

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a descriptive design type. This research describes the writing skill of class IX at Islamic Junior High School 2 Padang students on recount 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. Respondent of the Research

The respondent of this research was the third year students of Islamic Junior High School 2 Padang enrolled in the year 2018/2019. According to Arikunto (2006: 99) respondent is person that can give answer or investigated about variable. They were choosing as respondent of the research because they have learned about the recount texts. Therefore, they were assumed to able to write recount text.

There were seven classes of third year of *islamic junior high school 2 Padang*. Total numbers of the students from the seven classes were 229 students. All of students were treated similarly in learning English; they have some books and material.

Table 3.1 Population of Class IX Islamic Junior High school 2 Padang

Class	Total of Students
<i>IX 1</i>	33 Students
<i>IX 2</i>	33Students
<i>IX 3</i>	32 Students
<i>IX 4</i>	32 Students
<i>IX 5</i>	34 Students
<i>IX 6</i>	32 Students
<i>IX 7</i>	33 Students
Total	229 Students

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 13% of population or 30 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 sample. 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 229 parts to student's number. After that, the researcher numbered all parts of the paper count from 1-229. 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. Respondent of this

research was also taken based on the normality and the homogenous of the students' mid test score.

C. Place and Time of Research

This research is held in Islamic Junior High School 2 Padang , which is located in Durian Tarung. This research is held on academic year 2018/2019 at first semester.

In the research, researcher gives the writing test to the students to figure out the students' skill in writing texts. The test itself will be conducted in 60 minutes where the students chose one out of five topics.

D. Instrument of Research

This instrument which use in this research is writing test. Refers to material and syllabus that use by teacher at Islamic Junior High School 2 Padang .

Table 3.3 Blue Print of Writing Test

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

4	Language Use	mastery, appropriate register. 4. Affective complex, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.	4. My best/worst experience 5. My last birthday
5	Use Mechanics Organization	5. Demonstrate mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing	

To analyze the students' writing result, the researcher is using the indicator and criteria of writing that propose by Jacob in Ghanbari, etc (2012:94).

Table 3.4 Indicator and Criteria of Scoring Writing Based on Jacob

	Criteria of Each Item	Score
Content	<ul style="list-style-type: none"> • Excellent to very good: Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic. 	30-27
	<ul style="list-style-type: none"> • Good to average: Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail. 	26-22
	<ul style="list-style-type: none"> • Fair to poor: limited knowledge of subject; little substance; inadequate development of topic. 	21-17
	<ul style="list-style-type: none"> • Very poor: does not show knowledge of subject; non substantive; not pertinent; or not enough to evaluate. 	16-13

	Criteria of Each Item	Score
Organization	<ul style="list-style-type: none"> • Excellent to very good: Fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive. 	20-18
	<ul style="list-style-type: none"> • Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing. 	17-14
	<ul style="list-style-type: none"> • Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development. 	13-10
	<ul style="list-style-type: none"> • Very poor: does not communicate; no organization; or not enough to evaluate. 	9-7

	Criteria of Each Item	Score
Vocabulary	<ul style="list-style-type: none"> • Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register. 	20-18
	<ul style="list-style-type: none"> • Good to average: adequate range; occasional errors of word / idiom form, choice, usage but meaning not obscured. 	17-14
	<ul style="list-style-type: none"> • Fair to poor: limited range; frequent errors of word/form choice, usage; meaning confused or obscured. 	13-10
	<ul style="list-style-type: none"> • Very poor: essentially translation; little knowledge of 	9-7

	English vocabulary, idioms, word form, or not enough to evaluate	
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	Criteria of Each Item	Score
Language Use	<ul style="list-style-type: none"> • Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. 	25-22
	<ul style="list-style-type: none"> • 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. 	21-18
	<ul style="list-style-type: none"> • 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. 	17-11
	<ul style="list-style-type: none"> • Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate. 	10-5

M	Criteria of Each Item	Score
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<ul style="list-style-type: none"> • Excellent to very good: demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing. 	5
<ul style="list-style-type: none"> • Good to average: occasional errors of spelling, punctuation, and capitalization, paragraphing, but meaning not obscured. 	4
<ul style="list-style-type: none"> • Fair to Poor: Frequent errors of spelling, punctuations, capitalizations, paragraphing; poor handwriting, meaning confused or obscured. 	3
<ul style="list-style-type: none"> • 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 Collections

The data of this research come from the students' writing test. There are some steps follow in collecting the data. *First*, the writing test will distribute to students which have take as the respondents of this research. The researcher gives the students some topics for the test. *Second*, the researcher asks them to write recount text.

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 will be held for two days.
4. Collecting data from the writing test.
5. Analyzing the data with using some criteria about components of writing.

G. Technique of Data Analysis

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

Table 3.5 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-36						

Note:

C : Content

L : Language use

O : Organization

M : Mechanic

V : Vocabulary

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

