

CHAPTER III

RESEARCH METHODOLOGY

1.1 Research Design

This was a deskriptive quantitative research. A descriptive study determined and described the way things were. The typical of this design was concerned with the assessment of attitudes, opinion, preferences, practices, procedures and the descriptive research is used to describe the facts and characteristics of particular population or area systemically and factually.

The aim of this research was to describe and to interpret the result of the study: the ability of the second year students of SMP Negeri 1 Singingi in writing recount text.

1.2 The Specific Objective of The Research

The specific objective of this research was to find out and describe the ability of the second year students of SMP Negeri 1 Singingi in writing recount text.

1.3 The Location and Time of The Research

This research was conducted at SMP Negeri 1 Singingi on february 2018.

1.4 The Population and Sample

3.4.1 Population

Population was be defined specifically and unambiguously. The population was very important in a research because impossible for a researcher to collected the data required in research.

The population of this research were all of the second year students at SMP Negeri 1 Singingi in the academic year of 2017/2018. The total numbers of the population in this research were 20 students, so the researcher took all the population as the sample. Sample of this research was one class which divided which consists of 20 students without control group.

Table 3.2 Population

Subject	Classes	Total
	VIII	
Population	20	20

3.4.2 Sample

Sampling is the process of selecting a number of individuals for as study in such a way that the individual represent the larger group from which they were selected. The purpose of sampling is to gain information about population of interest of subject.

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1.5 The Data Collection Technique

In getting the data the writer used the writing test as the instrument in order to be able to level students' ability in writing recount text. The test was administered to the second student of SMP Negeri 1 Singingi. The writer asked the student to write recount text in the classroom.

1.6 The Research Instrument

To get the data, writer used the writing test. To score the students' writing, writer uses Harris' system scoring as follow:

Table 3.2

The Scoring System of Writing

The Components Of Writing	The Score Range
a. Grammar	5 : 4 : 3 : 2 : 1
b. Vocabulary	5 : 4 : 3 : 2 : 1
c. Mechanics	5 : 4 : 3 : 2 : 1
d. Fluency	5 : 4 : 3 : 2 : 1
e. Organization	5 : 4 : 3 : 2 : 1

(Adapted from Harris:1986)

The components of writing recount text that are used evaluation can be explained as follows:

a. Grammar

5. Some errors of grammar or order, which do not, however, interfere with comprehension.
4. Error of grammar or word order fairly frequent: occasionally re-writing necessary for full comprehension.
3. Error of grammar or word order fairly frequent: efforts of interpretation sometimes required on reader's part.
2. Error of grammar or word order fairly frequent: reader often has to rely on own interpretation.
1. Error of grammar or word order too severe as to make comprehension virtually impossible.

b. Vocabulary

5. Occasionally uses inappropriate terms rely on circumlocutions, expression of ideas hardly impaired.
4. Using wrong or inappropriate words fairly frequent: expression of ideas may be limited because of inadequate vocabulary.
3. Limited vocabulary and frequent errors clearly hinder expression of ideas.
2. Vocabulary limited and frequent misused that writer must often rely on own interpretation.
1. Vocabulary limitation so extreme as to make writing virtually impossible.

c. Mechanics

5. Occasionally lapses in punctuation or spelling, which do not, however, interfere with comprehension.
4. Errors in punctuation or spelling fairly frequent: occasional re-writing necessary for full comprehension.
3. Frequent errors in spelling or punctuation, lead sometimes to obscurity.
2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

d. Fluency

5. Occasional lack of consistency in choice of structures and vocabulary, which do not, however, impair ease of communication.
4. "Patchy", with some structure and vocabulary items noticeably inappropriate to general style.
3. Structure and vocabulary items sometimes not only inappropriate but also misused: little sense of ease of communication.
2. Communication impaired by completely inappropriate or misused structure and vocabulary.
1. A "Hot Patch" of half-learned misused structure and vocabulary items rendering communication almost impossible.

e. Organization

5. Material well organized: links could occasionally be cleaner but communication not impaired.
4. Some lack of organization: re-writing required for clarification of ideas.
3. Little or no attempt at connectivity, though writer can deduce some organization.
2. Ideas may be clear, but very difficult to deduce connection between them. Individual.
1. Lack of organization so severe that communication is seriously impaired.

1.7 The Data Analysis Technique

In analyzing the data, the first step is calculating the scores of each review which is written from components by using formula:

$$S = G + V + M + F + O$$

Notation:	S	= Student's score
	G	= Student's ability in Grammar
	V	= Student's ability in Vocabulary
	M	= Student's ability in Mechanics
	F	= Student's ability in Fluency
	O	= Student's ability in Organization

The real scores of the respondents are classified into four levels of ability. As shown on the table below:

Table 3.3

The Classification of The Respondents' Scores

NO	Ability Level	Rank
1	Excellent	4.2 – 5.0
2	Very Good	3.4 – 4.1
3	Good	2.6 – 3.3
4	Fair	1.8 – 2.5
5	Poor	1.0 – 1.7

