

CHAPTER III

RESEARCH METHOD

This study the researcher focuses on research design, population, sample, research instrument, technique of collecting data, and the technique of analysis data.

A. Research Design

This study researcher used quantitative descriptive method. Thus, the researcher would know types of past tense errors made by students in writing text. quantitative research is inquiry aimed at describing and clarifying human experience as it appear in people's life and researchers using quantitative methods gather data that serve as evidence for their distiled description". It means quantitative is a research design where the researcher presenting the data with using description. Moreover, the purpose of quantitative is to help the researcher found the solution of the phenomenon happened in society with doing investigation to the object research. quantitative research bring the researcher blend with object research, the purpose of this way is the researcher can understand the phenomenon that they studied." From explanation above we could conclude if the researcher who used quantitative research they should be objective to give opinion in their research. Moreover, the researcher should be consistent to give opinion because the result of quantitative is static.

B. Research Setting

The research conducted at MA Al Istiqamah, Pekapuran Raya street number 01, Banjarmasin City, South Borneo. This research focused in the students of senior high school especially X grade at 2019/2020 academic year. Student is the reason for choosing this school because the researcher found the students are lack able to writing narrative text.

The reasons of choosing this location are the writer found the problem that the students still had low ability in writing narrative text, and it was found that the ability of students in making narrative text was still varied. And it is hoped that the results of this study will be able to find out the cause of it so that it can help improve the ability of MA Al Istiqamah Banjarmasin students in making Narrative Text.

C. Participant

The research focused in the students of Senior High School especially X-B grade at 2019/2020 academic year. Student is the reason for choosing this school because the researcher found the students are lack able to writing narrative text.

D. Research Instrument

In collecting data, the researcher gives writing test of narrative text. Test is a set of standardizerd question administrated and individual for the purpose measuring their attitude or achievement. There are some instruments used in collecting the data in a study. Every instrument should be design and conducted as

relatively as possible to the objective of the research, and the instrument for collecting the data is designed in order to gain the result of the study. The researcher will be given to this research, they are write an essay or write narrative text.

Writing assessment refers to an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task.

In analytic scoring, there are three major elements of writing that are scored, and it enables students to home in on weaknesses and to capitalize on strengths. It captures its closer association with classroom language instruction than with formal testing. Analytic scoring is based on an indepth analysis of aspects of writing such as generic feature of narrative text, element of narrative text, and language feature of narrative text. Analytic scoring is usually based on a scale of 0–100 with each aspect receiving a portion of the total points. Various characteristics are listed under each aspect, forming categories, and each category is assigned a weighted score. Regardless of the number of characteristics in any particular category, the weight of the category stays the same. For example, analytic scoring based on a possible total of 100 points might be weighted in this way: generic feature of narrative text 35 points element of narrative text 35 points, and language feature of narrative text 30 points.

To score papers by this method, decide on the aspects and characteristics you will use and the number of points you want to assign to each category. Then

read through each paper and assign a score for each category. The three (or more) scores will add up to a total score.

As we plan and administer our approach to writing assessment, keep in mind that we may want to use a variety of scoring methods or a combination of the methods described here for different writing tasks and different purposes. For example, holistic scoring is an efficient means of scoring a large number of papers quickly, but it does not provide detailed feedback for the writer. Analytic scoring provides detailed feedback to help the student improve his or her writing, but it takes considerably longer than does holistic scoring.

To know the students' score of generic structure in writing narrative text, the researcher used analytic scoring rubric. Analytic scoring rubric has some categories. This category can be seen in the following table.

Table I: Generic Feature, Generic Structure, Language Feature of Narrative Text Analytic Rubric

Based on J. B. Heaton, (1998). Writing English Language Test. (New York: Longman Group)

ASPECT OF ASSESMENT	CRITERIA OF ASSESMENT		
Generic Feature	Very Good	Good	Bad
1. Characterization	Characterizations are detail	Characterizations are not detail	Characterizations are distraction
2. Point of view	Points of view are detail	Points of view	Points of view
3. Theme	Themes are detail	Themes are not detail	Themes are distraction
4. Plot	Plots are detail	Plots are not detail	Plots are distraction
Generic Structure	Very Good	Good	Bad

1. Orientation	Interesting orientations	The orientation is interesting but may lack in detail	Not interesting orientations and unclear or not related to the topic
2. Complication	Interesting complications	The omplications is interesting but may lack in detail	Not interesting complications and unclear or not related to the topic
3. Resolution	Interesting resolutions	The resolutions is interesting but may lack in detail	Not interesting resolutions and unclear or not related to the topic
Language Feature	Very Good	Good	Bad
1. Using Past Tense	Used past tense correctly	A few errors in tenses	Errors in tenses
2. Time Signal	Time Signal correctly	A few errors in tenses	Errors in tenses

3. Time Conjunction	Time Conjunction correctly	A few errors in tenses	Errors in tenses
4. Specific Character	Specific Character correctly	A few errors in tenses	Errors in tenses
5. Action Verb	Action Verb correctly	A few errors in tenses	Errors in tenses
6. Direct Speech	Direct Speech correctly	A few errors in tenses	Errors in tenses

E. Data Collection Procedure

To collect the data of this study, the researcher observed the writing activities in the class with using observation checklist. Moreover, the researcher collecting student's writing with using framework in writing narrative text but in this activity the researcher collaborate with English teacher. After, the teacher gave project to write narrative text based on the kind of narrative text. Before, the students submitted their exercise, the teacher asked the students to choose the topic of writing. Then, the teacher asked students to make a draft before they began writing narrative text. After that, the teacher asked students to write narrative text based on their draft and the teacher limited the number of sentences in the student's

writing with ten until fifteen sentences . The last, the teacher asked student to submit their exercise to the teacher and the researcher identified the generic structure in their writing.

F. Data Analysis

To percentage the students' scores in the data from the test, which have been given to the students and to know how many percents the students right in answering the test. The following steps were implemented for analyzing the data:

1. Scoring the result of the students' answer

2. Determining and analysis the students' ability by using the passing grade standard at MA Al Istiqamah Banjarmasin (KKM) of the students is 75, based at MA Al Istiqamah Banjarmasin.

Quantitative Ability	Grade	Category of Achiever	Ability
75-100	Very Good	High Achiever	Competent
65-74	Good	Medium Achiever	Incompetent
<64	Bad	Low Achiever	Incompetent

Therefore, Students who get score between 75 – 100 were categorized into high achievers, then when the range of score between 65 – 74, were categorized into middle achievers, and below 64, were categorized into low achievers.

Determining the percentage the students ability by using the following formula:

Mean

$$M = MT + \left(\frac{\sum f X}{N}\right) i$$