CHAPTER III

METHODOLOGY OF RESEARCH

A. Method of Research

The writer used a case study method to conduct this research. The writer designs this research method in order to know students ability in writing recount text. In analyzing students' ability in writing recount text, the writer used test as an instrument.

Case study can be defind as " the investigation of the way a single instance or phenomenon function in contex[1]." Furthemore, in language research it usually involves the investigation of the language behavior of a single individual or limited number of individual over a periode of time. Moreover, Dawson R. Hanchock and Bob Algozzine stated that case study is observation of characteristic of an individual unit such as a person, a social group, a class, a school, or a community or other contemporary phenomena have been completed[2].

B. The Place and Time of the Research

To collect the data of the research, the writer takes a field research at first grade of SMK Informatika Safinatunnajah. It is located at jl. Makam

[1] David Nunan, *Research Method in Language Learning* (New York: Cambridge University Press, 1992), p.18

[2] Dawson R. Hanchock and Bob Algozzine, *Doing Case Study Research* (New York: Columbia University, 2006), p.15

pahlawan Brigjen K.H Syam'un Km. 1 Walukon Ds. Kamasan Kec. Cinangka Serang-Banten. Collecting the data of this research has carried out on 1 august 2016 it has done to collect it. Than the writer took the data for the profile of the school on august 2016.

C. Unit of Analysis

Nunan says that Population is all cases, situation or individuals who share one or more characteristics.[3] Based on the statement above, the researcher concluded that the population of this study is all the students of the first grade of SMK Informatika Safinatunnajah. The distribution of first grade students of SMK Informatika Safinatunnajah is as follow:

Table 3.1

List of Students X Class of SMK Informatika Safinatunnajah

No	**Class**	**Boy**	**Girls**	**Quantity**
1	X	20	10	30
Quantity				30

[3]Nunan, *op.cit.*, p.231.

D. The Technique of Data Collecting

In collecting data, the writer used an observation and test as follow:

1. Observation.

   The researcher conducts observation directly to SMK Informatika Safinatunnajah toward situation of the school and the students that enable the researcher to complete the data. As the observation that has been conducted by the researcher, the teacher has thought about recount text. But when the researcher explained about recount text, mostly students were still confused. They found difficulties on vocabulary and how to explore their idea.

2. Test

   A test is a group of questions, tasks or exercises for measuring individual or group skill. To get data for this research, the writer uses test as instrument. The writer gives the students a test of making a composition of recount text to know their capability in writing recount text.

E. The Instrument of Research

Research instrument is the tools of facilities used by researcher in collecting the data, hope the result of research is more accurate, complete, and systematic, so the process is easier.

In collecting data to support the research, the writer will give the test to students. The test is writing recount text by free title. Then, the students will write recount text by free title. The last, the students' assignments are collected. By this test the writer will analyze and know students' ability in writing recount text.

The test is:

1. Make an English recount text by free title.
2. The amount of recount text is minimal 100 words.

F. The Technique of Data Analysis

After the data was collection, the writer will analyze the data using qualitative method. According to Sara Cushing Weigle stated in her book, assessing writing. [4]

[4] Weigle, *op.cit*., p116..

Table 3.2

The Criteria of Assessing Writing

Student:	**Date:**	**Topic**	
Level	**Score**	**Criteria**	**Comments**
Content	**30-27**	**Excellent to very good**: knowledge, substantive, through development of thesis, relevant to assigned topic.	
	26-22	**Good to average**: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.	
	21-17	**Fair to poor**: limited knowledge of subject, little subject, inadequate development topic.	
	16-13	**Very poor**: does not show knowledge of subject, non substantive, or not enough to evaluate.	
Organization	**20-18**	**Excellent to very good**: Fluent expression, ideas clearly started / supported, succinct, well organize, logical sequencing, cohesive.	
	17-14	**Good to average**: somewhat choppy, loosely, organize but main ideas stand out, limited support, logical but incomplete sequencing.	
	13-10	**Fair to poor**: limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured.	
	9-7	**Very poor**: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.	
Vocabulary	**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, choice, usage but meaning mot obscured.	
	13-10	**Fair to fair**: limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured.	
	9-7	**Very poor**: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	
	25-22	**Excellent to very good**: Effective complex constructions; few errors of agreement, tense, number, word order / function, articles, pronouns,	

Language Use	**21-18** **17-11** **10-5**	preposition. **Good to average**: effective but simple constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles, pronouns, prepositions, but meaning seldom obscured. **Fair to poor**: major problems in simple complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions and / fragments, run – ons, deletions; meaning confused or obscured. **Very poor**: virtually no mastery of sentence construction rules, dominated by errors, does not communication, or not enough to evaluate.	
Mechanics	**5** **4** **3** **2**	**Excellent to very good**: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. **Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured. **Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. **Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.	
Total Score		**Reader**	**Comments**