

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is qualitative research. According to Gay (2000 : 163), qualitative research is useful for describing and answering questions about participants and context. Qualitative research is also useful for exploring complex research areas about which little is known. Qualitative research is exceptionally suited for exploration, for beginning to understand a group or phenomenon. Such explorations often result in development of new theories. Finally, qualitative research can answer questions and illuminate issues that cannot be addressed by quantitative methods.

According to Gay (2000 : 169) the central focus of qualitative research studies is to provide understanding of a social setting or activity as view from the perspective of the research participants. The qualitative research is the research method to describe and interpret the object that is suitable with the fact. Qualitative research focuses on the understanding in the concept of the research.

According to Arikunto (2010 : 265), collecting the data in the research is the ways that can be use by researcher to collect data. In this research, the researcher use written test. The written test is some questions that are used to measure the knowledge, intelligence, skill or ability from individual or group.

B. Respondent of the Research

Respondent on this research is the grade X Social Science year of Senior High School 9 Padang. Population was the total object of under study that was

investigated. The population of this research was first grade social class of Senior High School 9 Padang that consist of five (5) classes by total 179 students.

Table 3.1
Respondent of Class X Social Science of
State Senior High School 9 Padang Academic Year 2017/2018

NO	Class	Number of Students
1	X 1	36
2	X 2	36
3	X 3	35
4	X 4	36
5	X 5	36
	TOTAL	179

The students chose as population based on assumption that they had learnt English for a year, so that they had experience writing English and they also taught with the same material and systems.

In choosing sample, the researcher used cluster random sampling. Gay (2000 : 123) states that random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Based on Sugiyono's statements (2006 : 91) concern that simple random sampling refers to select the sample that the researcher believes to be representative of homogenous population. Arikunto (2006 : 135) states as random sampling technique required the sample for at least 20 % of the population. Because of that, in order to get respondents of this research the researcher multiplied the total number of

students (179) to 20% and getting seven (7) students of each class as the sample of this research.

For writing test, researcher used simple random sampling in order to get the data. According to Arikunto (2006 : 135), simple random sampling means that the sample of the population will be taken by lottery. Practically, separate slips of paper used to select the sample. The procedures are; firstly, all the students of the classes were identified. Next, the researcher had taken several pieces of paper then slips up those papers into 108 parts to student's number. After that, the researcher numbered all parts of the paper count from 1 – 108 . Last, one by one the slips of paper were picked up by the researcher while closing their eyes until the students got as the sample of the research. This table below describes the amount of students for each class.

C. Time and Place

This research will be conducted in Senior High School 9 Padang from May until August 2018. The treatment conducted at first grade of social class (X Social Science).

D. Instrument

The instrument was writing test. The students were given instruction to write the recount text based the topics were given. The teacher depicted students' writing ability in recount text based on Jacob's theory ; they are in content, organization, vocabulary, language use and mechanics.

Table 3.2
Blueprint of Writing Test

No	Components of writing Skill	Criteria	Genre Text	
			Recount	Narrative
1	Content	Knowledgeable, substantive, thorough development of thesis, relevant to assign topic	1. My Last Vacation 2. My Unforgettable Experience 3. My Experience When I was a Child	1. Malin Kundang 2. Tangkuban Perahu 3. Lake Toba 4. Snow White
2	Organization	Fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.	4. My Bad Day 5. My Lucky Day	5. Mouse Deer and Crocodile
3	Vocabulary	Sophisticated range, effective word/ idiom choice, and usage; word form mastery; appropriate register.	1. My Busy Holiday 2. My First Day at School 3. My Experience When I Was in Junior High School 4. My Holiday in My Village 5. My Happy Time in the Beach	1. Timun Mas 2. Prambanan Temple 3. The Ugly Duckling 4. Pinocchio 5. Monkey and Crocodile
4	Language use	Affective complex, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.		
5	Mechanics	Demonstrate mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing		

From the table above, the students were asked to write recount and narrative texts based on the topics given. There were 2 writing recounts and 2 narrative texts. One test consisted of 5 topic They were allowed to choose one of five topics that they liked most.

Table 3.3

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 Events	Events should be in chronological order, Events should be in complete sentences, They can be informative or entertaining for readers, They are not	4

		<p>added with irrelevant detail to the topic, it fulfills all criteria well</p> <p>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</p> <p>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 some criteria are not fulfilled</p> <p>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 three criteria are not fulfilled</p> <p>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, All criteria are not fulfilled</p>	<p>3</p> <p>2</p> <p>1</p> <p>0</p>
3	Reorientation	<p>The reorientation should be in complete sentence, It is a personal opinion, It does not state new event, it has one or more adjectives, It fulfils all criteria well.</p> <p>The reorientation should be in complete sentence, It is a personal opinion, It does not state new event, it has one or more adjectives, But one criteria are not fulfilled</p> <p>The reorientation should be in complete sentence, It is a personal opinion, It does not state new event, it has one or</p>	<p>4</p> <p>3</p> <p>2</p>

	<p>more adjectives, but two criteria are not fulfilled.</p> <p>The reorientation should be in complete sentence, It is a personal opinion, It does not state new event, it has one or more adjectives, but three criteria are not fulfilled</p> <p>The reorientation should be in complete sentence, It is a personal opinion, It does not state new event, it has one or more adjectives, All criteria are not fulfilled</p>	<p>1</p> <p>0</p>
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E. Procedure of Data Collection

The data of this research came from the students' writing result. There were some steps follow in collecting the data. The writing test distributed to students which have taken as the sample of this research. The researcher gave the students topics for the test. Then, the researcher asked them to write recount text and narrative text based on one of the topics. The researcher evaluated students' writing and then gave the score for students (content organization, vocabulary, language use, and mechanic) based on Jacob's theory

F. Technique of Data Analysis

After collecting the data, students' writing result was analyzed. First, the researcher analyzed the data (students' writing). The score of each were calculated and categorized. In order to analyze the students' writing result, the researcher used the indicator and criteria of writing that propose by Jacob (1981 : 90).

Student:		Date:	Topic
Level	Score	Criteria	Comments
Content	30 – 27	Excellent to very good: knowledge, substantive, through development of thesis, relevant to assigned topic.	
	26 – 22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.	
	21 – 17	Fair to poor: limited knowledge of subject, little subject, inadequate development topic.	
	16 – 13	Very poor: does not show knowledge of subject, non substantive, or not enough to evaluate.	
Organization	20 – 18	Excellent to very good: Fluent expression, ideas clearly stated / supported, succinct, well organize, logical sequencing, cohesive.	
	17 – 14	Good to average: somewhat choppy, loosely, organize but main ideas stand out, limited support, logical but incomplete sequencing.	
	13 – 10	Fair to poor: limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured.	
	9 – 7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.	
	20 – 18	Excellent to very good: sophisticated range, effective word / idiom choice and usage, word form mastery, appropriate register.	
	17 – 14	Good to average: adequate range, occasional errors	

Vocabulary	13 – 10 9 – 7	of word/idiom form, choice, usage but meaning not obscured. Fair to fair: limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured. Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	
	25 – 22	Excellent to very good: Effective complex constructions; few errors of agreement, tense, number, word order / function, articles, pronouns, preposition.	
Language Use	21 – 18 17 – 11 10 – 5	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order / function, articles, pronouns, prepositions, but meaning seldom obscured. Fair to poor: major problems in simple complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions and / fragments, run – ons, deletions; meaning confused or obscured. Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.	
	5	Excellent to very good: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	

Mechanics	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.	
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.	
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.	
Total Score	Reader	Comments	



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