

CHAPTER III

RESEARCH METHOD

A. Research Design

This study is a type of qualitative descriptive research. Fraenkle, Wallen, and Hyun (2012, p. 426) defined qualitative research as studies that look into the quality of relationships, activities, situations, or materials. Creswell (2016) says that qualitative research is a way to find out what a social or human problem means to different people or groups. According to moleong (2017:6), descriptive research is a method of research that tries to describe and explain the object as it is. Qualitative research is a type of research that looks at a social phenomenon or a person's problem, perception, or motivation as a whole. It does this by describing the problem, perception, or motivation in a naturalistic way.

Gay and Airasian (2000:275) say that descriptive research finds out how things are and describes them. Descriptive research has shown that things or problems can be looked at by using explanations, opinions, or descriptions that are directly related to the things or problems being looked at. In other words, descriptive research has been used to describe problems or issues that happened directly in the results of experiments. There was no addition or subtraction of data because researchers naturally described the data when they talked about events and problems.

Finally, based on some of the above opinions, the researcher argued that this research could be classified as descriptive research. It was because of the researcher describing and analyzing elements of generic structure and language features that made by the students in the students' personal experience.

B. Research Setting

This research is located at MTs Al-Ikhwah Banjarmasin is located at Jl. Veteran No.10, RT.24 Banjarmasin. The researcher conducted this study in nine grade students. MTs Al-Ikhwah Banjarmasin was chosen because the students were weak in writing. Based on the interview with the teacher, it is known that they are still lacking in writing. Junior high school is a place to students understand of learning proses in English, especially in writing skill.

C. Participant

The students in nine grade students at MTs Al-Ikhwah Banjarmasin as the participants of the reseact. The reseacher meant to look for the data of students' writing in recount text in the students' personal experience. In addition, the researcher took 9A as the participant, there are 20 students as the participants.

The research object is the recount text in the students' personal experience or personal recount, which made by the students in nine grade students at MTs Al-Ikhwah Banjarmasin.

D. Data and Source of Data

1. Data of the research

Data means the things that the researcher looks at. Lofland says (in Moleong, 2004, p. 157) that the main sources of data in qualitative research are words and actions. Other sources of data, like documents and other things, fill in the gaps.

The data of this research are taken from the students in nine grade students at islamic junior high school Al-Ikhwan Banjarmasin. The data are the students writing recount text in the students' personal experience or personal recount.

2. Source of Data

The students at 9A Islamic junior high school Al-Ikhwan Banjarmasin were asked by their English teacher to write a recount text. This is where the source of the data came from.

E. Techniques of Data Collection

In collecting the data, firstly, the researcher asked the teacher about the students written. The researcher asked students written from the teacher who was given homework.

Documentation is a way to collect data that indirectly relates to the subject of the research. Documentation, on the other hand, is a written record of what happened in the past (sugiyono, 2006; 329).

Documentation is used by the researcher to collect data. Documents can be classified as public (newspaper, paper, meetings) or private (personal

journals, letters, e-mails, diaries), according to Creswell (2016:225). In this research the researcher take documentation that is students result in writing recount text. Then students result writing is collected and analyzed. From this, the researcher knows what types of students' problem in recount text.

F. The Instrument of the Research

The instrument for the research is the documentation. The documentation instrument is a form of archiving research instruments. Documentation instruments can be divided into two types: documentation guidelines, which list the types of data that will be collected, and check-lists, which list the variables for which data will be collected. As examples of documentation tools, look at a set of graded student worksheets and filled-out student observation sheets from the education sector.

G. Data Analysis

After collecting the data, the next step is analyzing the data. The data is analyzed in order to find out the ability of the students in arranging the generic structure and language features of the recount text to answer the research questions that are stated before. To find out generic structure and language features problems, the researcher will identify the task one by one from the students' sheet.

Next, to answer all of the questions of this research, the researcher use the data analysis from Gay and Airasian (2000: 239) He asserted that reading/memorizing, describing, classifying, and interpreting were the four iterative steps required for the analysis of descriptive research data.

1. Reading/Memoing

In this first step, the researcher read the students' sheet one by one and the researcher try to understand the content or the whole sentences in the paragraph that has been composed. After that the researcher analyze using based on generic structure and language features of recount text.

2. Describing

In this second step, the data is analyzed by seeing the generic structur and the language features. In maintaining generic structure of the text, in this research focus on recount text, the students should make a good writing with arranging the right structure of the text, that build the text in nice coherence.

Furthermore, in building the coherence in the paragraph, the students also use the right tense for making recount text writing.

3. Classifying

In this section, the researcher discussed the findings from data analysis in relation to all aspects of generic structure and language features. The researcher described the mistakes that were done by the students in stating generic structure and language features in building coherence in the paragraph. This step might be the way to continue to the next step, interpreting the data.

4. Interpreting

In the last step, after analyzing the data from the generic structure and language features parts, the researcher described and interpreted all of the data. In this step, the researcher figured out what the data meant by comparing it to the theory and keeping the general structure and language features. The researcher talked about how the students' experiences affected their writing and the problems with language features in students' recounts.