

CHAPTER III

RESEARCH METHOD

A. Method of the Research

This research is a correlational research which consists of two variables. The first is students' understanding of simple present tense as the independent variable (X), the second is ability in writing descriptive text as the dependent variable (Y). According to Jhon, W. Cresswell (2012, p.338) in correlational research designs, investigators use the correlational statistical to describe and measure the degree of association (or relationship) between two or more variables or sets of score. Lodico et.al also said that, correlational research is to quantify two or more variables and analyze whether there are connections among the variables (Lodico et.al. 2016. p.214). This statement stated above clearly explain that correlation is a connection two or more variables to measure of the strength of the association or relationship between two or more sets of data.

In this research, writer tries to find out whether there is a significant correlation between understanding of simple present tense and students' ability in writing descriptive text at the first grade of Junior High School Muhammadiyah 1 Pekanbaru.

B. Time and Location of the Research

This research was done on April until May 2018. The research was conducted at Junior High School Muhammadiyah 1 Pekanbaru. It is located at K.H. Ahmad Dahlan Street Sukajadi, Pekanbaru.



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C. Subject and Object of the Research

The subject of this research was the first grade students of Junior High School Muhammadiyah 1 Pekanbaru in the academic year of 2017/2018. While the object of this research is the correlation between students' understanding of simple present tense and their ability in writing descriptive text at the first grade of Junior High School Muhammadiyah 1 Pekanbaru.

D. Population and Sample

The population of the research was the students at the first grade of Junior High School Muhammadiyah 1 Pekanbaru. The students divided into seven classes. The total number of the first grade of Junior High School Muhammadiyah 1 Pekanbaru was 206 Students.

Table III.1
The Population of The Research

No	Class	Female	Male	Total
1	VII.1	15	18	34
2	VII.2	14	19	33
3	VII.3	15	18	33
4	VII.4	14	13	27
5	VII.5	12	15	27
6	VII.6	12	14	26
7	VII.7	14	13	27
	Total	96	110	206

In this research, the writer use simple random sampling. The writer use simple random sampling because each of the first year students at the school has some opportunity to be participant. According to Gay (2012, p.131), random sampling is the process selecting a sample in such a way that all individuals in the defined population have an equal and independent



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chance of being selected for the sample. The intent of simple random sampling is to choose individuals to be sample who is representative of the population. Regarding that idea, the writer took 42 students from the members of population. The writer took 6 students in each class.

E. Technique of Collecting Data

In this research, the writer used test and documentation to collect the data.

1. Test

Brown stated that test is a method of measuring of a person's ability, knowledge or performance a given domain (Brown, 2007). In this research, the writer used Multiple-choice Test. It means that the students choose one the correct answer among four options. These test will use to measure the students' understanding of simple present tense.

Table III.2
The Blue Print Understanding of Simple Present Tense test

Indicator	Number of Items	Item Number
Positive Form in Verbal sentence	5	1, 9, 16, 31, 35
Negative Form in Verbal sentence	5	3, 11, 14, 27, 34
Interrogative Form in Verbal sentence	5	7, 10, 19, 25, 32
Positive Form in Non-Verbal (Nominal)	5	6, 8, 20, 22, 29
Negative Form in Non-Verbal (Nominal)	5	5, 13, 17, 21, 23
Interrogative Form in Non-Verbal (Nominal)	5	4, 15, 26, 28, 33
Adverb of Time	5	2, 12, 18, 24, 30
Total	35 Items	35

Source from Research Instrument

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2. Make writing descriptive text based on three topic the given to the sample.

The students only choose one topic to be discussed.

Table III.3
Assessment Aspect of Writing

Aspect	Score	Performance Description	Weighting
Content (C) 30 % Topic Idea	4	The topic is complete and clear and the ideas are relating to the topic	3x
	3	The topic is complete and clear but the ideas are almost relating to the topic	
	2	The topic is complete and clear but the ideas are not relating to the topic	
	1	The topic is not clear and the ideas are not relating to the topic	
Organization (O) 20% Introduction Sequence Idea conclusion	4	Introduction is complete, has correct sequence idea, and conclusion is clear	2x
	3	Introduction is almost complete, has almost correct sequence idea, and conclusion is almost clear	
	2	Introduction is complete, but has no sequence idea and conclusion is not clear	
	1	Introduction is not complete, has no sequence idea, and conclusion is not clear	
Grammar (G) 20% Use Present Tense Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
	4	Effective choice of words and word forms	
	3	Few misuse of vocabularies, word forms, but not change	



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Vocabulary (V) 15%	2	the meaning Limited range confusing words and word form	1,5x
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% Spelling Punctuation Capitalization	4	It uses correct spelling, punctuation, capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominate by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2001)

F. The Validity and the Reliability of the Test

1. Validity of Instruments

Validity in test is the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of assessment. This research focused on understanding of simple present tense test. There are four kinds of validity for test: content validity, criterion-related validity, construct validity, and consequential validity and they are all interrelated (Gay et al., 2012). In this research, the researcher used content validity. According to Brown (2004), if all test items cover all of learning objectives (indicators) the test is content valid. Content validity was used because the test given were based on materials that the students learned.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

To find out the validity of instruments, the writer calculated it by using SPSS 22 version. The standard value of validity is $r_{item} > r_{table}$. The result of try out for understanding of simple present tense test is as follows:

r-item	r-table	Result
0.43	0.36	Valid
0.63	0.36	Valid
0.49	0.36	Valid
0.50	0.36	Valid
0.35	0.36	Invalid
0.47	0.36	Valid
0.54	0.36	Valid
0.41	0.36	Valid
0.44	0.36	Valid
0.58	0.36	Valid
0.40	0.36	Valid
0.53	0.36	Valid
0.42	0.36	Valid
0.46	0.36	Valid
0.60	0.36	Valid
0.43	0.36	Valid
0.48	0.36	Valid
0.40	0.36	Valid
0.55	0.36	Valid
0.45	0.36	Valid
0.37	0.36	Valid
0.61	0.36	Valid
0.46	0.36	Valid
0.48	0.36	Valid
0.56	0.36	Valid
0.26	0.36	Invalid
0.49	0.36	Valid
0.48	0.36	Valid
0.40	0.36	Valid
0.42	0.36	Valid
0.56	0.36	Valid
0.38	0.36	Valid
0.42	0.36	Valid
0.37	0.36	Valid
0.51	0.36	Valid
0.56	0.36	Valid
-0.02	0.36	Invalid
0.61	0.36	Valid
-0.29	0.36	Invalid
-0.25	0.36	Invalid

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Based on the table above, it was clear that there were 5 invalid items out of 40. Thus, the writer only too 35 valid items as instrument.

2. Reliability of Instruments

According to Gay et al. (2012), reliability is about consistency of the scores produced. They also pointed out that reliability is very important to judge the suitability of a test. It is clear that reliability is to measure the consistency and the quality of the test score. According to Cohen et.al, (2007) the guidelines for reliability is as follows:

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

In this research, the writer used software SPSS 22 version to calculate the reliability of test. The result of reliability for understanding of simple present tense test is as follows:

Data Reliability:

Reliability Statistics

Cronbach's Alpha	N of Items
.889	40

The table showed that the reliability of understanding of simple present tense test was 0.889 which is categorized into reliable level.



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G. Technique of Analysis Data

In order to find out the correlation between understanding of simple present tense and ability in writing descriptive text. The data will be analyzed by using statistical formula. The writer will use pearson product moment correlation coefficient using SPSS 22. Statistical the hypotheses are :

$$H_0 : r_{table} < 0.05$$

$$H_a : r_{table} > 0.05$$

H_0 is accepted if $r_{table} < 0.05$. It means, there is significant correlation between understanding of simple present tense and ability in writing descriptive text at the first grade of Junior High School Muhammadiyah 1 Pekanbaru.

H_a is accepted if $r_{table} > 0.05$. It means, there is no significant correlation between understanding of simple present tense and ability in writing descriptive text at the first grade of Junior High School Muhammadiyah 1 Pekanbaru.

To analyze the students' understanding of simple present tense, the writer will use this following scale :

Table III.3
Classification of Students Score in Simple Present Tense

Score	Category
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

(Arikunto, 2011, p.245)

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It means that to get score 0-100 for the students' understanding of

simple present tense. The writer will use the formula : $S = \frac{R}{N} \times 100$

Where : S = Individual score

R = Right answer

N = Number of items

100 = Standard Mark