CHAPTER III

RESEARCH METHOD

In this chapter the writer discusses about research design, subject of the study, instrument of this study, procedure of this research, and standard of measurement.

3.1 Research Design

This study used descriptive method. According to Isaac and Michael (1971: 46) descriptive method deals with how to gain information about the fact and phenomenon of interest. It aims to specify and describe the existing phenomenon explicitly. In this case, the writer described with explicitly about the ability of writing recount text of the students.

3.2 Subject of the Study

The subject of the study in this research was the tenth grade students of SMA Negeri I Kupang in the school year 2018/2019. The subject of the present study were thirteen classes and the writer took the X MIPA which consistd of 36 students, but she only took 20 students randomly. First the writer prepared pieces of papers for all students of class X MIPA 4 but there were only 20 pieces of papers marked with number 1 until 20 while others were not.

3.3 Research Instrument

In this study, the writer asked the students to write a recount text consisting of 150 words in three paragraphs. The time alocation was 120 minutes. The writer offered some topics such as 1). My Interesting Experience on Last Chrismast. 2) My Memorable Holiday, and 3)A Funny Experience. However, the students chose their own topic to develop in a recount text.

3.4 Procedure of this Research

There were two main stages in conducting this study; they were stage of gathering data and the stage of analyzing the data.

3.5.1 Data Gathering

In gathering the data, the writer used the following procedures :

a) Getting the permission from the headmaster of SMA Negeri I Kupang to conduct the research in that school.

b) Preparing the topics.

c) Consulting the time with English teacher to administer the test.

d) Administering the test.

e) Collecting students' worksheets.

3.5.2 Data Analysis

In this activity, the writer analyzed the student's writing recount text by using some steps.

a) Correcting the student's worksheet.

b) Scoring the student's work

In doing the scoring to student's answer sheet, the writer used the scoresystem proposed by John Anderson ranging from 6 (the high score) to 1 (the lowest score).

c) Classifying student's score.

d) Concluding

e) Reporting the finding in the form of thesis.

3.5 Standard of Measurement

It requires a separate score for each number of aspects of tasks. They are said to be analytic. John Anderson then devised the following scale based on oral ability scale (Haris, 1968). The scale to describe comprises grammar, vocabulary, form. Each aspect could be scored betwen 6-1 based on the quality. Besides, the writer is going to analyze the generic structure of the text product the students whether or not it includes the generic strucrture of recount text, they are: Orientation, Events, and Reorientation. Meanwhile for the aspects the writer use the following scores, they were :

1) **Grammar**

_6. Few (if any) noticable errors of grammar or word order.

_5 Some errors of grammar or word order which do not, however, interfere with comprehension.

_4 Errors of grammar of word order fairly frequent : occasional re-reading necessary for full comprehension.

_3. Errors of grammar or word order frequent : efforts or interpretation sometimes required on reader's part.

_2. Errors of grammar or word order very frequent : reader often has to rely on own interpretation.

_1. Errors of gramma or word order so severe as to make comprehension Virtualy impossible.

2) **Vocabulary**

_6. Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.

_5. Occasionally uses in appropriate terms or relies or circumlocution; expression of ideas hardly impaired.

_4. Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.

_3. Limited vocabulary and frequently errors clearly hinder expression of ideas.

_2. Vocabulary so limited and so frequently misused that reader must often rely on own interpretation,

_1. Vocabulary limitations so extreme as to make comprehension virtually impossible.

3) **Form (organization)**

_6. Highly organized, clear progression of ideas well linked; like educated native writer.

_5. Material well organized, link could occasionally be clearer but communication not impaired.

_4. Some lack of organization ; re-reading required for clarification of ideas.

_3. Little or no attempt at connectivity, though reader can deducate some organization.

_2. Individual ideas may be clear, but very difficult to deducate connection between them.

_1. Lack of organization so severe that communication is seriously impaired.

Standard of measurement used in this study is based on the nation proposed by Hughes (1990 : 91-93). This standard of measurement is used for each aspect of writing namely : grammar, vocabulary and form.

6 = Excellent

5 = Very good

4 = Good

3 = Average

2 = Below average

1 = Bad

To find out the students ability level, the writer will use the standard of measurement as follow :

Score	Level
(16-18)	Excellent
(13-15)	Very good
(10-12)	Good
(7-9)	Average
(4-6)	Below average
(3-0)	Bad