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## CHAPTER III RESEARCH METHOD

### A. Method of the Research

The writer investigated about the ability of the tenth grade students in writing recount text.. According to Gay (2009 p. 139), descriptive research involves collecting data to test a hypothesis or to answer question concerning the status of the study. Similarly, Kountur (2004), the purpose of descriptive research is to know the real problems faced right now by collecting data or information in order to organized, explain, and analyze.

Best (1979 in Syafii 2016 p. 145), says that the descriptive method describes and interprets 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. In this research, the researcher describes the ability writing recount text of the tenth grade students at Senior High School 2 Pekanbaru.

### B. Time and Location of the Research

This research will be conducted from July to September 2018. The research will be conducted at Senior High School 2 Pekanbaru, located on Nusa Indah Street Number 4 Labuh Baru Timur, Pekanbaru.

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## C. Subject and Object of the Research

### 1. Subject of the Research

The subject of this research are the Tenth Grade Students at Senior High School 2 Pekanbaru.

### 2. Object of the Research

While the object of this research is the ability writing recount text of the tenth grade students at Senior High School 2 Pekanbaru.

## D. Population and Sample

### 1. Population

According to Creswell (2012, p. 142), “population is a group of individuals who have the same characteristic”. The population of this research is the Tenth Grade Students of Senior High School 2 Pekanbaru. There are 288 students that are divided into (8) eight classes.

**Table III.1**  
**Population of The Research**

No	Class	Total
1	X MIPA 1	36
2	X MIPA 2	36
3	X MIPA 3	36
4	X MIPA 4	36
5	X IPS 1	36
6	X IPS 2	36
7	X IPS 3	36
8	X IPS 4	36
<b>Total</b>		<b>288</b>

### 2. Sample

According to Fraenkel (2007 p. 220), cluster random sampling is the selection of groups of subjects rather than individuals. The researcher

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will take a sample by using cluster sampling technique because it is more effective for large number of cluster. Based on the cluster random sampling done, the research get MIPA 1 as sample with the number of 36 students.

**Table III.2**  
**Sample of The Research**

No	Class	Total
1	X MIPA 1	36
<b>Total</b>		36

## E. Technique of Collecting Data

### 1. Test

According to Brown (2003 p.3), test is a method of measuring a person's ability, knowledge, or performance in a given domain". In this research, the researcher collects the test result from the students. The students' writing checked and scored by two raters. The researcher will give three days to the raters to check the students' writing. The raters will check and score them based on the scoring rubric of writing recount texts from the researcher. After three days, the researcher will take the students' writing that had scored from raters, and then the researcher will analyze the data.

This research will use written test as an instrument. It is an essay test which contains one topic. The students have 60 minutes to write. They must write it in good paragraphs suitable for the generic structure and language features, the writer also gives some questions based on the text organization of recount text to guide them in developing the topic.

In analyzing the data the writer will use the scoring profile

**Table III.3**  
**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 construction 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, handwriting illegible, or not enough to evaluate.

Brown (2004 p.258)

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**Table III.4**
**The Specification of the Score in Writing Test**

No	Writing Skill	The Highest Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanics	5
Total		100

Moreover, the students' score of writing ability are categorized under the classification as follows:

**Table III.5**
**The Classification of Students' Score in Writing Recount Text**

The Score Level	Category
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

**2. Interview**

Interview is formal meetings between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information. In this study, researcher used Semi-structured interview for interviewing the teacher and students. Semi-structured interview was used to interview the 6 students for editorial information about students' ability in recount text of the tenth grade at State Senior High School 2 Pekanbaru. Interviewing in this research was focused on question to find out factors influence to students' writing ability in recount text.

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According to David & Sutton (2004, p. 87), semi-structured interviews are not standardized and are frequently used in qualitative research. In this type of interview the order of the question can be changed depending on the direction of the interview.

## F. Technique of Data Analysis

### 1. Writing Test

This researcher will analyze the ability in writing recount text of the tenth grade students at Senior High School 2 Pekanbaru based on the formula as follows:

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$  = The mean

$\sum X$  = The summation of the score

$N$  = The number of the students

Furthermore, to find out the percentage of the students' ability in writing recount text, the researcher used the following formula:

$$P = \frac{f}{n} \times 100\%$$

$P$  = Percentage

$F$  = Frequency

$N$  = the number of students

### 2. Interview

In this step, the researcher was interview the students to get information about the factors influence of the students' in writing recount

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text. Data analyzed by using data reduction techniques. Here were data reduction techniques:

a. Transcribing

Transcribing organize and prepare the data for analysis. In this research, researcher will transcribe the data the researcher has collected especially from the interview.

b. Coding

After the result of interview has transcribed, the next technique is coding. Coding is the process of organizing the data by text or image. In this research, the data will be coded by two raters.

c. Interpreting

Interpreting the data is interpretation in this research take the flexible to convey personal.