CHAPTER III

RESEARCH METHOD

A. Research Design

This research was a descriptive design type. This research described the writing skill of class VIII at State Islamic Junior High School 5 Padang's students on descriptive and recount text. Descriptive research included 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 involved collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study.

B. Subject of the Research

The subject of this research was the second year students of State Islamic Junior High School 5 Padang enroll in the year 2017/2018. They were choosing as subject of the research because they had learned about the genre text. Therefore, they were assuming that they were able to write the genre text.

There were eleven classes of the second year of State Islamic Junior High School 5 Padang. Total numbers of the students from twelve classes are 379 students. All of students treated with similarly in learning English; they have some books and some material.

Table 3.1
Population of Class VIII at State Islamic Junior High School 5 Padang
Academic Year 2017/2018

Class	Total of Students
VIII.1	35
VIII.2	35
VIII.3	35
VIII.4	32
VIII.5	34
VIII.6	35
VIII.7	35
VIII.8	34
VIII.9	35
VIII.10	33
VIII.11	36
Total	**379**

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 takes 33 students. The 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 was taken by lottery. Practically, separate slips of paper used to select the respondents. The procedures were; firstly, all the students of the classes were identified. Next, the researcher had taken several pieces of paper then slips up those papers into 35 parts to student's number. After that, the researcher numbered all parts of the paper count from 1-35. The researcher picked 3 students from each class. Last, one by one the slips of paper were picked by the researcher while closing her eyes until the students got as the subject of the research.

C. Place and Time of Research

This research was held in State Islamic Junior High School 5 Padang, which is located in Kuranji, Padang. This research was held on academic year 2017/2018.

In the research, the researcher, firstly, gave the writing test to the students to figure out the students' skill in writing genre texts. The test itself was conducted in 60 minutes where the students choosed one out of three topics.

D. Instrument of Research

The instrument used in this research was writing test. There are two types of genre; they are recount and descriptive. In designing of this instrument, the researcher refers to material and syllabus that is used by teacher at Islamic Junior High School 5 Padang.

Table 3.2
Blue Print of Writing Test

No	Components of Writing Skill	Criteria	Topics	
			Descriptive Text	Recount Text
1	Content	1. Knowledgeable, substantive, thorough development of thesis, relevant to assign topic.	1. My Best Friend	1. My holiday
2	Organization	2. Fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.		
3	Vocabulary	3. Sophisticated range, effective word/ idiom choice, and usage; word	2. My Family	2. My favorite place

		form mastery, appropriate register.		
4	Language Use	4. Affective complex, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.		
5	Use Mechanics Organization	5. Demonstrate mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing	3. My Idol	3. Unforgettable moment

E. Technique of Data Collection

The data of this research came from the students' writing test. There were some steps follow in collecting the data. *First,* the writing test distributed to students which were choosen as the respondent of this research. The researcher gave the students some topics for the test. *Second,* the researcher asked them to write descriptive and recount text. This research was held in two days, one time for one genre.

F. Procedure of doing Research

1. Doing some preliminary research to find out about problems.

2. Making some plan and instrument to resolve this problem

3. Giving test to students to get some data, test is conducted in two days, one genre for one day.

4. Collecting data from the writing test

5. Analyzing the data using indicator and criteria of components of writing and indicator and criteria of generic structure.

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 in Ghanbari, etc (2012:94).

Table 3.3
Scoring Rubric of Writing Based on Jacob

NO	COMPONENTS OF WRITING	SCORE	LEVEL	CRITERIA
1	CONTENT		30 – 27	EXCELENT TO VERY GOOD: • Knowledgable • Substantive • thorough 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 lacks detail
			21 – 17	FAIR TO POOR • limited knowledge of subject • little substance • inadequate development of topic
			16 – 13	VERY POOR • does not show knowledge of subject • non-substantive • not-pertinent • OR not enough to evaluate

2	ORGANIZATION		20 – 18	EXCELENT TO VERY GOOD: • Fluent expression • Ideas clearly stated/supported • Succinct • Well-organized • Logical sequencing • Cohesive
			17 – 14	GOOD TO AVERAGE • somewhat choppy • loosely organized but main idea stand out • limited support • logical but incomplete sequencing
			13 – 10	FAIR TO POOR • non-fluent • ideas confused or disconnected • lacks logical sequencing and development
			9 – 7	VERY POOR • does not communicate • no organization • OR not enough to evaluate
3	VOCABULARY		20 – 18	EXCELLENT TO VERY GOOD • Sophistecated range • Effective word/idiom choice and usage • Word form mastery • Appropriate register
			17 – 14	GOOD TO AVERAGE • Adequate range • Occasional errors of word/idiom form, choice, usage but meaning not obscured
			13 – 10	FAIR TO POOR • Limited range • Frequent errors of word/idiom form, choice, usage • Meaning confused or obscured
			9 – 7	VERY POOR • Essentially translation • Little knowledge of English Vocabulary, idioms, word

					form • OR not enough to evaluate
4	LANGUAGE USE			25 – 22	EXCELLENT TO VERY GOOD • Effective complex construction • Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
				21 – 18	GOOD TO AVERAGE • Effective but simple construction • Minor problem in complex construction • Several errors in agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
				17 – 11	FAIR TO POOR • Major problem in simple/complex construction • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • Meaning confused or obscured
				10 – 5	VERY POOR • Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate • OR not enough to evaluate
5	MECHANICS			5	EXCELLENT TO VERY GOOD • Demonstrates mastery of convention • Few errors of spelling, punctuation, capitalization, paragraphing
				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

After scoring each aspects of writing, the researcher calculated the students' components of writing score by the format of writing score as follow:

Table 3.4
Sample of Instrument in Giving Writing Scores

Respondent	Components					Total
	C (13–30)	O (7–20)	V (5 -25)	L (5–25)	M (2-5)	
R-1						
R-2						
↓						
R-33						

Note:

C : Content   L : Language use

O : Organization   M : Mechanic

V : Vocabulary

In the other hand, to analyze the students' generic structure in recount text, the reseracher was doing several steps bellow:

1. Find the source of data

2. Read the students' product to find out their difficulties

a. Orientation : who, what, when, and where

b. Series of events : S + P (ed)

c. Re-orientation : adjective or adverb.

3. Percentage by using scoring rubric from McGraw-Hills (2009:48):

Table 3.5
Rubric 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 criteria 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 criteria are week	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	Event should be in chronological order. Event should be in complete sentences. They can be informative or entertaining for readers. They are not added with irrelevant detail to the	4

		topic. It fulfills al criteria well	
		Event should be in chronological order. Event 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 criteria is not fulfilled	3
		Event should be in chronological order. Event 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	2
		Event should be in chronological order. Event 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	1
		Event should be in chronological order. Event should be in complete sentences. They can be informative or entertaining for readers. They are not added with irrelevant detail to the topic, but all criteria are not fulfilled	0
3	Reorientation	The orientation should be in complete sentence. It is a personal opinion. It does not state new events, and it has one or more adjectives. It fulfills all criteria well	4
		The orientation should be in complete sentence. It is a personal opinion. It does not state new events, and it has one or more adjectives, but one criteria is not fulfilled	3
		The orientation should be in complete sentence. It is a personal opinion. It does not state new events, and it has one or more adjectives, but two	2

		criteria are not fulfilled	
		The orientation should be in complete sentence. It is a personal opinion. It does not state new events, and it has one or more adjectives, but three criteria sre not fulfilled	1
		The orientation should be in complete sentence. It is a personal opinion. It does not state new events, and it has one or more adjectives, but all criteria are not fulfilled	0

To calculate the students' generic structure score, it is used the format of

generic structure score below:

Table 3.6
Sample of Instrument of Giving Generic Structure Score of Recount Text

Respondent	Generic Structure of Recount Text		
	O	SE	RO
R-1			
R-2			
↓			
R-33			

Note:

O   : Orientation

SE   : Series of Events

RO   : Reorientation

Besides, analyzing the students' generic structure of descriptive text, the

researcher used the indicator and criteria that propose by McGraw-Hills

(2009:22):

Table 3.7
Rubric 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	4

		give information about the object or the phenomenon that will be described, and it fulfills all criteria well	
		Function is to identify the phenomenon to be describing that will give information about the object or the phenomenon that will be described, but one criteria is not fulfilled	3
		Function is to identify the phenomenon to be describing that will give information about the object or the phenomenon that will be described, but two criteria are not fulfilled	2
		Function is to identify the phenomenon to be describing that will give information about the object or the phenomenon that will be described, but three criteria are not fulfilled	1
		Function is to identify the phenomenon to be describing that will give information about the object or the phenomenon that will be described, but 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, but one criteria is not fulfilled	3
		Description contains subtopics which describe parts, qualities, or characteristics, but two criteria are not fulfilled	2

		Description contains subtopics which describe parts, qualities, or characteristics, but three criteria are not fulfilled	1
		Description contains subtopics which describe parts, qualities, or characteristics, but all criteria are not fulfilled	0

To calculate the students' generic structure's score, it is used the format of generic structure score below:

Table 3.8
Sample of Instrument of Giving Generic Structure Score of Descriptive Text

Respondent	Generic Structure of Descriptive Text	
	I	D
R-1		
R-2		
↓		
R-33		

Note:

I   : Identification

D   : Description

After getting the score of writing test, researcher divides the score into 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 3.9
Level of 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 rate of this study, researcher conducted an analysis of writing test by coding or markin students' writing using a list of correction symbols adapted by Byrne (1988:125)

Table 3.10
List of Correction Symbol Based on Byrne

Symbol	Meaning	Example
S	Incorrect spelling	s s I rec**i**eved**j**our 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 police**men 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 informat**ions**
∧	Something has been left out	They said ∧ was wrong He hit me on ∧ 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 Wha**ts**your nam**e** P He asked me what I wanted**?**

To know the percentage of the students' writing skill based on the component of writing genre, 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.