

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research was qualitative research. According to Gay (2000: 163), qualitative research is useful for describing and answering questions about participants and context. Qualitative research was also useful for exploring complex research areas about which little is known. Qualitative research is exceptionally suitable 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 viewed 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 was the ways that can be used by researcher to collect data. In this research, the researcher used written test. The written test is some questions that are used to measure the knowledge, intelligence, skill or ability from individual or group.

B. Place and Time Research

This research was conducted in Stated Islamic Junior High School 3 Pasaman, which located in Pasaman Timur Kab.Pasaman. Monday and Thusday on April 16-17th 2018 in academic year 2018-2019 at second semester. The test was conducted in 60 minutes.

C. Respondent of the Research

The respondent of this research was the class VIII students of State Islamic Junior High School 3 Pasaman . According to Arikunto (2006: 99) respondent is person that can give answer or investigated about variable. The respondents were students at class VIII of State Islamic Junior High School 3 Pasaman .

There were 243 students of the State Islamic Junior High School 3 Pasaman which separated to our classes. Those classes have the same teacher and material. Simple random sampling technique got the sample of respondent of the research. Gay (2000:124) states that random sampling.

Technique is the best single way to obtain a representative sample. The table below describes the amount of students for each class.

Table 3.1.
Population of Class VIII Junior High School 3 Pasaman

| Class | Total of Students |
|-------------------|-------------------|
| VIII ₁ | 43 |
| VIII ₂ | 40 |
| VIII ₃ | 42 |
| VIII ₄ | 40 |
| VIII ₅ | 38 |
| VIII ₆ | 41 |
| Total | 243 |

Source: English Teacher's Class VIII in academic year 2017/2018

Arikunto (2006: 120) stated that the big population or more than 100 subject, require the sample for at least 10 % - 15 % or 20% - 25% of the population. Researcher took 15% of population or 36 students. In getting the respondent, the researcher used pieces of paper which numbered 6 parts. The paper counted from 1-6 and the others were blank. The last, pieces of paper that numbered and the blank one gave to each class. The students got paper that numbered count from 1-6 took as the respondent of the research. The table below describes the respondent of the research.

Table 3.2
Respondents of the Research

| Class | Amount of students |
|-------------------|---------------------------|
| VIII ₁ | 6 |
| VIII ₂ | 6 |
| VIII ₃ | 6 |
| VIII ₄ | 6 |
| VIII ₅ | 6 |
| VIII ₆ | 6 |
| Total | 36 |





D. Instrument of Research

The instrument of this research was writing test. Gay (1987: 154) also says that valid test should measures what suppose to be measured. The research gives the writing test to the students to figure out the student's skill in writing descriptive and recount texts. The tests will be conducted in 60 minutes where the students chose one out of five topics.

In writing test, the research was instruct the students to choose one out of five topics about descriptive and recount. Then the researchers ask them to write descriptive and recount texts based on the five topics. The tests are

considered valid because the researcher uses writing tests as the instrument to find out students writing skill in writing descriptive and recount text.

Table 3.3
Blue Print of Writing Test

| No | Components of Writing Skill | Criteria | Topic of Descriptive Text | Topic of Recount Text |
|----|-----------------------------|--|--|---|
| 1 | Content | 1. Knowledgeable, substantive, thorough development of thesis, relevant to assign topic |  | 1. My Last Holiday |
| 2 | Organization | 2. Fluent expression, ideas clearly stated/supported, succinct, well organized, logical, sequencing, cohesive. |  | 2. My first Experience in elementary school |
| 3 | Vocabulary | 3. Sophisticated range, effective word/idiom choice, and usage; word form mastery, appropriate register. |  | 3. Experience in elementary school |
| 4 | Language Use | 4. Affective complex, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition |  | 4. My Unfortunates |
| 5 | Mechanics | 5. Demonstrate mastery of conventions few errors of | | 5. Visiting Ngalau |

| | | | | |
|--|--|---|--|--|
| | | spelling, punctuations, capitalization, paragraphing |  | |
|--|--|---|--|--|

In order to analyzed the students' writing result, the researchers used the indicator and criteria and criteria of writing that propose by Jacob (1981:90).

Table 3.4
Indicator and Criteria of Scoring Writing Based on Jacob
(1981: 90)

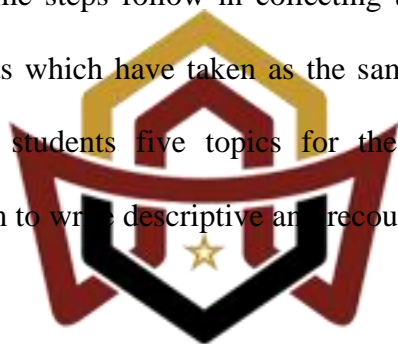
| No | Components | Criteria of each item | Score |
|----|--------------|--|-------|
| 1 | Content | Excellent to very good: Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic. | 30-27 |
| | | Good to average: Some knowledge of subject; adequate range; limited development of thesis, mostly relevant to topic, but lacks detail. | 26-22 |
| | | Fair to poor: limited knowledge of subject; little substance; inadequate development of topic. | 21-17 |
| | | Very poor: does not show knowledge of subject; no substantive; not pertinent; or not enough to evaluate. | 16-13 |
| 2 | Organization | Excellent to very good: Fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive. | 20-18 |
| | | Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing. | 17-14 |
| | | Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development. | 13-10 |
| | | Very poor: does not communicate; no organization; or not enough to evaluate. | 9-7 |

| | | | |
|---|--------------|---|--|
| 3 | Vocabulary | <p>Excellent to very good: sophisticated range; effective word / idiom choice and usage; word form mastery; appropriate register.</p> <p>Good to average: adequate range; occasional errors of word / idiom form, choice, usage but meaning not obscured.</p> <p>Fair to poor: limited range; frequent errors of word / form choice, usage; meaning confused or obscured.</p> <p>Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.</p> | <p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p> |
| 4 | Language Use | <p>Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</p> <p>Good to average: effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p>Fair to poor: major problems in simple complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.</p> <p>Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate.</p> | <p>25-22</p> <p>21-18</p> <p>17-11</p> <p>10-5</p> |
| 5 | Mechanics | <p>Excellent to very good: demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing.</p> <p>Good to average: occasional errors of spelling, punctuation, and capitalization, paragraphing, but meaning not obscured.</p> | <p>5</p> <p>4</p> |

| | | | |
|--|--|--|---|
| | | Fair to Poor: Frequent errors of spelling, punctuations, capitalizations, paragraphing; poor handwriting, meaning confused or obscured. | 3 |
| | | Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate. | 2 |

E. Technique of Data Collection

The data of this research was measure from the students' writing result. There was 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 five topics for the writing test. Then, the researcher asked them to write descriptive and recount text based on ten topics given.



F. Procedure of doing Research

1. Doing some preliminary research to find out about problem
2. Making some plan and instrument to resolve the problem
3. Giving test to students to get some data, tests do for two days, one genre for one day.
4. Collecting data from the writing test
5. Analyzing the data with using some criteria about components of writing and generic structure of genre texts.

G. Technique of Data Analysis

After collecting data, students' writing result analyzed. The researcher analyzed the data that related to writing descriptive and recount texts. In order to analyze the students' writing result, the researcher used the indicator and criteria of writing that propose by Jacob (1981:90).

Table 3.5
Sample of Instrument in Giving Writing Scores

| Respondent | Components | | | | | |
|------------|-------------|-------------|-------------|-------------|------------|-------|
| | C (7-30) | O (7-20) | V (7-20) | L (5-25) | M (2-4) | Total |
| 1 | | | | | | |
| 2 | | | | | | |
| ↓ | | | | | | |
| 42 | | | | | | |

Note:

C: Content

L: Language use

O: Organization

M: Mechanic

V: Vocabulary

Meanwhile to analyze the students' Generic Structure of recount text, the researcher used the indicator and criteria that propose by McGraw-Hills (2009:48):

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

After the resercher analized by indicador and criteria by Jacob, the resercher analized the by assessing stage writing descriptive text and recount

based on Department of Education of WA 2013, those are four stages, beginning stage, developing stage, consolidating stage and extending stage students, and also for generic structure mastery such as identification and description.

To know the percentage of the students' writing skill based on the components of writing, the researcher was used the formula as suggested by Sudijono (2006: 43):

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

Which are:

P = Percentage of the students' having problems

F = Frequency of the students' having problems

N = Number of the students

This formula used to find out the percentage of the students' mastery dealing with the writing skill by components those are content, language use, vocabulary, organization and mechanics.

