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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

The design of this research was kind a descriptive quantitative research. It was a kind of method that involves the collection of data for the purpose of describing existing condition. This research used one variable, according to Creswell (2012) a quantitative research is type of educational research which approach useful for described trends and explaining the relationship among variables found in the literature.

According to Best in Syafii (2016,p.145) the descriptive method described and interpreted what condition or relationship that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. From the theories before, a descriptive research ought to analyze and investigate the problem appropriate to the real situation or actual problem that is supported by accurate theories.

B. The Time and Location of the Research

This research was conducted at Madrasah Aliyah Hasanah Pekanbaru. This research was conducted on July 2018.

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C. The Subject and the Object of the Research

The subject of the research was the twelfth grade of Madrasah Aliyah Hasanah Pekanbaru 2018/2019. The object of the research was to find how is the ability students' in writing an explanation texts at the twelfth grade of Madrasah Aliyah Hasanah Pekanbaru

D. The Population and the Sample of the Research

The population in this research was at the twelfth grade students of Madrasah Aliyah Hasanah Pekanbaru. In choosing the sample class, the writer used total sample technique. There were two classes and the total number of students are 33 students. The number of students of all classes can be shown as follows:

Table III. 1
The Total Population of the Twelfth Grade Students at Madrasah Aliyah Hasanah Pekanbaru

No	Class	Number of students
1.	XII IPA	18 students
2.	XII IPS	15 students
Total		33 students

In the school, there were two classes, XII IPA and XII IPS . The population of two classes were 33 students. The students taught by the same

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teacher, the English teacher of the school gave suggestions and ask the writer to combine the students become one class. Then, the writer used total sampling technique as a sample for this research. According Mamang and Sopiah (2010,p.189) stated that total sampling is sample determination techniques when all members of the population are used. This is often done when the population is relatively small. It means that all the population can be used as sample.

E. The Technique of Collecting Data

In order to get the data needed to support this study, the writer used the techniques as follow:

1. Test

In order to get data for this research, the writer used test as technique of collecting data. According to Brown (2004,p.3) test is a method of measuring a person's ability, knowledge, or performance in a given domain. It means that by using the test, we can measure the ability or know the level of understanding that person.

This researcher used written test as an instrument. It was is an essay test which contains 3 topics. The students had 90 minutes to write. After that, the students collected their works to the writer.

Table III.2
The Scoring Rubric of Writing Test

Content	
Range	Criteria
30-27	Excellent to very good: Knowledgeable, substantive, through development of thesis, and relevant to assigned topic.
26-22	Good to average: sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor: does not show knowledge of subject, nonsubstantive, not pertinent or not enough to evaluate.
Organization	
Range	Criteria
20-18	Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, and cohesive.
17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
9-7	Very poor: does not communicate, no organization or not enough to evaluate.
Vocabulary	
Range	Criteria
20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
17-14	Good to average: adequate range, occasional errors of word/ idiom form and usage but meaning not obscured.
13-10	Fair to poor: limited range, frequent errors of word/ idiom form; choice; usage, meaning confused or obscured.
9-7	Very poor: essentially translation, little knowledge of English vocabulary; idioms; word form, not enough to evaluate.
Language Use	
Range	Criteria
25-22	Excellent to very good: effective, complex constructions, few errors of agreement; tense; number; word order/ function; articles; pronouns; and prepositions.
21-18	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense; number; word order/ function, articles; pronouns, prepositions but meaning seldom obscured.
17-11	Fair to poor: major problems in simple/ complex constructions, frequent errors of negation; agreement; tense; number; word order/ function, articles; pronouns, prepositions, and or fragments, runs-on, deletions, meaning confused or obscured.
10-5	Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	
Range	Criteria
5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling; punctuation, capitalization; and paragraphing.
4	Very good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
3	Fair to poor: frequent errors of spelling; punctuation; capitalization; paragraphing, poor handwriting, meaning confused or obscured.
2	Very poor: no mastery of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, hand writing illegible, or not enough to evaluate.

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F. Technique of Analyzing Data

The data were analyzed by using descriptive method. This technique was called descriptive quantitative. The writer found out the frequency students' Ability in Writing Explanation Texts. In scoring the students writing ability in all of the components of writing explanation texts divided by three criteria rating the students writing explanation texts, follows:

Table III. 3
Classification of Students' Score in Terms of Ability Level

Score	Categories
85-100	Very good
70-85	Good
56-70	Enough

Based on Syllabus

To know of percentage of students' Ability in writing explanation texts, the writer used the following formula:

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

- P = percentage of the students' ability
 F = frequency of the students who get A and B
 N = total respondent