

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Reserch Design

The design of the research was a qualitative research. Seno (2001) stated that qualitative research is a kind of research concerning with acquiring the data in the field which does not need the use of numbers (statistical analysis).

This research gave the description about analysis of students' writing ability on recount text of second years of SMP students. This research was conducted in the classroom.

#### 3.2 Location and Time of the Research

This research was conducted at SMP YLPI Marpoyan Pekanbaru, and the time was started on March 2018 until April 2018.

#### 3.3 Source of Data

The source of data was student's writing test of recount text. There were 20 students as subject of this research.

In selecting sampling the researcher decided to take a class as sample based on purposive sampling. A purposes sampling is a non probability sample that selected based on characteristics of population and objective of the study. According to arikunto (2010: 183) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area taken, but it is taken based on specific purpose.

#### 3.4 Research Instrument

According to Arikunto (2006: 126) the device the researcher uses to collect data is called instrument. Instrument is one of the significant steps in this research. Instrument of this research were writing tests of recount text. The writing test from researcher was to analyze student's ability. The material of recount text taught by the teacher.

The procedure of teaching learning the recount text as follow:

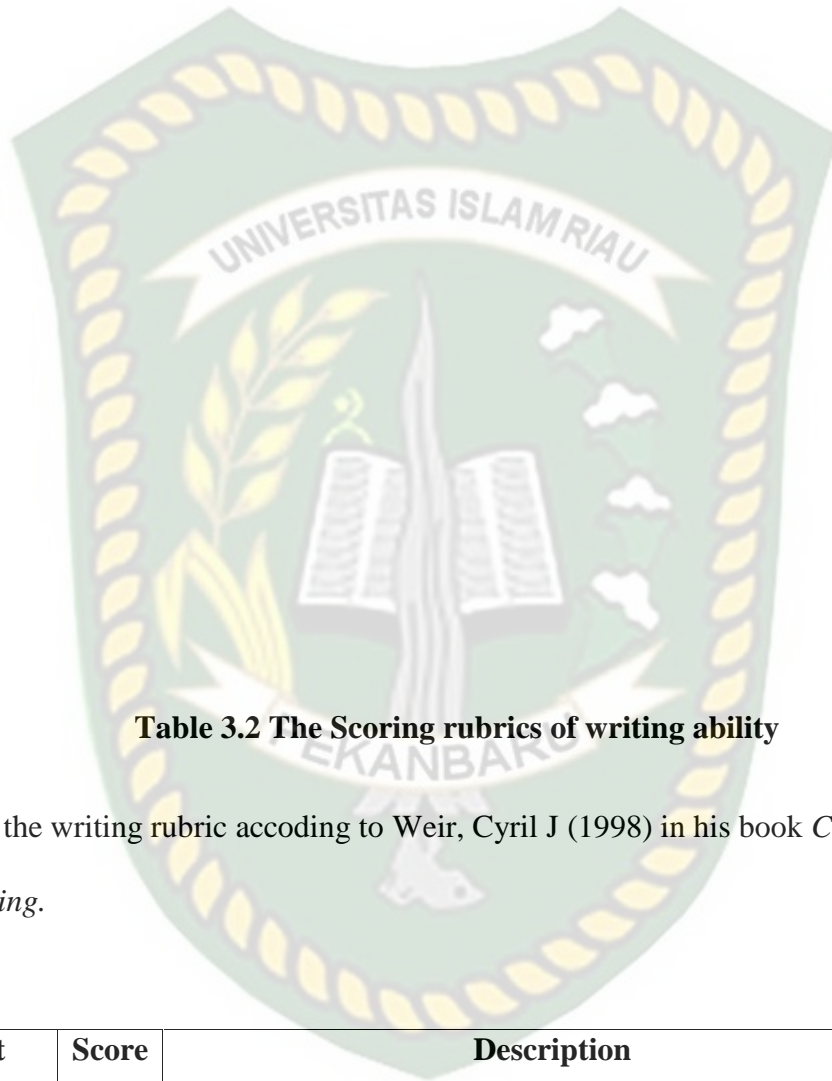
- 1) The English teacher explain the general topic about the recount text.
- 2) The English teacher explain in detail about the generic structure of recount text. They are language feature, social function and tenses.
- 3) The English teacher explain about the kinds of recount text.
- 4) The English teacher show the examples of recount text.
- 5) The English teacher teach students to find out the language feature, social function and tenses of recount text examples.
- 6) Teacher give another recount text and ask students to find out the language feature, social function and tenses of the recount text.
- 7) The English teacher to ask students to create a recount text

### **3.5 The Data Collection Technique**

The researcher asked the students to write a recount text, in term of personal recount. The test is administered to second years students of SMP YLPI Marpoyan Pekanbaru. The researcher asked the students to write recount text. The time provided for doing the test is 60 minutes. The paragraph contains atleast three paragraph or less than 100 words. The students have to write clear and simple sentences.

**Table 3.1 Blue Prints Indicators of Study**

The Indicators of Recount text	Sub – Indicators
1. Language Feature	a. Orientation b. Events c. Reorientation
2. Language Features	<ul style="list-style-type: none"> <li>• The use of nouns and pronouns. (e.g: David, we, her)</li> <li>• b. The use of action verbs. (e.g: went, run, played)</li> <li>• c. The use of past tense. (e.g: we went for a trip to zoo)</li> <li>• d. The use of time conjunction. (e.g: that, first, next, then)</li> <li>• e. The use of adverbs and adverbs of phrases. (e.g: in my house, two days ago, slowly)</li> <li>• f. Use adjectives. (e.g: beautiful, slow)</li> </ul>



**Table 3.2 The Scoring rubrics of writing ability**

Here is the writing rubric according to Weir, Cyril J (1998) in his book *Communicative Language Testing*.

No	Aspect	Score	Description
1	Content	5	bear almost no relation to the task
		10	limited relevant to the task
		15	mostly answer the task
		20	relevant and adequate answer to the task
2	Organization	5	no apparent organization of the content

		10	very little organization of content. Underlying structure not sufficiently apparent
		15	Some organizational skills in evidence, but not adequately controlled
		20	Overall shape and internal pattern clear.. organizational skills adequately controlled
3	Vocabulary	5	Vocabulary inadequate even for the most basic part of intended communication
		10	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition
		15	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution
		20	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution
4	Grammar	5	Almost all grammatical pattern inaccurate
		10	Frequent grammatical inaccurate
		15	Some grammatical inaccurate
		20	Almost no grammatical inaccurate
5	Mechanical	5	Ignorance of conventions of punctuation. Almost all spelling inaccurate
		10	Low standard of accuracy in punctuation and spelling
		15	Some inaccuracy in punctuation and spelling
		20	Almost no inaccuracy in punctuation and spelling

To know the total score of students' writing the following that uses as follows:

$$S = 3C + 2O + 2G + 1,5V + 1,5M$$

Note: S= Total score

C= Content

O= Organization

G= Grammar

V= Vocabulary

M= Mechanic

Adapted from Brown

To know the students' score in writing recount text, the following formulas that uses as follows:

$$P = \frac{S}{N} \times 100$$

Note :

P = Students' score

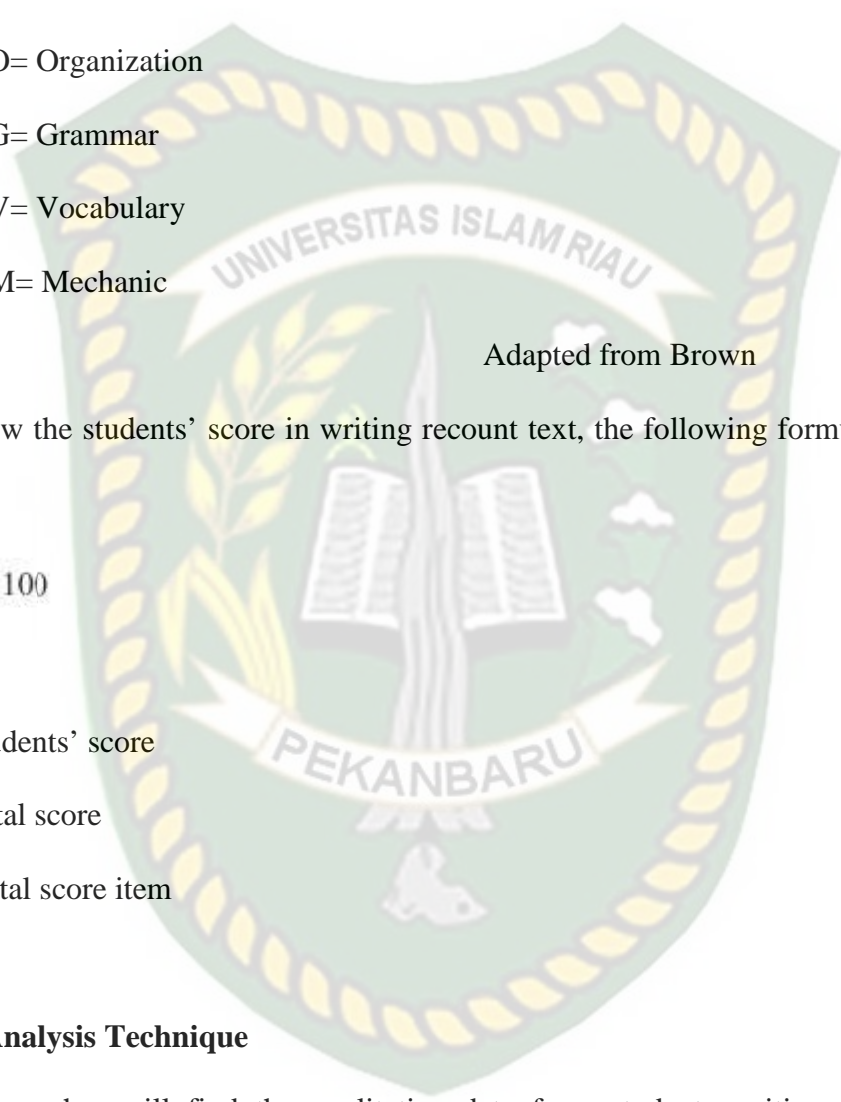
S = Total score

N = Total score item

### 3.6 Data Analysis Technique

The researcher will find the qualitative data from students writing test of essay paragraph of recount text from the students. Then the researcher will use this writing test to describe, explain the data. The data use the sentences and it do not in form numbers. The researcher organizes the data in the structure that will be understand easily.

The researcher used raters to analyze the data. Three raters will help this research, raters will get the total score of each student from the above formula and then writer collects



score from the each rater. The next step to do is to know the real score of the student by using the formula below:

$$RS = \frac{TS}{n} \times 100$$

Where: RS = Real score of each individual

TS = Total score of the aspect of writing

$$RS : RATER 1 + RATER 2 + RATER 3$$

Where: RS = Rater Score\

**Table 3.3 . Interpretation of the students' scoring rubric**

According to Arikunto (1998:251), the criteria of measuring the test score is as follows:

Score	Category
80-100	Excellent
66-79	Good
56-65	Sufficient
40-55	Low
< 40	Poor