

CHAPTER III

RESEARCH METHOD

This chapter discussed about the method used by the researcher in conducting this study. This discussion the researcher design, population and sample of the research, data and data sources, and research instrument, validity and reliability testing and data collecting method and data analysis.

A. Research Design

This research is descriptive quantitative research. The purpose of the research is to gain information about phenomena in order to describe existed condition in the field. Gay (2005:208) states that “descriptive quantitative research involves collecting numerical data to test hypotheses or answer questions concerning current status conducted either through self-reports collected through questionnaires or interviews or through observation”. Then Gay and Airasian (2000:11) state that “quantitative approaches are used to describe current conditions, investigate relationships, and study cause-effect phenomena”. Quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study and obtain information about preferences, attitudes, practices, concerns or interest of some group of people.

In this reareach, the researcher is going to analys the descriptive writing made by the second smester students, and the result of the data were tabulated in the form of numeric. In this research, the researcher focus on the students’

ability in writing descriptive text on the developing ideas, organizing ideas, grammar, vocabulary and mechanics. Then the data were analyzed inductively to provide meaning, where the researcher worked to collect data and to find the relevant information and get the conclusion (Syah Nur 2006)

Since this research was intended to investigate the an analysis of the students' ability in writing a descriptive text on the eighth grade at MTsN Bandung in the Academic Year of 2015 / 2016.

B. Population and Sample of study

It is important that the researcher must design the population a sample carefully and completely, including the description of number to be included:

1. Population

In Encyclopedia of Educational Evaluation as quoted by Arikunto (2010: 173), population is set or collection of all elements possessing one or more attributes of interest. A population is defined as all members of any well-defined class of people, events or objects (Ary, 2010: 148).

The population of this research is the eighth grade students at MTsN Bandung in the academic year of 2015/2016. There are 356 students that are divided into nine classes.

2. Sample of the study

Sample is a small group that is observed and a population is defined as all members of any well-defined class of people, events or subjects. According to Creswell (2012: 142) "sample is a subgroup of the target population that the researcher plans to study for the purpose making

generalization about the target population". From the statement above, this research takes one classes they are E class to observation of the research. In E class consists of 35 students, they are 12 males and 23 females of eighth grade students of MTsN Bandung in the academic year of 2015/2016.

The data were collected the writing test. The topic of the test was about the place, such as *my classroom, my house, my kitchen, my bedroom, my garden*, etc. The topic was chosen by the students about the place that they were interested in. The teachers gave the students 90 minutes to write their descriptive writing text of about 200 words. According to the curriculum, the students were expected to write 350 words. From the teacher's information about the students ability in writing descriptive text, they only produced about 200 words. According to Weir (1993:97) "each task of each student should be scored independently (as many scores as possible should be involved in the same assessment of each students' work)". The students wrote descriptive text in their writing activities. In this case the researcher focused in using the correct grammar, mechanics, vocabulary and develop their ideas into a good text.

C. Research Instruments

Research instrument can be defined as a tool or media that used by the researcher to get the data. According to Creswell (2012: 14) said, "An instrument is a tool for measuring, observing, or documenting quantitative data. Moreover, in accordance with the aim of the study which focus on the analysis of students' writing descriptive text skill, research instrument

which was used in this study was writing test. In this case, the teacher gave such instruction for the students to write a descriptive text on their sheet.

A. Validity and Reliability Testing

Validity and reliability of instrument are integral part in conducting a research since the instrument which will be used must be valid and reliable before using it to collect data in this research. The researcher ensured that the instrument (test) was valid and reliable by doing validity and reliability testing as follows:

1. Validity

According to Ary et al (2010:225) validity is the most important consideration in developing and evaluating measuring instruments. It means that validity is the most complex criterion of an effective test and the most important principle of language testing. Test validation is the process of accumulating evidence to support such inferences. Before conducting the researcher ascertained that the instrument had content validity.

Content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that a researcher could ask about the content or skill (Creswell, 2008:172). Ary et al (2010:226) stated that to have a content validity, the instruments are representative of some defined universe or domain of content. The test will have content validity if it includes a proper sample of the structure or content which is relevant

with the purpose of the test. The instrument in this research achieved content validity since the test was designed based on standard and basic competence in KTSP since the school implements KTSP curriculum. In this research, the content of testing about writing descriptive text. It was suitable to be mastered the students of eighth grade at Junior High School. Table 3.1 shows the standard and basic competence in KTSP curriculum.

Table 3.1

**Standard competence and Basic Competence in KTSP
Curriculum**

Standard Competence	Basic Competence
1.1 Understanding the content of the simple short functional text in the form of recount and narrative text to interact with immediate environment.	1.1.3 Responding the meaning in the written text correctly, accurately and politely related with daily life to interact with the environment in the form of recount and narrative text.

2. Reliability

Reliability is the consistency of the instrument in producing the same score on different testing occasions or with different raters. According to Allison (1999:13) reliability is a necessary element of validity, but not a sufficient one. Furthermore, supported by Heaton (1988:162) reliability is a necessary characteristic of any good test for it to be valid at all and test must be reliable as measuring instrument.

B. Data Collecting Method

The data in this research are collected by using method and instrument. The researcher used official documents. The aim of data collection is to get the material needed. The data itself is the 35 writing worksheet of E class. By analyzing the data, the researcher wanted to get the result made by students writing descriptive text.

F. Data Collection Procedure

In analyzing the data, one thing that we should not be forgotten in applying procedure how the data be collected data until interpreted. There are three procedures to collect until interpreted the data. Firstly, the researcher asked the permission to English teacher that taught the eighth grade at MTsN Bandung Tulungagung. Here the researcher asked the data which is students' writing descriptive text work to be analyzed. Then, the researcher analyzed the students' worksheet in writing descriptive text one by one. The researcher focused on their ideas, organizing ideas, grammar, mechanics and using vocabulary appropriately. The researcher determine and the analyze of ability are found in the data. Then, the researcher calculated them, and knew what the dominant in writing ability of descriptive text.

1. Describing test scores

A convenient way of summarizing data is to find a single index that can represent a whole set of measures. In statistics, three indexes are available for such use. They are called measures of central tendency, or averages. To

most laypeople, the term *average* means the sum of the scores divided by the number of scores. To a statistician, the average can be this measure, known as the mean, or one of the other two measures of central tendency, known as the *mode* and the *median*. Each of these three can serve as an index to represent a group as a whole.

a. Mean

The mean is probably the single most important indicator of central tendency. The mean is virtually the same with average.

The formula will be :

$$x = \frac{\sum X}{N}$$

Where : x = mean

X = scores

N = number of score

b. Mode

Another indicator of central tendency is the mode. The mode is that score which occurs most frequently.

c. Median the median is that point below which 50% of the score fall and above which 50% fall.

d. Standard deviation

The standard deviation is a sort of average of differences of all score from the mean (Brown, 1989: 107). The formula is as follows:

$$S = \sqrt{\frac{\sum (x - \bar{x})^2}{N}}$$

S = Standard deviation

X = the score

\bar{X} = the mean

N = the number of scores

G. Data Analysis

The data that been collected need to be analyzed. The researcher will analyze this data by some steps. Some formulas were applied in this research to process the data as follows:

1. Tabulating the students' scores

The students' score was tabulated by using the following criteria:

Table 3.4

Indicators of Scoring Rubric in the Descriptive text

No	Aspect	Indicator	Sub Indicator	Score
1	Developing Ideas	1. Paragraph unity 2. Coherence	a. Topic b. Topic sentence c. Concluding sentence a. The sentence hold together	8
2.	Organizing idea	1. Coherence	a. Repeat key fro m sentence to sentence b. Use pronoun for	14

		<p>2. Identification</p> <p>3. Description</p>	<p>preceding key term</p> <p>c. Use demonstrative adjective</p> <p>d. Uses connecting words</p> <p>a. Identify the name of place and location</p> <p>b. Describe the complete features of the place</p> <p>Part, Qualities, and Characteristic</p>	
3.	Grammar	1. Simple present tense	<p>a. To describe</p> <p>b. actions or conditions that are usual, habitual or permanent.</p> <p>c. to state general /truth</p> <p>d. for future action on schedule time</p> <p>e. for future action in certain time.</p> <p>f. relational verbs used when classifying and describing appearances/qualities and parts/functions</p>	14

		2. Adjective words	of phenomena (is, are, has, have). used to add extra information to nouns and may be technical, everyday or literally, depending on the text.	
4.	Vocabulary	1. Word choices 2. Amount of vocabulary	Choose the appropriate and accurate words to express ideas. 200 words	4
5	Mechanic	1. Punctuation 2. Capitalization	a. comma, b. Period, c. the d. colon, e. Semicolon, f. Apostrophe, g. Quotation marks, h. the dash a. the first word in sentence b. capitalize pronoun I, c. capitalize the titles of composition, d. capitalize the proper noun,	28

			e. capitalize name of detail, title, month, day, specific group or geographic areas, and specific structures.	
		3. Spelling	Avoid misspelling	
Maximum score				68

2. Calculating the students score, the students score calculated with the formula:

$$students\ score = \frac{students\ gained\ score}{maximum\ score} \times 100$$

3. Analyzing students score

Based on the scores which were gotten from the test, the research calculated the scores so that the finding of the research was be revealed in form of the information related to the nalysis of students' writing skill in descriptive text of the eighth grade students at MTsN Bandung in the academic year of 2015/2016. Then, the scores were analyzed acoording to the central tendency (mean, mode, and median) and standard deviation for the each aspects and hole aspect.

4. The researcher give the score clasification

There are five level of the students' writing ability encompassing poor, fair, average, good, excellent Harris (1969).

The students' score skill level :

81 – 100 classifield as Excellent

61 – 80 classifield as Good

41 – 60 classifield as Average

21 – 40 classifield as Fair

0 – 20 classifield as Poor