

CHAPTER III

RESEARCH METHOD

In this chapter, the writer would like to discuss about research design, subject of the study, research location, instrument of this study, data gathering, data analysis, standard of measurements.

3.1 Research Design

Research design is the overall plan for carrying out a research study (Perry-2005: 71). In this study the writer wants to find out about the level of writing ability. Therefore, the writer used descriptive method in doing research design method. Tjokrosujoso (in Saru 2012: 14) says that descriptive method is aimed at giving explaining a situation which is observed while research is being. The use of descriptive method in this research is to describe the real facts of the students' ability in writing recount text. The students' level of ability in writing is scored by using Anderson's analytic scoring method.

3.2 Subject of the Study

The subject of this study was the eighth-grade students of SMPK Sint Aloysius Niki-Niki in the School Year 2018/2019. There are two classes; VIII A and VIII B. The division of students into different classes by seeing their achievement and VII-A is grouped as the highest achievement and VIII B is the

group that has the ability of its students to be on average. The writer takes VIII B as the subject of this study.

The writer chooses this particular group as the subject by considering their background knowledge of English and based on the recommendation from the English teacher there. VIII B is chosen to push their ability and resolve the problem faced by that class.

3.3 Research Location

This research was conducted at SMPK Sint Aloysius Niki-Niki. It is located on Jl. Ratu Pencinta Damai, Niki-Niki, TTS.

3.4 Instrument of this Study

In getting the data for this study, the writer used writing test as the instrument. The writer asks the students to make a recount such as their experience happened in the past. The time allocation for the students is 90 minutes.

3.5 Data Gathering

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

1. In carrying out this research, the writer asks the recommendation letter from the Dean of Teacher and Education Science of UNWIRA Kupang also the Head of English Department.
2. Getting the permission from the headmaster of SMPK Sint Aloysius Niki-Niki and English Teacher to conduct the research in that school.

3. Consulting the time with the English teacher to administer the test.
4. The writer starts gathering the data by giving the test provided.

3.6 Data Analysis

In this activity, the writer analysis the students's writng recount text by using some steps:

1. Correcting the Student's Work Sheets.

In this step the writer checked on their grammar error, vocabulary, error, and mechanism error.

2. Scoring the Student's Work.

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

3. Clasifying Student's Score.
4. Tabulating
5. Concluding.
6. Reporting the finding in the form of thesis.

3.7 Standard of Measurement

The kind of scoring used in assessing the respondents' is analytic as proposed by John Anderson. The student's writing is scored ranging 6 to 1. The aspects of assasment are five: grammar, vocabulary, mechanics, fluency, and form.

However, in this study the writer focuses on grammar, vocabulary and mechanism.

The complete standard of measurement offered by John Anderson (1990: 91).

Each aspect could be scored between 6 to 1 based on quality. Those scores for whole aspects are as follow:

1. Grammar

6. Effective construction of tense, word order, articles, pronoun and preposition.

5. Several errors of tense.

4. Several errors of tense but her meaning were not obscured.

3. Frequent errors of tense.

2. Almost no mastery of sentence construction rules. Dominated by errors.

Does not communicate or not enough to evaluate.

1. Error of grammar or word order as severe as to make comprehension virtually impossible.

2. Vocabulary

6. Applied appropriate conventions.

5. Occasional error of word choice but its meaning is not obscure.

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

3. Limited vocabulary and frequently errors clerly 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. Mechanics

6. Demonstrated mastery of conventions.

5. Few error of capitalization.

4. Occasional errors of capitalization.

3. Frequent errors of capitalization and spelling.

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

1. Errors in spelling or punctutuation so severe as to make comprehension vitually imposible.

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

Score Level:

- 18 : Excellent
- 15-17 : Very good
- 13-14 : Good
- 11-12 : Averange
- 8-10 : Bellow average
- 5-7 : Bad

Total score = **(SG+SV+SM)**