

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher provided a discussion of the research design, data source, instrument, data collection, data analysis, and validity data. The researcher discussed them one by one as follows:

#### **A. Research Design**

In this study, the researcher used qualitative research. Creswell (2014) stated qualitative research is research conducted by exploring learning phenomena. Furthermore, Arikunto (2010) added that qualitative research is conducted on natural conditions and normal situations and was not manipulated in the research. For this study, the researcher used descriptive qualitative as the research design because the purpose of this study was to analyze students' abilities and difficulties in writing descriptive text, especially focused on how they used the five components of writing, that is content, organization, grammar, vocabulary, and mechanics correctly. In this case, it means that the researcher describes data from the research to be studied. According to Gay (1988:25), descriptive research is a research that includes collecting data from the phenomenon of the subject of research.

#### **B. Data Source**

In this study, the researcher focused on eight grade students of SMP Raudlatul Muta'allimin Lamongan in the academic year 2022/2023. The researcher focused on them because the students have gotten material about

writing descriptive text. Because of that, the students were assumed to be able to write descriptive text properly.

The researcher chose VIII SMP C as a research subject, and the students all of is female. The subject consisted of 26 students in one class.

### **C. Instrument**

Research instruments are tools used by the researcher to collect data to facilitate work and increase research results more carefully, completely, and systematically so that it is easier to process. The tools used by researcher in this study were written tests and interviews.

#### **1. Written Test**

The written test aimed at finding out the students' ability and difficulty to write descriptive text. The students had to write down a descriptive text in two paragraphs according the topics that have been provided by researcher.

#### **2. Interview**

Based on the aspect of the way in answering the question, the researcher used interview. Interviews are conducted to support the answers of students who have difficulty in writing. The purpose was to find out the data about difficulties faced by the students in writing descriptive text.

## D. Data Collection

The procedures stage in collecting data for each instrument in this research were as follows:

### 1. Written test

- a. The first, the researcher explained about material descriptive text. Then explained about the purpose of written test and what students should do on paper.
- b. Next, the researcher asked the students to write a descriptive text, based on the topic that had been chosen. The researcher provides several topic:

**Table 3.1 Topic of the written**

- My friend	- My hobby	- The cow
- My house	- My cars	- Bus
- My father	- My bedroom	- Elephant
- My brother	- My cat	- Fried rice
- My mother	- A rabbit	- The doll
- My handphone	- A teacher	- The table
- My classroom	- The doctor	

- c. Students wrote a description and are given 90 menit to write it.
  - d. Researcher collected the students writing.
- ### 2. Interview

An interview is a purposeful conversation conducted by two parties. This interview was conducted to find out students' difficulties in writing descriptive text. Ary et.al (1985) stated "Data are collected through face to face or telephone interaction between the interviewer and the respondent in an interview." Thus, in this case the interviewer has to collect the data

by doing interaction/communication directly or it can be conducted face to face.

The researcher prepared 8 question related to the solution to overcome the students' difficulty in writing descriptive text. List of interviews:

**Table 3.2 List of Interview**

<p><b>List of interviews:</b></p> <ol style="list-style-type: none"><li>1. Apakah kamu suka menulis dengan menggunakan Bahasa Inggris?</li><li>2. Apa yang kamu ketahui tentang Descriptive Text?</li><li>3. Sebutkan struktur dalam penulisan Descriptive Text?</li><li>4. Apakah kamu memiliki kesulitan dalam menulis Descriptive Text?</li><li>5. Apa yang membuat kamu merasa kesulitan dalam menulis Descriptive Text?</li><li>6. Apa kesulitan kamu dalam mengembangkan topic yang telah diberikan guru?</li><li>7. Penggunaan Tanda Baca apa yang sulit bagi kamu dalam menulis Text Descriptive?</li><li>8. Apakah kesulitan kamu dalam Menyusun isi (content) untuk menulis Teks Descriptive?</li></ol>
---

#### **E. Data Analysis**

Data analysis is an important step in research because it is the process of organizing and evaluating the data. This research is focused on analyzing the writing abilities and difficulties of class VIII C students at SMP Raudlatul Muta'allimin by using test and interview techniques. Figure 3.1 shows the description of the student assessment rubric, which consists of 5 components. The five components are content, organization, vocabulary, grammar, and mechanics. For the mechanics, the researcher analyzes the spelling, punctuation, and capitalization in the student texts. To analyze the data related to the student's written ability test, the researcher utilized Brown's (2007) analytic scoring rubric.

**Table 3.3 Scoring rubric of writing**

<b>Aspect</b>	<b>Score</b>	<b>Performance Descriptive</b>
<b>Content (C)</b> 20 % - Topic - Detail	4	The content is complete and clear and the details are relating to the topic
	3	The content is complete and clear but the details are almost relating to the topic
	2	The content is complete and clear but the details are not relating to the topic
	1	The content is not clear and the details are not relating to the topic
<b>Organization (O)</b> 20 % - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper Connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
<b>Grammar (G)</b> 20%	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies

Vocabulary (V) 20 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 20% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors spelling, punctuation, and capitalization

After analyzing the writing, these components were used to establish the written assessment criteria shown in Figure 3.2. Figure 3.2 shows five levels of student writing assessment criteria, namely poor, fair, good, very good, and excellent, with a score range of 0 to 100. The researcher calculates the students' average score by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = The percentage

F = Frequency of the percentage is being calculated

N = Number of aspect

**Table 3.4 Students' score skills level**

Test score	Level
86-100	Excellent
75-85	Very Good
60-71	Good
50-59	Fair
0-49	Poor

**F. Validity Data**

Triangulation is used to collect data in a study through two or more methods to collect data in a study. Triangulation is also defined as a method of checking data or, in other words, making data valid. There are several types of triangulation, including data triangulation, investigator triangulation, theory triangulation, and methodological triangulation (Denzin, 2006). In this study, researcher used methodological triangulation, Methodological triangulation is checking of findings related to using several methods to study the situation or phenomenon which means checking consistency of findings generated by different data collection methods.

In this study, the researcher used the triangulation methodology because in collecting data this research used two strategies, namely through tests and interviews. Data validity can be done by checking test findings generated by the different data collection methods. Researcher used the triangulation method to analyze and Compare the information that validates the data, researcher compared data sources from test results and interviews. One method is used to refine and clarify the results of other methods.