

CHAPTER III

RESEARCH METHOD

This chapter tells about the research design, research setting, subject and object of the research, research instrument, data and sources data, data collection procedure, data analysis procedure. I will describe in this chapter.

According to Arikunto (2006), research is an activity to study an object using method and the rules of scientific methodology to get the data or information in increasing the quality of the problem which are interested and important for researcher. It means that the researcher needs to arrange this research well, the design should be arranged by researcher before starting this research.

A. Research Design

This research, descriptive quantitative method is used by researcher. Descriptive methods refer to the process defining, classifying, categorizing phenomena of interest (Marczyk Matteo and Festinger, 2005). Descriptive method is useful because it can provide important information regarding the average number of a group.

The following definition, taken from Aliaga and Gunderson (2000), quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics). Therefore, as quantitative research is essentially about collecting numerical data to

explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative method.

This term, descriptive quantitative is a single instance of some bound system, which can range from one individual to class, a school, or an entire community. Where researcher present the data in numerical and descriptive form. Researcher choose this research because the data is obtained by the researcher based on quantitative data, then the researcher explains the results of the data into descriptive form. The descriptive design is appropriated with this research since describes the eleventh graders' difficulties in writing descriptive text at MA Ni'matul Aziz Jelapat I, Barito Kuala, and the factors that cause the difficulties.

B. Research Setting

The research will conduct on August 3rd 2017, The location of this research is at MA Ni'matul Aziz Jelapat I Barito Kuala. The researcher chooses this place because the students have low achievement in writing and students have low motivation in learning English.

C. Subject and Object Research

1. The subject of research

The subject of research are 30 students, who have low achievement in writing skill of 3 classes XI at MA Ni'matul Aziz Jelapat I Barito Kuala based on teachers' information. They are 10 female students of class XI A, 10 female students of class B, and 10 male students of class C. As seen on appendix 1.

2. The object of reseach

The object of this research is students' difficulties in writing descriptive text at eleventh grade of MA Ni'matul Aziz Jelapat I, Barito Kuala, and the cause of the difficulties. To know that, reseacher will give questionnaire about the cause of difficulties to the students.

D. Research Instrument

There are some techniques and variables are applied to measure in this research. They are: observation, test making a descriptive text, and questionnaire.

Table 3.1 Research Instrument

No	Instruments	Variable to Measure
1	Observation	Teacher and students activity during teaching and learning in the classroom.
2	Test making a descriptive text	For scoring the students' difficulties in writing descriptive text.
3	Questionnaire	To investigate personal difficulties in mastery descriptive text and the cause.

E. Data and Sources of Data

1. Data

All information about researched variable are called data. The data are investigated in this research are primary data and secondary data.

a. Primary Data

Primary data is the main data, that is used to make the research. The data such as the result of the test of elevent graders' difficulties in writing descriptive

text, the result of the questionnaire of factors causing eleventh graders' difficulties in writing descriptive text.

b. Secondary Data

Secondary data is the support data to make the research. To complete the primary data, researcher also collected the secondary data, namely those relating to the research object as mentioned such as: (1) brief history of MA Ni'matul Aziz Jelapat I, (2) general description about headmaster, teachers, students and staff, (3) description about facilities at MA Ni'Matul Aziz Jelapat I.

2. Source of Data

The data is collected through some sources as follows:

- a. Respondent : Some of eleventh grade students at MA Ni'matul Aziz Jelapat I Barito Kuala.
- b. Informant : Headmaster of MA Ni'matul Aziz Jelapat I Barito Kuala and administrative staff.
- c. Documents : All written reports that relate to the primary and secondary data.

E. Data Collection Procedure

In conducting this research the researcher uses several ways of collecting the data, they are:

1. Observation

Observation is the active acquisition of information from a primary source. In life beings, observation employs the senses. In science, observation can also involve the recording of data via the use of instruments. The term may also refer

to any data collected during the scientific activity. Observations can be qualitative, that is, only the absence or presence of a property is noted, or quantitative if a numerical value is attached to the observed phenomenon by counting or measuring.

Researcher will conduct observation during teaching and learning in the classroom to get the information about factors are caused students' difficulties in writing descriptive text.

2. Writing Test

A test is a method of measuring a person's ability, knowledge, or performance in a given domain. In this research, the test is using to answer the research question number one; the difficulties in writing descriptive text faced by the students.

In this research the test used is the students make a descriptive text with theme my favorite artist. The first, the teacher introduce the researcher to the students, then the researcher explains about purpose and way of the research in front of the class. The researcher explains the research with power point media, and in the last slide of the power point, researcher asks the students to create a descriptive text with theme my favorite artist and some pictures of famous artist such as Raisa, Cristiano Ronaldo, Aliando, etc. After that all of students create a descriptive text with theme my favorite artist.

Trait-based scoring is used this research. Trait-based scoring focuses on whether or not each paper shows evidence of the particular trait or feature you want students to demonstrate in writing. Trait-based instruments are designed to

clearly define the specific topic and genre features of the task being judged (Hyland, 2003: 229). Therefore, the advantage of this approach is in focusing on specific aspects of instruction that most reflect the objectives being covered when the writing assignment given. Based on the theories above, the scoring rubric applied in this thesis is as follow.

Table 3.2 The Rubric for Assessing Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (S) 25%	4	Students demonstrate full understanding of the topic and develop the text in a way that is clear for the reader's understanding.	25x
	3	Students address the topic appropriately and maintain a clear focus. Students show understanding of the text topic.	
	2	Students address the topic in an appropriate way, but they sometimes wander off. Students demonstrate limited understanding of the topic.	
	1	There is not a clear focus in the text because students do not understand the topic or the points to be followed.	
Organization (P) 25%	4	Students introduce in detail the subject that they will describe. The text is well divided into paragraphs that refer to different aspects on the subject of description. Several connectors of addition are consistently used to add qualities to the subject of description. Students include a concluding part to summarize the text.	25x
	3	Students identify the subject that is going to be described, but only provide few details. The text is divided into paragraphs, each one referring to an aspect about the subject of description. Qualities on what or who is being described are linked by one or two connectors of addition. Students include a concluding part to summarize the text.	
	2	Students do not introduce what or who is going to be described. They divide the text into paragraphs, but the aspects that are described in each paragraph are not well defined. Qualities are frequently linked by the connector 'and'. Students do not include a concluding part to summarize the text.	

	1	Students need help to focus on the subject of description. They need some guidelines on what information they should include in each paragraph and on how they can link the qualities about the subject of description.	
Grammar (G) 20% -use simple present	4	There is a great variety of correct complex sentences containing verbs in present simple.	20x
	3	Sometimes, students include correct complex sentences.	
	2	Sentences are simple and, sometimes, students contain grammar mistakes.	
	1	Sentences are simple and contain many grammar mistakes.	
Vocabulary (V) 20%	4	Students use very appropriate and varied adjectives to refer to the person, animal or object being described.	20x
	3	Students use some appropriate djectives to refer to the person, animal or object being described.	
	2	Students use a few appropriate adjectives to refer to the person, animal or object being described.	
	1	Students do not know what adjectives to use to refer to the subject of description.	
Mechanics (C) 10%	4	Correct use of punctuation, spelling, and capitalization.	10x
	3	There are a few minor errors in punctuation, spelling, and/or capitalization.	
	2	The text contains several errors in punctuation, spelling, and/or capitalization	
	1	There are many errors in punctuation, spelling, and capitalization.	

Adapted from Brown (2007)

The total maximum expected score (MES) of writing test is 100 points. To determine the degree of students' ability in writing descriptive text, the researcher need following formula:

$$\text{Score} = \frac{25C+25O+20G+20V+10M}{40}$$

The highest score is 100 and the lowest is 25. Then students' score are interpreted as their achievement in writing descriptive text. And the score of each point assessment shows the difficulties faced by the students. The quality score, the researcher uses the following standard (based on KKM in MA Ni'Matul Aziz):

Table 3.3 Standard of Scoring

Score	Interpretation
1-74	Low
75-84	Fair
85-94	Good
95-100	excellent

3. Questionnaire

Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hopes that they will respond the questionnaire. Questionnaire is a question that hopes the respondent to write his or her answer about something descriptively. On the other hand, close form questionnaire will help the respondent to answer quickly, because the researcher gives an alternatives answer to them.

In this research, the researcher used close form questionnaire, the students will give some questions with four alternative answers (always/often/seldom/never), which had to be chosen by the students. The questionnaire distributes after the students do the test. This questionnaire is expected to answer the research question number two; the cause of the difficulties in writing

descriptive text faced by the students. If they give answer seldom or never then the researcher concludes that the question of questionnaire is the cause of the difficulties faced by the students, and if they respond always or usually it is not the cause of the difficulties faced by the students.

F. Data Analysis Procedure

After collect all of data from (observation, test and questionnaire), researcher analyzed the data. In analyzing the data the researcher used descriptive manner. The procedures of analyzing the data are:

1. Identification of data

Firstly, the researcher observed the teaching and learning in the classrom to know the process of teaching and learning. Secondly, the researcher analyze the result of the test to determine the students' difficulties in writing descriptive text, researcher used an analysis method ro find out the difficulties itself. The researcher distinguished the students' difficulties from the mistake they done in making descriptive text. The last, from the questionnaire the researcher identified and determined the reasons of the student's difficulties in writing descriptive text and cause of the difficulties.

2. Tabulation

Based on the initial data, the researcher tabulate the data by counting the response from each data. To know the percentage of data from test and questionnaire, the researcher use formula:

$$P = \frac{F}{N} \times 100\%$$

Where,

P = Percentage

F = Number of frequency of the respondent answer

N = Numbers of respondents

3. Description

After got the test, researcher took the score of the students, the difficulties showed the score of mistakes in writing descriptive text. The researcher described the data and also the percentage of data. It is to make the result of the research clear and readable. Finally, the researcher concluded the result of this research and researcher presented it in the form of narrative.