

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the writer presents research design, subject of the study, instrument and procedures.

3.1 Research Design

The result of this study shows the real condition of student's ability. In this study the writer applied descriptive method. Issac (1981:46) points out two main purposes of using this method: (1) collecting the data or information that describes existing phenomena, (2) identifying the problem or justifying the current condition and practice.

3.2 Subject of Study

The subject of this study was the tenth-grade students of SMAN 2 Kupang in the school year 2018/2019. The total number of the tenth grade students is 442 students, and they are divided into 12 classes. Consisting of seventh classes of science class, four classes of social class, and only one class on language class. The writer chose the students of language class consisting of 26 students. The writer took all students to be the sample.

3.3 Instrument

The instrument that was used to obtain the data in this research was writing test. The writer allowed the students to choose their own topics. Before giving the writing task, writer explained about descriptive text with an example to help the students to write, and then they were asked to write a descriptive text consisting of at least 2 paragraphs. The time allocation to do the best was 60 minutes.

3.4 procedure of Data Gathering

Data gathering is an activity by the research to collect or gather data. The writer used the following steps:

- a. Getting recommendation from the Head of English Department of the Teacher Training and Education Science Faculty of Widya Mandira Catholic University.
- b. Asking the permission from the Dean of Teacher Training and Educational Science Faculty of Widya Mandira Catholic University.
- c. Getting permission of Head Master and English Teacher of SMAN 2 Kupang.
- d. Explaining the descriptive text to the tenth-grade students of SMAN 2 Kupang.
- e. Giving instruction to the students to write the descriptive text based on the topics.
- f. Collecting students 'writing.

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 (Harris, 1968). The scale to be described comprised grammar, vocabulary, mechanics, fluency and form.

Each aspect could be scored between 6 to 1 based on the quality of the sentences done by students. 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 or word order which do not, however, interfere with comprehension.
4. Errors of grammar or word order fairly frequent: occasional re-reading necessary for full comprehension.
3. Errors of grammar or word order frequent: efforts of 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 grammar or word order so 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 writer.
5. Occasionally uses in appropriate terms or relies on circumlocution: expression of ideas hardly impaired.
4. Uses wrong or inappropriate words 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. 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 ease of communication)

6. Choice of structure and vocabulary consistency appropriate: like that of educated native writer.

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

4. Patchy with some structures or vocabulary items noticeable 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: 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.

SCORE: Gramm: _ + Voc: _ + Mechanics_ + Fluency_+ Form_ = _

Form: _ = _

Level of ability:

In this study, the writer only used three aspects to be measured in students' writings, i.e. grammar aspect, vocabulary aspect, and form aspect. Therefore, the total score is as follows:

SCORE: Gramm: _+Voc:_+Form:_=_

Level of ability:

- Excellent (total score) = 16-18
- Very good = 13-15
- Above Average = 10-12
- Average = 7-9

- Below Average = 4-6
- Bad = 1-3

3.6 Data Analysis

Data analysis is one set of method in doing this study. It is specified into some techniques.

Such techniques include the following:

- a. Analyzing the students writing descriptive text.

In this step, the writer will analyze students writing based on the three aspect of standard explains each point of measure. From their writing, the writer will give corrections and comments of their mistakes.

- b. Scoring

After analyzing, the writer will give score to the students writing descriptive text.

- c. Concluding the result of analysis.