CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will present in details the methodology of the research used in this study. It is divided into several sub chapters. They are research design, subject of the research, data instrument, data collection and data analysis.

A. Research Design

This research is classified as descriptive qualitative design. It is based on Bogdan and Biklen (1982) in Sugiono states that descriptive qualitative researches have five specific characteristic, they are: the first is qualitative research has the natural setting as the direct sources of data and researcher is the key instrument. The second is qualitative research is descriptive. The data collected is in the form of words of pictures rather than number. The third is qualitative researches are concerned with process rather than simply with outcomes or products. The fourth is qualitative research tends to analyze their data inductively. The fifth is *Meaning* is of essential to the qualitative approach.[21]

Hatch argues that qualitative study is intended to explore reality about human behaviors within natural setting and context. A qualitative study does not start with a hypothesis, so there is no interference in the form of control or treatment to the participants (the students and teacher).

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[21]Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung;CV Alvabeta, 2009) 13

This study employed a case study as it is method. Gay and Emilia explain a case study is the in-depth investigation of an individual, group, or institution, while in education case studies were typically conducted to determine the, background, environments, and characteristics of students with problem.[22] In line with the statement, Merriam (1998) claims that a case study is deal design to understand and interpret observation of educational phenomena. Merriam (1998) also mentions that qualitative case study has several characteristics which are[23]:

a. Particularistic, which means that a case study focuses on particular condition or phenomenon. A case study is suitable for analyzing practical problems like from daily practice.

b. Descriptive, which means that the result from case study is presenting lifelike conditions.

c. Heuristic, which means that a case study gives an insight to readers about the phenomenon under study and provide new thing or experience.

Considering the nature of a case study, the result of this study does not generalize other individuals. However, the output gained from this study still can be useful to propose methods to help other students. This study might find point of views of why something could be the case and see any noticeable patterns or regularity in the student's behaviors.

This study observed the ability and the difficulties of VIII grade students in writing narrative texts. It also investigated the kinds of processes and

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[22]Emilia, E.*A Critical Genre-Based Approach to Teaching Academic Writing in A Tertiary EFL Context in Indonesia.* A Ph. D the thesis university of Melbourne, 2005

[23]Tabah ghifary diniya , *An Analysis on Students Ability and Difficulty in Writing Descriptive Text* (A Research Study Concerning on Writing Skill of Eleventh Grade Students) Http.Upi.Edu 2013

circumstances used on their writing. In accordance the proposed research questions. This research is designed to be qualitative which settled descriptive case study.

In this research, it was descriptive qualitative research as the method. Descriptive qualitative is a study on process that based on theoretical assumption in understanding human behavior, that descriptive data are what important to collect and analyzes.[24]

The researcher used descriptive qualitative research because the researcher wants to describe the ability and difficulties of the students writing narrative text. Besides that, the researchers' analysis used scoring rubric by J.B. Heaton.

B. Subject of the Research

This study entails the eighth grade students of junior high school. The subject of the study is the students of VIII H, in second semester of MTs Ma'arif Blitar in academic year of 2015/2016. The students of MTs Ma'arif are 35 students. They are 12malestudents and 23female students. But the students who participated in these research only 28 students. They were 10 students male and 18 female students.

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[24]Robert C, Bogdan, *Qualitative Research for Education*, (USA:SariKnoop, 1992), 58.

C. Instruments of Data

The instruments of this study consist of two instruments. They are:

1. Questioner

Questioner is the technique of data collection that done by giving some written questions to the respondents[25]. According to Suharsimi a questioner is a number of written questions, which can be used to get information about the respondent's personality or something that he knows.[26]The purpose of distributed questioner was to know students' responses on the implementation of performance assessment on students' oral performance of speaking ability in their class.

2. Writing test

The students asked by the researcher to write narrative text. The researcher gives test after the teaching learning process of narrative material done. The topic tests are favorite story tales, happiness moments and embarrassing moment. By writing narrative text, the researcher has intent on to know the students ability and difficulties in writing narrative text.

D. Data Collection

In a qualitative study, the data were collected in form of words or pictures rather than number. But, in here that researcher collected the data from the score of writing test about narrative text. The researcher gets the data by conducting a

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[25]Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung;CV Alvabeta, 2009) 142
[26]Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta:PT.Rineke Cipta, 1998)

guided writing test. The guided writing test is held by asking the students to write their opinion in favorite story or tell moment happy and sad. The students have to write on every other line. It makes easier to correct and identify the writing and also neater in form of the students writing. They should write between 100 up to 150 words in their writing. The student are given allocated time around 90 minutes. Before the students do their writing, the researcher will give explanation about narrative text. So, the students know to do it and make easy write for them.

E. Data Analysis

This section discusses data analysis of what have been gathered from students. The data analysis was conducted after the data collection. In order to catch the valid data, this research adopted data collection methods including students' texts and interview. The data were analyzed qualitatively.

The researcher analyzes it by reading all the data which is gathered from the students work. The students' work of narrative text is analyzed using rubric of J.B Heaton which consists of (1) content, (2) organization, (3) vocabulary, (4) language use and (5) mechanics.

The researcher collaborates with English teacher. It was chosen because it was more effective to decrease subjectivity. If the scoring step done, next step is categorizing the students' writing ability in three categories based on the students score in writing narrative text. The categories are high, middle, and low achievement. The three categories were identified by the researcher and English teacher.

Then the researcher analyzed the students' writing of each category to be analyzed for knowing the students' writing ability and difficulties.

Besides that, the researcher make conclusion based on the statement of the study and theory. This study uses scoring rubric by J.B Heaton (1989) to score each aspect of writing[27]. The rubric states as follow:

Table

Scoring rubric of writing

	30-27	Excellent to very good: knowledgeable-substantive-etc.
Content	6-22	Good to average: some knowledge of subject-adequate range-etc.
	21-17	Fair to poor: limited knowledge of subject-little substantive-etc.
	16-13	Very poor: does not show knowledgeable of subject-non substantive-etc.

	20-18	Excellent to very good: fluent expression-ideas clearly stated-etc.
Organization	17-14	Good to average: somewhat choppy-loosely organize but main ideas stand out-etc.
	13-10	Fair to poor: non fluent-ideas confused or disconnected-etc.
	9-7	Very poor: does not communicate-no organization- ect.

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[27] J.B. Heaton. *Writing English Language Test*. New York: Logman Group UK 1989.

Vocabulary	20-18	Excellent to very good: sophisticated range-effective word/idiom form, choice, usage.
	17-14	Good to average: adequate range-occasional error of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited arrange-frequent error of word/idiom form, choice, usage, etc.
	9-7	Very poor: essential translation- little knowledge of English vocabulary.

Language Usage	25-22	Excellent to very good: effective complex construction etc.
	21-19	Good to average: effective but simple construction etc.
	18-11	Fair to poor: major problems is simple/complex construction etc.
	10-5	Very poor: virtually no mastery of sentences complex rules etc.

Mechanics	5	Excellent to very good: demonstrate mastery of conventional
	4	Good to average: occasional error of spelling,

	3	Fair to poor: frequent errors of spelling, punctuation, capitalization.
		punctuation, capitalization.
	2	Very poor: no mastery of conventional, determined by error of spelling, punctuation, capitalization, paragraphing

F. The Schedule of The Research

No	Date/Time	Activity
1.	Friday, 29 April 2016	Questioner, the researcher given questioner to the students about learning writing especially in narrative text.
2.	Saturday, 30 April 2016	Writing test, the researcher given test writing. Then, given little explain about narrative text. After done, the researcher given writing test especially narrative text.
3.	Monday, 02 May 2016	Analysis writing test, after writing test done, the researcher start to analyzed this writing using rubric by J.B. Heaton