CHAPTER III

RESEARCH METHOD

The discussion is presented under the following sub headings; Location and Time of the study,Research Type, Research Design and Type of the Study, population and Sample, Research Instrument, Instrument of Validity, Instrument of Reliability, data collection, and data analysis.

A. Location and Time of Study

The study was conducted in academic year 2015/2016. The writer conducted the research and complete the data from the English teacher and the students at MTs Muslimat NU Palangka Raya. To collect the data accurately and briefly, the writer needed two months from 10 August 2015 until 09 October 2015.

The study took a place at MTs Muslimat NU Palangka Raya located on Jatistreet number 41. This school is one of the school in Palangka Raya that the English teacher teaches use transitional signals in descriptive text. Transitional signals are inseparable part in learning a language, especially in written English. By mastering the kinds of transitional signals well, the students will be able to write the English structure well, develop their writing skill, produce a good speaking ability or find out the important information though reading. On the contrary, if the students do not have enough transitional signals that they master in learning written English, it was make

barriers in their learning. Theywere finding the difficulties to follow the lesson in the class which is very important for them.

B. Research Design and Type of the Study

Research design of this study was the quantitative research. Ary et al, Stated that quantitative research in Inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions.[1]

The type of the study was descriptive as Sukardi states that the writer effects to describe the research activity on the certain object sytematically and clearly in quantitative descriptive approach.[2]

That's why the writer used the approach to find out the problem causes of the use of transitional signals in writing descriptive text written by the eighth grade students of MTs MUSLIMAT NU Palangka Raya.

C. Population and Sample

1. Population

Population is defined as all members of any well-defined class of people, events or objects.[3] It means population is all individuals from whom the data are collected. The population of this research was the

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[1]Donald Ary, Jacobs Lucy Cheser and Chris Sorensen, *Introduction to Research in Education Eighth Edition*, Wardsworth Cengage Learning, 2010. P. 648.
[2]Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya,* Jakarta: Bumi Aksara, 2003, p. 23.
[3]Donald Ary, Jacobs Lucy Cheser and Chris Sorensen, *Introduction to Research in Education Eighth Edition,* Wadsworth Cengage Learning, 2010. p. 647.

eighth grade students of MTs MUSLIMAT NU Palangka Raya. There were 3 classes in this grade and the amount of students are 119 students.

2. Sample

The Sample is the small group that is observed.[4] Getting sample is very important in scientific research because the total number of population is usually too many. Because of the large number of population, the writer took samples as the representative of the population. The writer used purposive sampling. Purposive sampling is a nonprobability sampling technique in which subjects judge to be representative of the population are included in the sample.[5] By purposive sampling, the writer selected a specific number of samples of the test are eighth students in those selected class, where the class has been determined by the school. The class is:

Table 3.1

The number of the subject

No	Class	The number of samples
1	VIII-C	11

[4] *Ibid,*p. 637
[5] *Ibid,* p. 648.

D. Research Instrument

Instruments of the study are very needed in the research. It is because the instruments are tools to get the data of the study, in which the data are the important things to help the writer in answering the problem of the study. The data also need to find the aim of study.

1. Test

To know well the students do write descriptive text and how well do the students use transitional signals in writing descriptive text. The test was scored by two raters. Because the test was written test, the writerdivided the score into four criteria: the scores of content, organization, vocabulary and language use. In this research the writer used written test.

This study used test to get the data about how well the students used transitional signals in writing descriptive text, because of this study focused on writing, so the test should be in written test. The writer used reliability inter-rater, because here the writer as one that provides an assessment of the writing test is given by the writer. The students were given the test on Friday September 25, 2015 and the kind of test was written test and the students test was about using transitioanl signals in writing descriptive text.

Based on the statement above, the writer should evaluate the test by two correctors. The writer and the English teacher should have same

qualification and ability as the correctors. As procedure of implementation below:

First, make certain that the correctors or examiners have same qualification and competency in the scope of the test. Second, they evaluated based on the same criteria or procedure that had been prepared before. Third, count mean score from both of them to determine the final score.[6] Based on procedure of implementation the writer should has criteria or scoring guide that had been prepared before do evaluation.

2. Interview

This study used interview to get the data about the problems faced by the students use transitional signals in writing descriptive text. This instrument is the way on the method of data collection in which the writer asks information directly. The writer interviews the students MY, FK, TS, NK, HY, PA, JA, MS,WM, MAH and RM on Thursday, October 01, 2015 at the VIII-C clas and the teacher Mrs. TR on Friday, October 02, 2015 at the office of teacher to cross check the data about the students problems faced by the students use transitional signals in writing descriptive text but there was some students (PA, JA, NK) not present when the interview was in progressing. This instrument was to know some information from the students how well do the students write descriptive text and what are the problems faced by the students in using transitional signals written

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[6]M. Soenardi Djiwandono, *Tes Bahasa, Pegangan Bagi Pengajar Bahasa,* Jakarta: PT Indeks, 2008, p. 185-186.

descriptive text at the eighth grade students of MTs Muslimat NU Palangka Raya.

Ary et al, stated that interview is oral questioning of a subject.[7] Interview are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses.[8] Another words Mulyana stated that interview is a form of communication between two people, engaging one that wants to get information from others by asking questions based on specific purpose.[9]

An interview is a data-collection technique that involves oral questioning of respondents, either individually or as a group. Answers to the questioning posed during an interview can be recorded by writing them down (either during the interview itself or immediately after the interview) or by tape-recording the responses, or by a combination of both.[10] So, the writer was directly interacting with the students in order to get the information from their answer clearly.

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[7]Donald Ary, Jacobs Lucy Cheser and Chris Sorensen, *Introduction to Research in Education Eighth Edition,* Wadsworth Cengage Learning, 2010. p. 644

[8]*Ibid,*. p. 438

[9]Deddy Mulyana, *Methodologi Penelitian Kualitatif,* Bandung: PT. Remaja Rosdakarya, 2003.p.180

[10]*Ibid.*

3. Documentation

Documentation here is the collecting data by using writing documents that is got and related to the data needed. The data are:

a. Photo of teaching learning process in the class.

b. The student's English scores.

c. Lesson Plan, and

d. Syllabus.

Data collecting procedure was one of the main duties in this study to answer the problem of the study. The data was collected in natural setting without any manipulation of the setting. Data collecting procedure was used in this study, namely: observation, test, interview, and documentation. It can be drawn as follows:
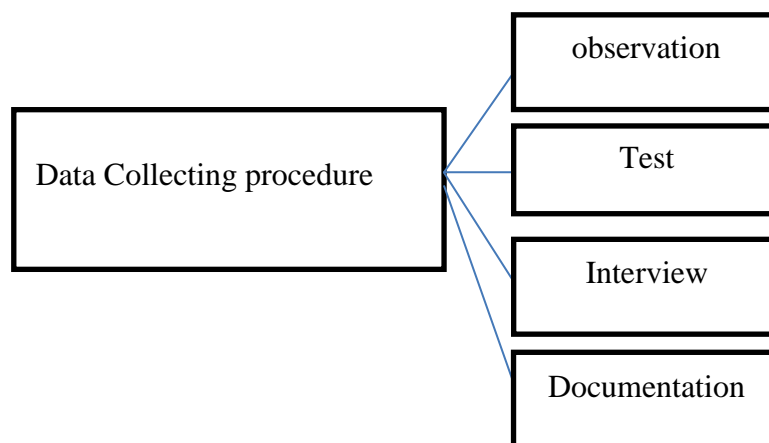
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                                  ┌──────────────────┐
                                  │   observation    │
                                  └──────────────────┘
                                  ┌──────────────────┐
┌──────────────────────────┐     │       Test       │
│ Data Collecting procedure │     └──────────────────┘
│                          │     ┌──────────────────┐
└──────────────────────────┘     │     Interview    │
                                  └──────────────────┘
                                  ┌──────────────────┐
                                  │   Documentation  │
                                  └──────────────────┘
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Figure 3.1

Data Collecting Procedure

E. Instrument of Validity

Validity is defined as the degree to which evidence and theory support the interpretations of test scores entailed proposed uses of tests.[11] Validity is also defined as the extent to which an instrument measured what it claimed to measure.[12] Simply, it can be said that a test will be valid, if it measures accurately what intended to measure. In this study, the test was aimed to measure the students' use transitional signals in writing descriptive text.

1. Content Validity

Content validity is essentially and of necessity based on the judgment, and such judgment must be made separately for each situation. [13]It refers to whether or not the content of the manifest variable is right to measure the latent concept that is trying to measure. In this study, the instrument test were suitable with the syllabus used at MTs MUSLIMMAT NU Palangka Raya. The syllabus for Junior High School students in second year students determines as following:[14]

Table 3.2

English Syllabus

Standard of Competencies	Basic of Competencies
To express the meaning of writing functional text in simple	To express the some ideas in writing text and simple short text about

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[11]Donald Ary, Jacobs Lucy Cheser and Chris Sorensen, *Introduction to Research in Education Eighth Edition,* Wadsworth Cengage Learning, 2010. p.

[12]*Ibid.*

[13]*Ibid,* p. 215

[14]Adopted from MTs MUSLIMAT NU Palangka Raya English syllabus in Academic year 2015/2016

short text of recount and descriptive to interact in daily life	descriptive, recount and procedure

F. Instrument of Reliability

According to classical test theory, any score obtained by a measuring instrument (the observedscore) is composed of both the "true" score, which is unknown, and "error" in the measurement process. Accordingto Crocker and Algina, the test developer has a responsibility to "identify the sources of measurement error that would be most detrimental to useful score interpretation and design a reliability study that permits such errors to occur so that their effects can be assessed." Pretesting or pilot testing an instrument allows for the identification of such sources. Refinement of the instrument then focuses on minimizing measurement error.[15]

In this study the writer used reliability in terms of inter-rater reliability. *Interrater reliability.* Interrater reliability (also called interobserver agreement) establishes the equivalence of ratings obtained with an instrument when used by different observers. If a measurement process involves judgments or ratings by observers, a reliable measurement willrequire consistency between different raters. Inter-rater reliability requires completely independent ratings ofthe same event by more than one rater. No discussion or

[15]Carole L. Kimberlin and Almut G. Wintersten, *"Validity and Reliability of Measurement Instruments Used in Research,"* Journal, University of Florida,. Vol: 65, No.1, Dec 2008,-h. 2277:

collaboration can occur when reliability is being tested. Reliability is determined by the correlation of the scores from two or more independent raters (for ratings on a continuum) or the coefficient of agreement of the judgments of the raters.[16] Therefore, the test was done by the writer and one of the English teachers at MTs Muslimat NU Palangka Raya. Both testers had same criteria to measure the students' writing ability.

G. Data Collection

Data collecting procedures is one of the main duties in this study to answer the problems of the study. In this study, the writer used several procedures in collects the data, as follows:

1. The writer doing observation. Observation is technique in collects the data where the writer doing the observation directly to the teaching activities in class, they include:

   a. Location

   b. The number of class

   c. The number of English teacher

   d. The number of student

   e. Class activities

2. After doing the observation, the writer determined the class into a sample of the study, the writer asked to the English teacher to the subjects who include the students have highest and the lowest score in daily score of English language material. The students were some students of the eighth

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[16]*Ibid*.,p.2277

grade of MTs Muslimat NU Palangka Raya who represent the students obtain Good and Poor score.

3. The writer gave the test to the students. The test wawritten test where the students write a descriptive text which have been given by the writer. The purpose was to know students's highest and the lowest score in the daily score of the English language of the eighth grade of MTs MUSLIMAT NU Palangka Raya.

4. The writer started to analyze the data that get from the test.

5. The writer interpreted the obtain data to conclude the result of the study.

H. Data Analysis Procedures

The process of data analysis began by reviewing all available data from various sources, from interviews, observations that have been written in the court records, official documents, images, photos and so on.[17] The writer followed some procedures to analyze the obtain data as follows:

1. The writer gave test to the eighth-grade students at MTs MUSLIMAT NU Palangaka Raya.

2. The writer collected the data of the students test results.

3. The writer gave score by using the scoring guide.

4. The writer tabulated the data into the distribution of frequency of the score table, and then find out the mean, median and modus of students' score.

5. The writer calculated the data by formulation of mean, median and modus to examine the students writing descriptive text and the students' use of

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[17]Lexy Moleong, *Metode Penelitian Kualitatif*, Jakarta : PT. Remaja Rosdakarya, 2002, p. 190

transitional signals in writing descriptive text. The writer used mean, median and modus formula as follows:

a. Mean

$$Mx = \frac{\Sigma x}{N}$$

Where;

Mx   : Mean

Σx : The total of the students' scores

N : Number of the students.

b.   Median

N = 2n + 1

Where;

N   : Number of the students

2n   : Number of median

6. The writer made the conclusion.

7. The writer discussed and concluded.