

CHAPTER III

RESEARCH METHOD

To find the scientific truth, we need a research. In this chapter, the researcher will discuss the steps that are used in conducting the research. It consists of the research design, the location of the study, the population and sample, the instrument of the study, and the identification variable.

A. The Research Design

The research design in this study is correlation research that is used in the process of testing hypothesis. The correlational method is a type of no experimental method that describes the relationship between two measured variables. A correlation allows us to make predictions from one variable to another. If two variables are correlated, we can predict from one variable to the other with a certain degree of accuracy.¹⁸ This study is designed to obtain information concerning the current status of phenomenon and directed toward determining the nature of situation, as it exists at the time of the study. Therefore, this study is called as a descriptive quantitative study. According to Ary: descriptive research studies are designed to obtain information concerning the current status of phenomenon.¹⁹ Furthermore, John W. Best defined quantitative research as a description using statistical number.²⁰ Whereas, the approach used to analyze is a correlation approach. It is used to know whether or not there is correlation between two variables. This study aims to survey

¹⁸Jackson L. Sherri. *Research Methods and Statistics A Critical Thinking Approach* (United States of America: PreMediaGlobal.2006),148

¹⁹Donald Ary.et.al. *Introduction to Research in Education* 2nd ed (New York: Richard and Winston inc, 1979),295

²⁰John Best, *Research in Education* 4thed (New Jersey: Prentice Hall, 1981),154

and describe whether there is correlation between two variables or not. The two variables are variable (x) which is the student's vocabulary mastery and variable (y) which is the student's writing.

B. Subject of the Research

The subject of this study is the students eight grade at MTs Negeri Ngronggot. There are seven classes of eight grade. Those are, two classes are excellent class and five classes are regular class. The total students of eight grade are 246 students.

C. Population and Sample

Population is particular group of type of people inhabiting in area.²¹ The population of this study is eight grade of MTs Negeri Ngronggot in 2012-2013. The total of students in eight grade are 246 students. There are seven classes of eight grade. Those are, two classes is excellent class and five classes is regular class. In this study, the researcher takes 20 percent from population. The researcher used "random sampling techniques". It means that there are not any rules to take sample regularly or take sample freely. So the writer took sample freely. In this study, the researcher takes two classes, one of regular class and one of excellent class.

D. Instrument of the Research

The researcher instruments are used to get the primary data and supporting data. In this study, the researcher uses the test as an instrument. The purpose of the test is to know the result of the correlation between students' writing and students'

²¹ John Best, *Research in Education* (New Jersey: Prentice Hall, 1981),8

vocabulary richness. In this study, the students are given the test that is included the test of writing and vocabulary richness.

1. Writing test

The researcher uses writing test to get the students' writing ability. This writing test is recount text. Recount text is one of the English lesson materials in the eighth grade. This writing test consists of instruction and scoring guide of writing test.

- The instructions are:

- 1) You have 60 minutes to write recount text.
- 2) You have to compose at least three paragraphs.
- 3) The topic is free.

- Scoring guide of writing test.

Table 3.1
The scoring guidance
(Taken from Heaton Grid and Categories)
Items Scoring

Items	Scoring
Fluency	5. Flowing style- very easy to understand- both complex and simple sentences- very effective. 4. Quite flowing style – mostly easy to understand- a few complex sentences- very effective. 3. Reasonably smooth style- not too hard to understand and enjoy- samples sentence- confusing- mostly (but not all) simple sentence- fairly effective. 2. Jerky style- an effort needed to understand and enjoy- complex sentence- confusing- mostly (but not all) simple sentence- fairly effective. 1. very jerky- hard to understand- cannot enjoy reading- almost all simple sentence confusing- excessive use of 'and'.
Grammar	5. Mastery of grammar taught on course only 1-2 minor mistakes. 4. A few minor mistakes only (e.g preposition, articles). 3. Only 1 or 2 major mistakes but a few minor ones.

	<p>2. major mistakes lead to difficulty to understand- lack of mastery of sentence construction.</p> <p>1. Numerous serious mistakes- no mastery of sentence construction- almost unintelligible.</p>
Vocabulary	<p>5. Use of wide range of vocabulary taught previously.</p> <p>4. Good use of new words acquired- appropriate synonyms, circumlocution.</p> <p>3. Attempts to use words acquired- appropriate vocabulary on the whole but sometimes restricted- have to resort to use synonym circumlocution on a few occasions.</p> <p>2. Restricted vocabulary- use a synonym (but not always appropriate)- imprecise and vague- affect meaning.</p> <p>1. Very restrictive vocabulary- inappropriate use of synonyms seriously hinders communication.</p>
Content	<p>5. all sentences support the topic- highly organized- clear progression of ideas well linked- like educated native speaker.</p> <p>4. Well organized ideas- links could occasionally be clearer but communication not impaired.</p> <p>3. Some mediocre organization- rereading required for clarification of ideas.</p> <p>2. Little or no attempt at connectivity- thought reader can deduce some organization- individual ideas maybe clear but very difficult to deduce connection between them.</p> <p>1. Lack of organization so severe that communication is seriously impaired.</p>
Spelling	<p>5. Non errors.</p> <p>4. 1 or 2 minor errors only.</p> <p>3. Several errors- do not interfere significantly with communication- not too hard to understand.</p> <p>2. Several errors- some interfere with communication- some word very hard to recognize.</p> <p>1. Numerous errors- hard to recognize several words- communication is made very difficult.</p>

Since there are 5 items and each is scored 1 to 5. The maximum score is 25. The scoring is based on the analytic method. The test result are raw scores so that it is necessary to multiply them to 4 to get more meaningful numerical data. By doing so, the writer obtained the rating scale of 1-100.

2. Vocabulary test

The researcher uses vocabulary test to get the students' vocabulary mastery. The vocabulary test adopts the question of vocabulary from Binti Masriatul M's thesis by title is "Improving Students' Vocabulary Mastery by Using Note Taking Strategy at the Second Grade of MTs Al- Amin Ngetos Nganjuk in Academic Year 2011-2012". There is 25 question of vocabulary test. 14 questions are essay and 11 questions are multiple choice. The maximum scores is 25. The test result are raw is scores so that it is necessary to multiply them to 4 to get more meaningful numerical data. So, the writer obtained the rating scale 1-100.

E. Data Collection

To collect the data, in this study, the instrument used a test. The test used to collect the (x) and (y) variables data, which are the student's vocabulary mastery and the student's writing. The researcher uses writing test to get the student's writing and vocabulary test to get the student's vocabulary mastery. In the writing test, the researcher gives the papers which there are instruction to write recount text on it. In the vocabulary test, the researcher gives some question. The total questions are 25, consist essay and multiple choice. The test is given inside classroom activity because those students are more focused in doing recount text. Thus the result obtained would be better.

E. Data Analysis

The result of data analysis is used to check the hypothesis whether H_0 is rejected and H_1 is received or vice versa. The hypothesis is as follow:

H_0 : there is no correlation between student's writing and their vocabulary mastery.

H_1 : there is correlation between student's writing and their vocabulary mastery.

The data obtained through a test is then analyzed in some way to connect and separate between a fact with other facts in order to get a conclusion. The researcher is calculating and processing or analyzing the so-far-arranged data by using statistics. The collected data is calculated in **IBM®SPSS® software** ver. 16.00 for Windows. The researcher used *pearson product moment correlation* to know whether there is any correlation between two variable if the data distribution is normal. If the data distribution is not normal, the data processing method which is used *Kendall's tau*²². After the calculation, there is a chart of coefficient correlation to mark whether the correlation is weak or strong.

Table 3.2
Standard of Correlation Coefficient²³

No.	CC	Interpretation
1	$CC = 0$	There is 0 correlation
2	$0 < CC \leq 0,20$	The correlation is very low
3	$0,20 < CC \leq 0,40$	The correlation is low
4	$0,40 < CC \leq 0,60$	The correlation is average
5	$0,60 < CC \leq 0,80$	The correlation is high
6	$0,80 < CC \leq 1,00$	The correlation is very high
7	$CC = 1$	The correlation is excellent.

Diagram above is to know the correlation between one variable to another

²²Ali Anwar, *Statistika untuk Penelitian pendidikan dan Aplikasinya dengan SPSS Excel.*(Kediri; IAIT press, 2009),108.

²³Suhsarsimi Arikunto, *Prosedur Penelitian* (Jakarta: PT RINEKA CIPTA, 1996), 260