learning

Processing on the results of observations in the form of a sheet measuring the accuracy of learning procedures using the categorization:

Table 3.6
Procedure of Learning Score Categorization

Score	Grade	Explanation
19 – 24	A	Very good
13 – 18	B	Good
7 – 12	C	Fair
0 – 6	D	Lack

3.5.3 Analysing the Teaching Equipment

Processing the result of the specially designed teaching equipment for pair checks model in teaching descriptive text.

1. **Learning Material**

   Material: Descriptive text

   Education Level: 7th Grade Junior High School

   Learning Indicators:

3.7.1   Identify social functions and linguistic elements of expressions and ask questions about descriptions of people, animals, and objects, short and simple, based on the context.

3.7.2   Mention, state and ask about the description of people, animals and objects, short and simple, according to context.

3.7.3   Responds to expressions and asks about descriptions of people, animals and objects, short and simple, according to context

3.7.4   Capturing contextually meaning related to social function, text structure, and linguistic elements of oral and written descriptive text, very short and simple, related to people, animals and objects

4.7.1   Arrange oral and written descriptive texts, very short and simple, related to people, animals and objects, taking into account social functions, text structures, and linguistic elements, correctly and in context

3.7.5   Write simple written texts about descriptions of people, animals, and objects, short and simple in context

3.7.6   Write simple written texts about people, animals and objects, taking into account social functions, text structures, and linguistic elements that are correct and in context.

- ➢ **Social Function**

  Describe, introduce, praise, identify, criticize.

- ➢ **Text Structure**
  - Identification (full name and parts).
  - Characteristics.
  - Function, behaviour, benefit, action, habit that related to person, animal, or thing.

- ➢ **Language Feature**
  - Declarative sentence (positive and negative), and interrogative (Yes/No question; WH questions), in simple present tense.
  - Singular and plural noun with or without a, the, this, those, my, their, etc.
  - Pronunciation, word stress, intonation, spelling, punctuation, and handwriting.

- ➢ **Topic**

  Behaviour/action/function of person, animal, thing, in home, school, and student's nearby environment which can grow behaviour that contained in main competencies.

Examples of descriptive text:

Example for thing:

Picture 3.1
Descriptive Text Example 1

Do you see my notebook? I put it on my desk, but it is not there now.

What does it look like?

It's thick. It has a blue hard cover.

Does it have a pink ribbon separator? This one?

No. The ribbon is white. There's a sticker on the cover. It's shiny, white, round with a picture of an orang-utan.

It must be the one over there, on the teacher's desk.

Yes, you're right. Thank you.

Example for animal:

Picture 3.2
Descriptive Text Example 2

I love my cat, Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.

Example for person

Picture 3.3
Descriptive Text Example 3

> I'm proud of my English teacher. She is smart and very friendly. Her English is very good and very clear. She speaks English to us, and we speak English to her too. She often reads us good stories from different parts of Indonesia. She knows many stories from other countries too.
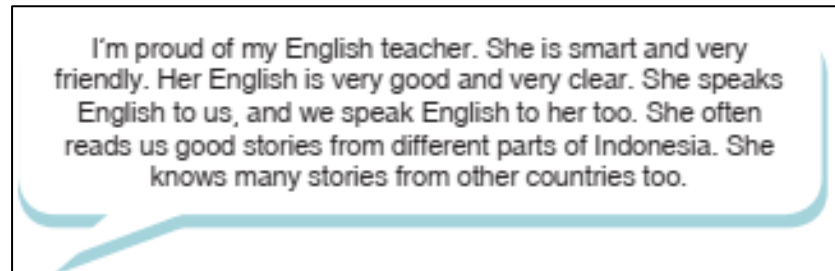
2. Student's Worksheet

Title: Activity 5; Collecting Information (*Mengamati dan Menanya*)

Subject: English

Material: Descriptive text

Education Level: 7th Grade Junior High School

Learning Indicators:

3.7.1   Identify social functions and linguistic elements of expressions and ask questions about descriptions of people, animals, and objects, short and simple, based on the context.

3.7.2   Mention, state and ask about the description of people, animals and objects, short and simple, according to context.

3.7.3   Responds to expressions and asks about descriptions of people, animals and objects, short and simple, according to context

3.7.4   Capturing contextually meaning related to social function, text structure, and linguistic elements of oral and written descriptive text, very short and simple, related to people, animals and objects

4.7.1 Arrange oral and written descriptive texts, very short and simple, related to people, animals and objects, taking into account social functions, text structures, and linguistic elements, correctly and in context

4.7.2 Write simple written texts about descriptions of people, animals, and objects, short and simple in context

4.7.3 Write simple written texts about people, animals and objects, taking into account social functions, text structures, and linguistic elements that are correct and in context.

Picture 3.4

Student's Worksheet

Key Answer:

Kunci Jawaban Kegiatan 5: Mengamati dan Menanya

1. Edo's notebook is <u>thick</u>, with <u>a blue hard cover</u>. It has <u>a white ribbon separator</u>. There is <u>a sticker</u> on the cover.

   It is <u>shiny, white, and round</u>, with <u>a picture of an orang-utan</u>.

2. Lina's house is in <u>a new housing complex</u>. The roof is <u>blue</u>. It has no <u>fence</u>. It is <u>white</u> and <u>grey</u>.

   There are two trees <u>in front of his house</u>.

   One of them is <u>a star-fruit tree</u>. Lina's house is near <u>the small bridge on Jalan Teratai</u>.

   There is <u>a handycraft</u> from Tana Toraja hanging on the front door. It is <u>triangle</u> with <u>beautiful carving</u>.

   There is a big stone <u>in front of</u> the his house.

   Some children often <u>sit</u> and <u>play</u> there.

3. The big shoe-shop near <u>the barber-shop</u> sells different models of <u>plastic shoes</u>. The shoes have different<u>colours</u>.

   Some shoes have <u>holes</u>. Some shoes <u>have</u> flowers in the front. Some shoes <u>are</u> plain.

   There are also shoes with <u>a strap</u>, and open <u>in the front</u>, like sandals. They <u>have</u> low heels. They <u>look</u> comfortable.

4. Mr. Gani wants a <u>white</u> T-shirt, <u>with</u> short sleeves. It is <u>sporty</u> and <u>casual</u>.

   He wants one with <u>a small picture</u> about Bali <u>in the front</u>.

5 Learning Media

Subject: English

Material: Descriptive text

Type of Media: Printed Media

Education Level: 7th Grade Junior High School

Learning Indicators:

3.7.1 Identify social functions and linguistic elements of expressions and ask questions about descriptions of people, animals, and objects, short and simple, based on the context.

3.7.2 Mention, state and ask about the description of people, animals and objects, short and simple, according to context.

3.7.3 Responds to expressions and asks about descriptions of people, animals and objects, short and simple, according to context

3.7.4 Capturing contextually meaning related to social function, text structure, and linguistic elements of oral and written descriptive text, very short and simple, related to people, animals and objects

4.7.1 Arrange oral and written descriptive texts, very short and simple, related to people, animals and objects, taking into account social functions, text structures, and linguistic elements, correctly and in context

4.7.2 Write simple written texts about descriptions of people, animals, and objects, short and simple in context

4.7.3 Write simple written texts about people, animals and objects, taking into account social functions, text structures, and linguistic elements that are correct and in context.

Picture 3.5
Learning Media Example 1
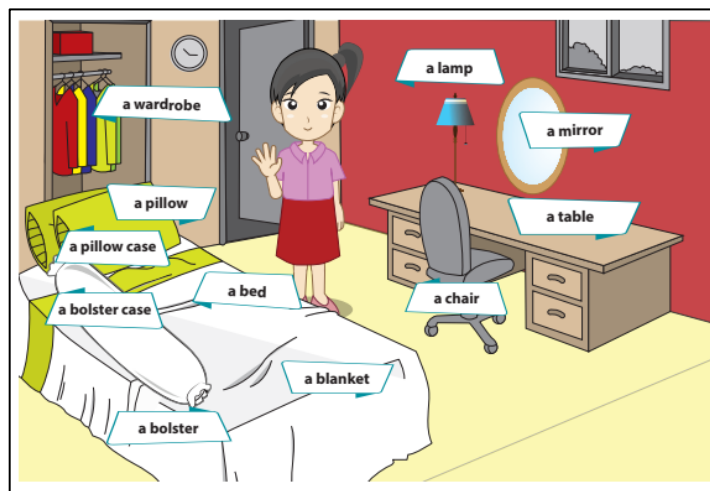
Picture 3.6
Learning Media Example 2
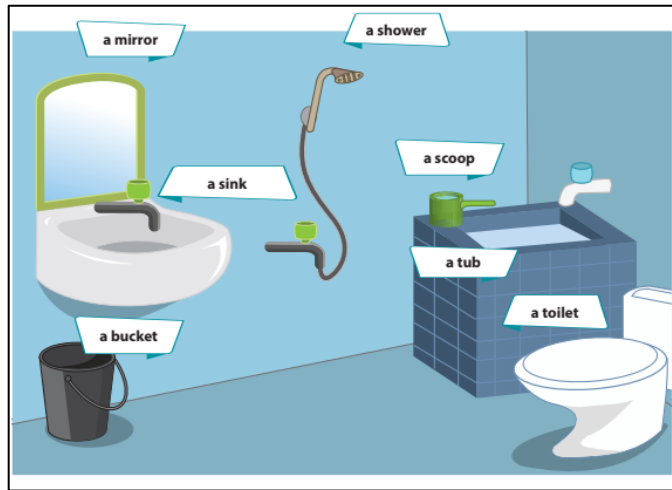
Picture 3.7
Learning Media Example 3

Picture 3.8
Learning Media Example 4

5 Evaluation

In evaluating writing, this scoring rubric is used to see the ability or skill the students have.

Aspect of Writing	Range	Score	Criterion
Content	5	Excellent	Main ideas stated clearly and accurately, change opinion very clear.
	4	Good	Main ideas stated fairly clearly and accurately, change opinion relatively clear.
	3	Average	Main ideas somewhat unclear or inaccurate, change opinion statement somewhat weak.
	2	Poor	Main Ideas not clear or accurate, change opinion statement weak.
	1	Very Poor	Main Ideas not at all clear or accurate, change opinion statement very weak.
Organization	5	Excellent	Well-organized and perfectly coherent.

	4	Good	Fairly well-organized and generally coherent.
	3	Average	Loosely organized but main ideas clear, logical but incomplete sequencing.
	2	Poor	Ideas disconnected, lacks logical sequencing.
	1	Very Poor	No organization, incoherent.
Vocabularies	5	Excellent	Very effective choice of words and use of idioms and words forms.
	4	Good	Effective choice of words and use of idioms and words forms.
	3	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms.
	2	Poor	Limited range, confused use of words, idioms, and word forms.
	1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms.
Grammar	5	Excellent	No errors. Full control of complex structure.
	4	Good	Almost no errors, good control of structure.
	3	Average	Some errors, fail control of structure.
	2	Poor	Many errors, poor control of structure.
	1	Very Poor	Dominated by errors, no control of structure.
Mechanics	5	Excellent	Mastery of spelling and punctuation.
	4	Good	Few errors in spelling and punctuation.
	3	Average	Fair number of spelling and punctuation errors.
	2	Poor	Frequent errors in spelling and punctuation.
	1	Very Poor	No control over spelling and punctuation.

3.5.4 Analysing the Result of the Test

In analysing the numerical data, first the researcher tries to get the average of students' writing skill after pre-test and post-test. It is used to know how well students' score as a whole on writing. It uses the formula:

$$\overline{X} = \frac{\Sigma X}{n}$$

$\overline{X}$ = mean

x = individual score

n = number of students

Second, after getting mean of students' score per actions, the researcher identifies whether or not there might have student's improvement score on writing from pre-test and post-test. In analysing, the researcher uses the formula:

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

P = Percentage of students' improvement

y = pre-test result

$y1$ = post-test result

3.5.5 Analysing Student's Response

Aside from analysing the result of the test and observing the activity during the research, the researcher also uses questionnaire to find out students' response toward pair checks model in writing. In analysing the students'

response. The researcher uses the criterion of score interpreting as follows: Strongly agree= 4, Agree= 3, Disagree= 2, Strongly disagree= 1. After tabulating all answers, the researcher calculates the percentage of the strength of response by using the formula as follows:

$$P = \frac{Total\ of\ agree\ and\ strongly\ agree\ answer}{Total\ of\ ideal\ score} \times 100\%$$

P= Percentage of students' response

After each answer is calculated, the score is processed based on the criterion of interpretation score as follows:

Percentage 0% - 25% = very low

Percentage 26% - 50% = low

Percentage 51% - 75% = strong

Percentage 76% - 100% = very strong

3.6 Population and Sample

3.6.1 Population

Margono (2004) claimed that population is all data which become the researcher's attention in a certain place and time. The population of this study is the seventh grade student of SMP Pasundan 6 Bandung, the number of all classes in the seventh grade are 4 (7A, 7B, 7C, and 7D), and the academic year is 2018-2019. The number of all seventh-grade students in SMP Pasundan 6 Bandung in academic year of 2018-2019 is 148 students. SMP Pasundan 6 Bandung is located on Sumatra street, number 41, Bandung.

3.6.2 Sample

Freankel and Wallen (1993) stated that sample is group in the research on which the information is obtained, preferably selected in such a way that the sample represents the larger group (population) from which it was selected. The sample of this study is one class of the seventh grade of SMP Pasundan 6 Bandung, which is class 7A and consisted of 32 students in 2018 – 2019 academic year. The researcher chose 7A because the class was one of the class that was given by the school for the researcher to do his field experience program as a teacher.