

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the description of the research method used in the study. It consists of research design, research setting, population and sample, research instrument, data collection procedure and data analysis procedure.

#### **A. Research Design**

This research applies quantitative research and concentrates on correlational method. As quantitative research, it concerns on numbers as data in the findings. According to Creswell (2003:153) quantitative approach involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternate knowledge claims.

As a correlational research, it aims at involving collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables (Gay, 2012:430).

In this quantitative research, there are two variables will be conducted to measure the correlation between each variable. There are: Indonesian language mastery as dependent variable (data X) and English academic writing as independent variable (data Y).

## B. Research Setting

This research took place at English Department of Tarbiyah and Teachers` Training Faculty of Antasari State Islamic University Banjarmasin. It is located at A.Yani street Km. 4,5 Banjarmasin. The research was conducted about two months, from 6<sup>th</sup> April to 6<sup>th</sup> June, 2017.

## C. Population and Sample

### 1. Population

Before the sample was collected, the writer had to determine the population. The population of this research is the sixth semester students of English Department UIN Antasari Banjarmasin. Then, the total number of population of this study is 115 students of the sixth semester at UIN Antasari Banjarmasin who take Academic Writing class from A, B, C, D classes.

Table 3.1 Number of Students Population

Class	Total
A	30
B	29
C	29
D	27
Total	115

### 2. Sample

Selection of the sample is very important step in conducting a research study. Sample is a part of population which will be analyzed. According to Arikunto (2006:109) Sample must be representative the population. It means that

the good sample must representative of the entire as possible, so that the generalization of the sample of this research.

According to Sugiono (2010: 118) Sample is a part of number and characteristic in the population. Population forms a part population representative, so if the writer finds the information on sample it means that information was constituted from the sample.

In this study, the writer takes the sample of the population by using random sampling technique. It means that the sample is taken randomly and only some students were taken from each class. Then, to determine the total of specific sample, the writer uses the formula from Arikunto (2006):

$$n = 25 \% \times N$$

Where:

n= the total of sample

N= the total of population

According to the formula above, the writer takes 29 students from A, B, C, and D classes who will be the participants in this research.

#### **D. Data and Sources Data**

##### **1. Data**

The data investigated in this research consist of the result of written test in Indonesian and English languages of the sixth semester students of English Department at UIN Antasari Banjarmasin academic year 2016/2017.

## 2. Source of Data

As source of data in this research as follows:

- a. Respondents: 29 students of the sixth semester of English Department at UIN Antasari Banjarmasin academic year 2016/2017 who become the sample of this research.
- b. Informants: Short essay writing and academic writing lecturer, head of English Department, and administration staff.
- c. Document: All written reports and important documents.

## **E. Research Instrument**

Instrument has important functions in this research. Instrument is one of the significant steps in conducting this study. According to Arikunto (2006:126) Instrument is the device which is used by the writer to collect the data. Therefore, the writer must choose an instrument in the process of collecting data. The instrument of this research is written test. Then, the test is divided into Indonesian and English written tests. The tests are used to know the achievement of the students in each variable.

### **1. Indonesian writing test**

The writer uses scoring rubric from Burhan (2010) to analyze their Indonesian writing test as follows:

**Table 3.2 Indonesian writing rubric adapted from Burhan**

Writing Aspect	Score	Criteria
Content	27-30	<ul style="list-style-type: none"> <li>- Consists of very clear thesis statement</li> <li>- Thesis statement is developed well</li> <li>- The fact supports the argument</li> </ul>
	22-26	<ul style="list-style-type: none"> <li>- Consist of enough clear thesis statement</li> <li>- Thesis statement is limited</li> <li>- The fact that supports the argument is not complete</li> </ul>
	17-21	<ul style="list-style-type: none"> <li>- Thesis statement is not clear</li> <li>- The development of thesis statement is not enough</li> <li>- The fact that supports the argument is unclear</li> </ul>
	13-16	<ul style="list-style-type: none"> <li>- The body of the essay is completely inadequate</li> <li>- There is no thesis statement and development of thesis statement</li> <li>- The fact that supports the argument is not stated</li> </ul>
Organization	18-20	<ul style="list-style-type: none"> <li>- The argument is stated clearly and leads to body</li> <li>- Every paragraph consists of thesis statement</li> <li>- Cohesive structure and the organization is logic</li> </ul>
	14-17	<ul style="list-style-type: none"> <li>- The argument is not stated clearly</li> <li>- Every paragraph doesn't organize well but the main idea is apparent</li> <li>- Supporting thesis is limited and the organization is logic but incomplete</li> </ul>
	10-13	<ul style="list-style-type: none"> <li>- The argument is not complete</li> <li>- The concept of idea is confused and chaotic</li> <li>- The organization and the development of thesis is not logic</li> </ul>
	7-9	<ul style="list-style-type: none"> <li>- The essay is not organized well</li> <li>- it is unacceptable for grading</li> </ul>
Vocabulary	13-15	<ul style="list-style-type: none"> <li>- The use of vocabulary is precise</li> <li>- Using good diction and appropriate expression</li> <li>- Master the word form</li> </ul>

	10-12	<ul style="list-style-type: none"> <li>- The use of vocabulary is good</li> <li>- Diction and expression is not appropriate but do not influence the meaning of essay</li> </ul>
	7-9	<ul style="list-style-type: none"> <li>- The use of vocabulary is limited</li> <li>- Sometimes the use of vocabulary is error and influence the meaning of essay</li> </ul>
	4-6	<ul style="list-style-type: none"> <li>- The use of vocabulary is poor</li> <li>- The knowledge about vocabulary is low</li> <li>- It is unacceptable for grading</li> </ul>
Language used (Grammar)	22-25	<ul style="list-style-type: none"> <li>- Construction is complex and effective</li> <li>- The language is easy to be understood</li> <li>- The use of language is good and appropriate</li> </ul>
	18-21	<ul style="list-style-type: none"> <li>- Construction is simple but effective</li> <li>- Many error in construction of sentences but do not influence the meaning</li> </ul>
	11- 17	<ul style="list-style-type: none"> <li>- Many serious error in construction of sentences</li> <li>- The meaning is confusing and unclear</li> </ul>
	5-10	<ul style="list-style-type: none"> <li>- Many serious error are apparent</li> <li>- The essay is not communicative</li> <li>- It is unacceptable for grading</li> </ul>
Mechanic	9-10	<ul style="list-style-type: none"> <li>- Master the technique of writing</li> <li>- There is little error in spelling</li> </ul>
	7-8	<ul style="list-style-type: none"> <li>- Sometimes there is error in spelling but do not influence the meaning</li> </ul>
	5-6	<ul style="list-style-type: none"> <li>- There are often error in spelling and the meaning is confusing</li> </ul>
	3-4	<ul style="list-style-type: none"> <li>- Do not master the technique of writing and the error in spelling is apparent</li> <li>- The essay is difficult to be understood and unacceptable for grading</li> </ul>

## 2. English Writing Test

Second to analyze their English writing test is scored using analytic scoring. According to Brown and Bailey (1984) in Brown (2010:284) analytic scoring designed an analytical scoring scale that specified five major categories and a description of five different levels in each category. The indicator is the

score of the students' writing which are covering composite score of five writing aspects which are Organization (introduction body, and conclusion), Content (Logical development of ideas), Grammar (language used), Mechanics (punctuation and spelling), and vocabulary.

**Table 3.3 English Writing rubric adapted from Brown and Bailey**

Writing Aspects	Score	Criteria
Organization: Introduction, and body conclusion	18-20	<ul style="list-style-type: none"> <li>- Introductory paragraph consists thesis statement</li> <li>- Thesis statement is stated clearly and leads to body</li> <li>- Every bodies paragraph have appropriate supporting sentences relate to the topic given in the each paragraph</li> <li>- Concluding paragraph is written based on the description given in the bodies paragraphs.</li> </ul>
	15-17	<ul style="list-style-type: none"> <li>- Introductory paragraph consists thesis statement</li> <li>- Thesis statement is stated clearly and leads to body</li> <li>- Every bodies paragraph do not have enough supporting sentences relate to the topic given in the each paragraph</li> <li>- Concluding paragraph is written based on the description is written based on the description given in the bodies paragraphs.</li> </ul>
	12-14	<ul style="list-style-type: none"> <li>- Introductory paragraph consists thesis statement</li> <li>- Thesis statement is stated and leads to body</li> <li>- Some bodies paragraphs do not have supporting sentences relate to the topic in the each paragraph</li> <li>- Concluding paragraph is written but not based on the description given in the bodies paragraphs</li> </ul>
	6-11	<ul style="list-style-type: none"> <li>- Introductory paragraph consists thesis statement</li> <li>- Thesis statement is not clear</li> </ul>

		<ul style="list-style-type: none"> <li>- Some bodies paragraphs do not have supporting sentences relate to the topic given in the each paragraph</li> <li>- Concluding paragraph is written but not based on the description given in the bodies paragraphs</li> </ul>
	1-5	<ul style="list-style-type: none"> <li>- Introductory paragraph does not consist thesis statement</li> <li>- Thesis statement is not stated</li> <li>- Some bodies paragraph do not have supporting sentences relate to the topic given in the each paragraph</li> <li>- Concluding paragraph is not stated clearly</li> </ul>
Content	18-20	<ul style="list-style-type: none"> <li>- The body addresses the argumentative topic based on the thesis statement</li> <li>- The ideas are concrete and thoroughly developed</li> <li>- No extraneous subjects out of the argumentative topic explained by the body of the essay</li> </ul>
	15-17	<ul style="list-style-type: none"> <li>- The body addresses the argumentative topic in the thesis statement but misses some points</li> <li>- The ideas could be more fully developed</li> <li>- Some extraneous subjects out of argumentative topic are present and explained in the body</li> </ul>
	12-14	<ul style="list-style-type: none"> <li>- The body addresses the argumentative topic in the thesis statement, but missed some points</li> <li>- The ideas are not complete</li> <li>- The body paragraphs aren't divided exactly right</li> </ul>
	6-11	<ul style="list-style-type: none"> <li>- The body of the essay does not consist the thesis statement and it was hurriedly written</li> <li>- The body of the paragraphs aren't divided exactly right</li> <li>- Many extraneous subjects are present and explained in the body</li> </ul>
	1-5	<ul style="list-style-type: none"> <li>- The body of the essay does not reflect thesis statement</li> <li>- There is no apparent effort to consider the topic carefully</li> </ul>



Grammar	18-20	<ul style="list-style-type: none"> <li>- The use of clauses, preposition, modals, articles, verb form, and tense sequencing are correct</li> <li>- There is no run on sentences</li> <li>- The language is easy to be understood</li> </ul>
	15-17	<ul style="list-style-type: none"> <li>- There are some grammar errors but do not influence the meaning of the sentences although the reader is aware of them</li> <li>- There is no run on sentences</li> <li>- The language is easy to be understood</li> </ul>
	12-14	<ul style="list-style-type: none"> <li>- Ideas are gotten through reading</li> <li>- Grammar errors are apparent and influence the meaning of the sentences</li> <li>- There is run on sentences</li> </ul>
	6-11	<ul style="list-style-type: none"> <li>- There are many serious grammar errors are apparent and influence the meaning of the sentences</li> <li>- Grammar review of some areas clearly needed</li> <li>- The sentences are difficult to read</li> </ul>
	1-5	<ul style="list-style-type: none"> <li>- There are many serious grammar errors interfere the meaning of sentences</li> <li>- Sentence structure is unintelligible</li> <li>- The reader can't understand what the writer was written</li> </ul>
Mechanics	18-20	<ul style="list-style-type: none"> <li>- The use of English writing conventions are correct</li> <li>- The capitals, punctuation and spelling are very neat</li> <li>- The writing is easy to read</li> </ul>
	15-17	<ul style="list-style-type: none"> <li>- There are some problems with writing conventions or punctuation</li> <li>- The spelling is error occasionally</li> <li>- The paper are neat and legible</li> </ul>
	12-14	<ul style="list-style-type: none"> <li>- General writing conventions but has errors</li> <li>- The spelling problem distract reader</li> <li>- Punctuation errors interfere with ideas</li> </ul>
	6-11	<ul style="list-style-type: none"> <li>- There are some problems with format of paper; pat of essay is not legible</li> <li>- Many errors in sentences punctuation and final punctuation</li> <li>- Unacceptable to educated reader</li> </ul>
	1-5	<ul style="list-style-type: none"> <li>- The paper is illegible</li> <li>- Obvious capitals missing</li> </ul>

		- There are many spelling problems
Vocabulary	18-20	- Vocabulary use is precise - Parallel structure are used
	15-17	- Attempt variety and good vocabulary - The sentences is not wordy
	12-14	- Some vocabulary misused and lacks of awareness of register - The sentences is too wordy
	6-11	- Poor expressions or ideas - Problems in vocabulary and lacks variety of structure
	1-5	- The use of vocabulary is inappropriate - There no variety of sentence

## F. Data collection Procedure

The data collecting method is the method which obtains the data in this research. The aim of the data collecting in conducting scientific research was to get material that needed by the writer. In this research, the writer uses test to collect the accurate data for each variable and documentation to complete the first data. According to Arikunto (2016:127) test is a series question, exercise or other which are used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group.

### 1. Test

To collect the data from X variable and Y variable, the writer uses a technique: essay writing test to get the data. There are 2 variables below:

Table 3.4 Table of Variable X and Variable Y

X	Indonesian language mastery
Y	English Academic writing

In this study, the writer uses tests to analyze their Indonesian language mastery and their English Academic writing. The students are asked to write two essays in Indonesian and English based on the topic “Education” to make their essay. Students are tested to know their writing ability and the influence of Indonesian language mastery in English academic writing by making argumentative essay in Indonesian and English languages at least 200 words.

## 2. Documentary

This technique used to look for any written report or documents which have any additional information about students, teachers, administrations staff and the department.

## **G. Data Analysis Procedure**

Data analysis is a review of a series of activities, systematization, interpretation and verification of data so that a phenomenon has social value, academic and scientific. The data obtained from the result of student tests that were analyzed quantitatively.

After the processing the data, the next step is analyzing data. First is finding out the influence of Indonesian language mastery to the students. The second is to find out the student’s writing ability in English academic writing. The third is to find out the relationship between the influence of student’s Indonesian language mastery and the student’s writing ability in English academic writing. Therefore, to analyze the correlation between Indonesian language mastery and

English Academic writing in the sixth semester students of English Department at UIN Antasari Banjarmasin, the writer does some steps as follow:

### 1. Doing Normality and Linearity test

Normality test is used to determine if the data are in normal distribution and how likely it is for a random variable underlying the data set to be normally distributed. Moreover, Linearity test is used to determine whether two variables have a linear relationship or not significantly. This test is often as a prerequisite in correlation analysis. Then, the writer measures Normality test and Linearity test using SPSS 22.

### 2. Table of Frequency Distribution

The writer makes table of frequency distribution to facilitate the presentation of distribution data and find  $\sum X$ ,  $\sum Y$ ,  $\sum XY$ ,  $\sum X^2$ , and  $\sum Y^2$  values.

### 3. Applying Pearson Product Formula

After  $\sum X$ ,  $\sum Y$ ,  $\sum XY$ ,  $\sum X^2$ , and  $\sum Y^2$  are determined, the next step is applying Pearson product formula as follow:

$$r_{xy} = \frac{n(\sum xy) - (\sum x) \cdot (\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} \cdot \{n \cdot \sum y^2 - (\sum y)^2\}}}$$

Where:

$r_{xy}$  : coefficient of correlation between X variable and Y variable

$\sum X$  : sum of score in X distribution

$\sum Y$  : sum of score in Y distribution

$\sum XY$  : sum of multiplication of X and Y

$\sum X^2$  : sum of X quadrate

$\sum Y^2$  : sum of Y quadrate

Then, the writer uses SPSS to re- calculate the correlation between Indonesian language master and English Academic Writing. After the result of correlation is gotten, the writer uses correlation interpretation from Sudjono to know the level of the correlation between each variable. The data would be presented in chapter IV.