

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was descriptive design type. This research described the writing skill of the class IX of Junior High School 1 Sintoga. Students in writing on recount, descriptive, and narrative text. Descriptive research includes surveys and fact-finding enquiries of different kinds and the major purpose of descriptive research is description of the state of affairs as it exists at present (Kothari, 1990:2). Descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study.

B. Population and Sample

1. Population

The population of this research was the first year students of State I Junior High School 1 Sintoga academic year 2016/2017. They are choosing as population of the research because they have learn about the genre text. Therefore, they are assuming to be able to write the genre text.

There are three classes of the first year of Junior High School 1 Sintoga. Total numbers of the students from the three classes were 90 students one classes consist of 30, second class was 30 students and one class 30 Students. All of students were treat with similarly in learning English; they have some books and some material.

Table 3.1
Population of Class IX at Junior High School 1
SintogaLubukAlungAcademic Year 2016/2017

Class	Total of Students
IX.1	30
IX.2	30
IX.3	30
Total	90

2. Sample

Sample is a part of population that can represent the problem values of the population. A sample comprises the individuals, items, or events selected from a large group referred to as a population. The purpose of sampling is to gain information about the population by using the sample. One of methods to determine the number of samples is using Slovin's formula (Sevillaet. Al., 1960:182) cited in Lina (2013:62), as follows:

$$n = \frac{N}{1 + N \cdot e^2}$$

Which:

n = Sample

N = Population

e = Error tolerance

The steps to using this formula, first determine how fault tolerance limits. Tolerance limit express as a percentage error. The smaller the error tolerance, the more accurately describe the sample population. For example, research with an error limit of 5% means it has a 95% accuracy rate. Research with a limit of error of 2% and has 98% accuracy rate. With

thesamenumber ofpopulation, the smaller theerrortolerance, the greater the numberof samplerequired.

Error tolerance is taken by researchers of 15%to85% accuracy study. This value was chosen by researchers because of time and cost of research. According, the calculation above was30.Thesample of this research was30 students.

Table 3.2
Sample of Class IX at Junior High School 1 SintogaLubukAlung
Academic Year 2016/2017

Class	Total of Students
IX.1	10
IX.2	10
IX.3	10
Total	30

C. Place and Time of Research

This research was held in Junior High School 1 SintogaLubukAlung, which is locate in LubukAlung. This research was held on academic year 2016/2017 at first semester that is start on September 11th until December11th 2016

In the research, researcher firstly gave the writing test to the students to figure out the students' skill in writing genre texts. The test itself was conduct in 60 minutes where the students chose one out of five topics and 30 minutes for answer the questioners.

D. Instrument of Research

This instrument which used in this research was writing test. There three types of genre; they are recount, descriptive, and narrative text. In design this instrument, the writer refers to material and syllabus that use by teacher at Junior High School 1 Sintoga Lubuk Alung.

Table 3.3
Blue Print of Writing Test

NO	Components of writing skill	Criteria	Topics of Recount text	Topics of Descriptive Text	Topics of Narrative Text
1	Content	1. Knowledgeable, substantive, thorough development of thesis, relevant to assign topic	1. My Last Holiday	1. My Friend	1. Malinkundang
2	Organization	2. Fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.	2. My First Experience	2. My Classroom	2. Cinderela
3	Vocabulary	3. Sophisticated range, effective word/ idiom choice, and usage; word form mastery, appropriate register.	3. The New Year 2014 Celebration	3. New Bag	3. Snow white
4	Language	4. Affective complex, few errors of agreement, tense, number, word order/ function, articles, pronouns,	4. Visiting Ngalau	4. My house	4. Sungai jernih Legend
5	Use Mechanics		5. .My The IdulFitri		

	Organizatio	prepositions. 5. Demonstrate mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing	Celebration 6. Experience in Elementary School 7. My Unfortunates	5. My teacher 6. New phone 7. My family	
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To analyze the students' writing result, the researcher was using the indicator and criteria of writing that propose by Jacob in Ghanbari,etc (2012:94).

E. Technique of Data Collections

The data of this research come from the students' was writing test. There are some steps follow in collected the data. *First*, the writing test was distributed to students which have take as the sample of this research. The researcher gavs the students some topics for the test. *Second*, the researcher asks them to write recount, descriptive, and narrative text. This research doin three times, one time for one genre. *Third*, the researcher gave them a questioner to know about the factor of students' problem in writing.

Table 3.6
Indicator and Criteria of Scoring Generic Structure of Recount Text

No.	Generic Structure	Criteria of Each Item	Score
1	Orientation	Orientation introduces participants, It shows time of an event, It shows place of an event, It identifies an event clearly, and It fulfills all criteria well	4
		Orientation introduces participants, It shows time of an event, It shows place of an event, It identifies an event clearly, But one criterion above is not fulfilled	3
		Orientation introduces participants, It shows time of an event, It shows place of an event, It identifies an event clearly, But some of the criterion are weak	2
		Orientation introduces participants, It shows time of an event, It shows place of an event, It identifies an event clearly, But three criteria are not fulfilled	1
		Orientation introduces participants, It shows time of an event, It shows place of an event, It identifies an event clearly, All criteria above are not fulfilled	0
2	Series of Event	Events should be in chronological order, Events should be in complete sentences, They can be informative or entertaining for readers, They are not added with irrelevant detail to the topic, It fulfills all criteria well	4
		Events should be in chronological order, Events should be in complete sentences, They can be informative or entertaining for readers, They are not added with irrelevant detail to the topic, But one criterion is not fulfilled	3
		Events should be in chronological order, Events should be in complete sentences, They can be informative or entertaining for readers, They are not	2
1	Orientation	Orientation introduces participants, It shows	4

	time of an event, It shows place of an event, It identifies an event clearly, and It fulfills all criteria well	
	Orientation introduces participants, It shows time of an event, It shows place of an event, It identifies an event clearly, But one criterion above is not fulfilled	3
	Orientation introduces participants, It shows time of an event, It shows place of an event, It identifies an event clearly, But some of the criterion are weak	2
	Orientation introduces participants, It shows time of an event, It shows place of an event, It identifies an event clearly, But three criteria are not fulfilled	1
	Orientation introduces participants, It shows time of an event, It shows place of an event, It identifies an event clearly, All criteria above are not fulfilled	0

Then, to analyze the students' Generic Structure of descriptive text, the researcher uses the indicator and criteria that propose by McGraw-Hills (2009:22):

Table. 3.7
Indicator and Criteria of Scoring Generic Structure of Descriptive Text

No.	Generic Structure	Criteria of Each Item	Score
1	Identification	Function is to identify the phenomenon to be describing that will give information about the object or the phenomenon that will be described, and It fulfills all criteria well	4
		Function is to identify the phenomenon to be describing that will give information about the object or the phenomenon that will be described, and But one criteria are not fulfilled	3

		Function is to identify the phenomenon to be describingthat will give information about the object or the phenomenon that will be described, and But two criteria are not fulfilled.	2
		Function is to identify the phenomenon to be describingthat will give information about the object or the phenomenon that will be described, and But three criteria are not fulfilled.	1
		Function is to identify the phenomenon to be describingthat will give information about the object or the phenomenon that will be described, and All criteria are not fulfilled.	0
2	Description	Description contains subtopics which describe parts, qualities, or characteristics. and It fulfills all criteria well	4
		Description contains subtopics which describe parts, qualities, or characteristics. and But one criteria are not fulfilled	3
		Description contains subtopics which describe parts, qualities, or characteristics. andBut two criteria are not fulfilled.	2
		Description contains subtopics which describe parts, qualities, or characteristics, and But three criteria are not fulfilled.	1
		Description contains subtopics which describe parts, qualities, or characteristicsand All criteria are not fulfilled.	0

Table 3.8
Indicator and Criteria of Scoring Generic Structure of Narrative Text

No.	Generic Structure	Criteria of Each Item	Score
1	Orientation	Focus on specific and usually individualized participants.	0 – 4
2	Evaluation	Use of material processes (and in this text behavioral and verbal processes.	0 – 4
3	Complication	Use of relation processes and mental processes.	0 – 4
4	Resolution	Use of temporal conjunction and temporal circumstance.	0 – 4
5	Re-orientation	Use of past tense.	0 – 4

After get the score of writing test, researcher then divide the score to 5 level of mastery. As cited in *oxford dictionaries*, mastery is a comprehensive knowledge or skill in a particular subject or activity. Below is the table of mastery's level.

Table 3.10
Level mastery

No	Score	No. of students	Percentage	Level
1	80 – 100		81%-100%	Very Good
2	66 – 79		71%-80%	Good
3	55 – 65		61%-70%	Fair
4	40 – 55		51%-60%	Poor
5	30 – 39		41%-50%	Very Poor

To increase the level of accuracy and success state of this study, researcher conducted an analysis of the writing test using a list of correction symbols adapted by Byrne (1988:125)

Table 3.11
List of Correction Symbol Based on Byrne

Symbol	Meaning	Example
S	Incorrect spelling	s s I recieved your letter
W.O.	Wrong word order	w.o. We know well this city w.o.

		Always I am happy here
T	Wrong tense	T If he will come , it will be too late
C	Concord Subject and verb do not agree	c Two policemen has come. c The news are bad today
W F	Wrong form	WF We want that you come.
S/P	Singular or plural form wrong	s We need more informations
h	Something has been left out	They said h was wrong He hit me on h shoulder
[]	Something is not necessary	[] It was too much difficult
? M	Meaning is not clear	?M Come and reet with us for a week ?M The view from here is very suggestive
N A	The usage is not appropriate	NA He requested me to sit down.
P	Punctuation wrong	PP Whatsyour name P He asked me what I wanted?

To know the percentage of the students' writing skill based on the component of writing genres of text, the researcher used the formula as suggested by Sudjana (2005:131):

$$P = \frac{F}{N} \times 100\%$$

Which:

P = Percentage of the students' having problems

F = Frequency of the students' having problems

N = Number of the student

This formula used to find out the percentage of the students' mastery dealing with the writing skill. It used to know the casual factors of the students' problem that are faced by the students.

