

CHAPTER III

RESEARCH METHOD

Naturally, any research conducted is aimed at solving problems based on the data collected. This chapter presents research design, subject of the study, technique of gathering the data, instrument of the study, data gathering procedure, the technique of data analysis, and standard of measurement.

3.1 Research Design

This study was attempted to check the student's ability in writing descriptive text. The writer used descriptive text method which is used to collecting the data. The data in this research was obtained from students' writing products. The writing is about descriptive text produced by the Tenth grade students in SMA Negeri 1 Kupang. The students were asked to choose one of the following topics "NajwaShihab" and "TablolongBeach" and "My Favorite Teacher" consisted of 10 to 15 sentences. The focus is on grammar and vocabulary and form made by the students.

The data of this research was collected from students, writing products. First the researcher reviewed the use of simple present tense which aimed to recall the students' memories about simple present tense. Second, after doing some reviews, the researcher showed the students the picture of "NajwaShihab, Tablolong Beach" and "My Favorite Teacher" then thirdly, they were asked to

write a descriptive paragraph about that picture. The paragraph should consist of 10 to 15 sentences and the time given was 60 minutes.

3.2 Subject of the Study

The research was conducted at the tenth grade students of SMA Negeri 1 Kupang in the school year 2018/2019. They are 5 classes; the writer took class X IPS 1 which consists of 40 students. However, for the sake of this study, she only took 25 students and the students they were chosen randomly as a participants of the study. First the writer pieces of papers for all students of class X IPS 1 but there are only 25 pieces of paper marked with number 1 until 25 while other. All of them were taken as the subject of this study.

3.3 Instrument of the Study

In this study, the writer used writing test as the instrument. In this case the writers gave the students 2 topics. The topics are “NajwaShihab” and “Tablolong Beach” and My Favorite Teacher”. In addition, the students were also allowed to choose their own topic. Before giving the writing task, the writer explained descriptive text with an example to ease the students to write. Then the writer wasaskedthem to write a descriptive paragraph consisting of at least two paragraphs based on the topics. The time allocation for the students to write the text is 60 minutes.

3.4 Data Gathering Procedure

Data gathering is an activity by the research to collect or gather the data.

The writer would use the following steps:

1. Asking the recommendation letter from the Head of English Study Program.
2. Asking the permission from the Dean of Teacher Training and the study program of WidyaMandiraCatholik University.
3. Asking permission from the Headmaster of researched school.
4. Observing the researched school and establishing the schedule for taking the data.
5. Giving the test to the tenth grade students of SMA Negeri 1 Kupang.
6. Collecting students answer sheets.

3.5 The Technique of Data Analysis

In this case the students answer sheet was analyzed by using analyzed by using analytical method of scoring as proposed by Jhon Anderson in Hughes book (1990:91-93).

The following are some necessary steps followed by the writer:

1. Correcting the student's answer sheet.
2. Analyzing student's answer based on writing aspects especially on grammar and vocabulary.
3. Scoring student's ability in writing descriptive paragraph.
4. Concluding the students score.

5. Reporting the result in the form of thesis.

3.6 Standard of Measurement

Jhon Anderson then devised the following scale that based on the oral ability scale (Harris, 1968). The scale to be described comprised grammar, vocabulary, mechanics, fluency and form. Each aspect could be scored between 6-1 based on quality. Those scores for whole aspects are as follows:

1. Grammar

- 6: Few (if any) noticeable errors of grammar or word order.
- 5: Some errors of grammar of word order which do not, however, interfere with comprehension.
- 4: Errors of grammar of word order fairly frequent; occasional
- 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 or grammar or word order as severe as to make comprehension virtually impossible.

2. Vocabulary

- 6: Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native write.
- 5: Occasionally uses in appropriate terms or relies on 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 expressions 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. Mechanics

6: Few if any noticeable lapses in punctuation or spelling.

5: Occasional lapses in punctuation and spelling which do not, however, interfere with comprehension.

4: Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

3: Frequently errors in spelling or punctuation; lead sometimes to obscurity.

2: Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.

1: Errors in spelling or Punctuation so severe as to make comprehension virtually impossible.

4. Fluency (style and case of communication)

6: Choice of structures and vocabulary consistently appropriate; like that of educated native writer.

5: Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall case of communication.

- 4: 'Patchy' with some structures or vocabulary items noticeably inappropriate to general style.
- 3: Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
- 2: Communication often impaired by completely inappropriate or misused structures or vocabulary items.
- 1: A 'hotch-potch' of half learned misused structures and vocabulary items rendering communication almost impossible.

5. Form (organization)

- 6: Highly organized; clear progression of ideas well linked; like educated native writer.
- 5: Material well organized, links 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 deduce some organization.
- 2: Individual ideas may be clear, but very difficult to deduce connection between them.
- 1: Lack of organization so severe that communication is seriously impaired.

The standard of measurement that is used to measure the student ability level is based on the analytical scoring method proposed by Jhon Anderson. Each writing component is measured as the following:

Excellent = 6

Very good =5

Good = 4

Average =3

Below Average = 2

Bad =1

Based on this basic score, the writer modifies it to cover the writing components: grammar, vocabulary, and form. To find out the student's ability level, the writer used the standard of measurement as proposed by Hughes is as follows:

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

a. Total score = (SG+ SV+ SF)

b. Grand total = total score all respondents per each elements and of the whole Elements.

$$\text{Mean} = \frac{\text{Grandtotal}}{\text{Total of Respondents}}$$