

## CHAPTER III

### RESEARCH METHOD

#### A. Research Type

Research type in this study is mixed method. Mixed method research is an approach to inquiry that combines or associated both qualitative quantitative forms of research.<sup>1</sup> The writer used both qualitative and quantitative method. According to Creswell:

*Qualitative research is methods for exploration and understanding the meaning from an individual or group supposed from social and humanity problem.*<sup>2</sup>

Meanwhile Kothari states:

*Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.*<sup>3</sup>

#### B. Research Design

Research design in this study is descriptive research as defined by Ary et. al,:

*Descriptive Research is research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables.*<sup>4</sup>

Descriptive research is done by purpose for to describe or illustrate the fact related with the population systematically and accurately. In descriptive research

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<sup>1</sup> Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, Opcit, p. 404

<sup>2</sup> John W. Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif dan Mixed*, Pustaka Belajar, p.4

<sup>3</sup> C.R. Kothari, *Research Methodology; Methods And Techniques*, New Delhi: New Age International, 2004, p.3

<sup>4</sup> Donald Ary, et.al, *Introduction To Research in Education*, Opcit., p. 640

the facts of result of the study is presented authentically.<sup>5</sup> The second design in this study is contrastive analysis.

According to tarigan:

*Contrastive analysis is activity that tries to compare L1 and L2 structures for identifying differences both of languages.*<sup>6</sup>

### C. Population and Sample

#### 1. Population

According to McMillan, population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research.<sup>7</sup> Population is the larger group to which a researcher wishes to generalize; it includes all members of a defined class of people, events, or objects.<sup>8</sup> Population is total of research object that consists of human, things, animal, plants, tendencies, test score, as source of the data that has characteristic in research.<sup>9</sup> Population is generalization area that consists of object or subject that has quality and characteristic that determined by researcher to learn and it is taken the conclusion.<sup>10</sup> Population in this study was VIII grade students of MTs Miftahul Jannah Palangka Raya.

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<sup>5</sup> Kuntjojo, *Metodologi Penelitian, Kediri*, Universitas Nusantara PGRI Kediri, 2009, p. 45

<sup>6</sup> Henry Guntur Tarigan and Djago Tarigan, *Pengajaran Analisis Berbahasa*, Opcit, p. 17

<sup>7</sup> James H McMillan, *Educational Research: Fundamental For The Consumer*, United Stated of America: HarperCollins, 1996, p. 85

<sup>8</sup> Donald Ary, et.al, *Introduction To Research in Education*, Opcit., p. 647

<sup>9</sup> Margono, *Metodologi Penelitian Pendidikan*, Jakarta: Rineka Cipta, 2003, p. 118

<sup>10</sup> Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2009, p. 117

The number of population in this study could be seen in the following table:

**Table 3.1**  
**The population of VIII grade students of MTs Miftahul Jannah**  
**Palangka Raya.**

VIII A		VIII B		The Total	
Male	Female	Male	Female	Male	Female
14	13	9	13	23	26

## 2. Sample

According to Ary et. al, sample is a group selected from a population for observation in a study.<sup>11</sup> Sample is a part of amount and characteristic that possessed by the population.<sup>12</sup> In this study the writer uses non-probability sampling. Non-probability sampling includes methods of selection in which elements are not chosen by chance procedures. It is success depends on the knowledge, expertise, and judgment of the researcher. Non-probability sampling is used when the application of probability sampling is not feasible. Its advantages are convenience and economy.<sup>13</sup> The sample in this study was VIIIB grade student of MTs Miftahul Jannah Palangka Raya. The writer took result of test of the students as the sample study.

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<sup>11</sup> Donald Ary, et.al, *Introduction To Research in Education*, Opcit., p. 649

<sup>12</sup> Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2009, p. 118

<sup>13</sup> Donald Ary, et.al, *Introduction To Research in Education*, Opcit, p. 149-150

The number of sample in this study could be seen in the following table:

**Table 3.2**  
**The sample of VIIIB grade students of MTs Miftahul Jannah**  
**Palangka Raya.**

VIII B		
Male	Female	Total
9	13	22

#### **D. Research Instruments**

##### **1. Research Instruments**

To collect the data acquired in this study, the writer used some Research instruments, they are:

##### **a. Test**

Test is a some questions or exercises or other used to measure skillful, intelligent knowledge, ability or aptitude that possessed by individual or group.<sup>14</sup> In this study, the test was achievement test. Achievement test is a test that used for to measure achievement of person after learn something.<sup>15</sup> The test consisted of translation and multiple choice. The product of students' writing in translation test was the main object of the research. Meanwhile, the multiple choice test was used for to investigate the ability of the students in

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<sup>14</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 2006, p. 150

<sup>15</sup> Riduwan, *Metode dan Teknik Menyusun Tesis*, Bandung: Alfabeta, 2010, p. 105

using indefinite and definite articles in descriptive text. The test is taken from the English teacher and English book of SMP level.

The standard score of MTs Miftahul Jannah Palangka Raya was 6.0. The score was gotten based on the mastery learning standard or SKBM (Standar Ketuntasan Belajar Mengajar) of MTs Miftahul Jannah Palangka Raya. In this case, the number of the test items were 20 items. It involved 5 items for translation test, and 15 items for multiple choice test. The form of the test could be seen in the following:

#### 1). Translation Test

Terjemahkan teks dibawah ini kedalam bahasa inggris

Saya mempunyai seorang teman bernama jenny. Ia adalah seorang teman yang baik. Ia selalu membantu ibunya memasak di dapur. Dia mempunyai seekor kucing bernama kitty. Kitty selalu makan nasi setiap hari. Dia juga mempunyai sebuah kebun. Ia pergi ke kebun itu setiap hari minggu. Kadang-kadang kami pergi bersama di hari libur. Aku berharap dia dapat menjadi temanku selamanya.<sup>16</sup>

#### 2). Multiple Choice Test

a.) Isilah kata a, an, atau the pada kalimat dibawah ini.

My uncle, ... university student. His name is Kromo. He is ... honest man. He is called ... honest man because he speaks honestly. Two weeks ago he opened ... restaurant in my town. He named ... restaurant “Kedai Pak

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<sup>16</sup> Source: *English Teacher at MTs Miftahul Jannah Palangka Raya.*

Kromo”. It specializes in javanese food. There is ... apple tree in front of the restaurant. Under the tree is ... bench where people can relax after having meals at my uncle’s restaurant. They can also eat ... apples for free during the apple season.

b.) Tentukan keterangan dibawah kata yang bergaris bawah apakah kata tersebut termasuk indefinite article atau definite article.

I have a good neighbor named Mr. Heru. He lives next-door to me. Mr. Heru is a postman. He is very diligent and friendly. He delivers mail and packages every day. He usually delivers them on his motorcycle. He never forgets to wear a safety helmet when riding his motorcycle. He also wears an orange waistcoat and black shoes when working. Furthermore, Mr. Heru works carefully. He always makes sure that the packages or letters are received by right people, or institution as written on the packages or letters. Above all, Mr. Heru never complains although he has to work when the day is very hot, or even raining. I salute him for his dedication to his work.

#### b. Questionnaire

Questionnaire is the list of questions given to other people aimed that the people might give responses in suitable with user’s task. The people who are expected to give responses is called respondent.<sup>17</sup> Questionnaire is instrument of collecting information by extending written question for answered written

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<sup>17</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Opcit, p. 151

form by the responden.<sup>18</sup> Questionnaire is technique of collecting data which done by giving written question or statement to the respondent for answered.<sup>19</sup> Questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses.<sup>20</sup> Here, the writer uses Close-ended questions. Close-ended questions require the respondent to choose one of several specified answers and can also take a variety of form. One possibility is an alternative-answer question which students have to select from one of several options such as yes or no, or true or false.<sup>21</sup> In this study, the writer took questionnaire for to know the students' achievement multiple choice test in using indefinite and definite article in descriptive text after the multiple choice test done. The form of questionnaire could be seen in the following:

- 1). Apakah anda mengalami kesulitan dalam memahami indefinite dan definite articles?
- 2). Apakah anda dapat membedakan antara indefinite article dan definite article?
- 3). Apakah anda dapat menentukan indefinite article dalam deskriptif teks?
- 4). Apakah anda dapat menentukan definite article dalam deskriptif teks?
- 5). Apakah anda dapat menerapkan indefinite article dalam deskriptif teks?
- 6). Apakah anda dapat menerapkan definite article dalam deskriptif teks?

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<sup>18</sup> Margono, *Metodologi Penelitian Pendidikan*, Opcit, p. 167

<sup>19</sup> Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*, Opcit, p. 199

<sup>20</sup> Donald Ary, et.al, *Introduction To Research in Education*, Opcit, p. 648

<sup>21</sup> Sandra Lee McKay, *Researching Second Language Classrooms*, London: Lawrence Erlbaum Associates, 2006, p. 37-38

- 7). Apakah anda mempunyai cara sendiri dalam memahami indefinite dan definite article?
- 8). Article “an” digunakan untuk kata benda yang diawali dengan huruf hidup.
- 9). Article “an” digunakan untuk kata benda yang diawali dengan huruf mati.
- 10). Article “a” digunakan untuk kata benda yang diawali dengan huruf hidup.
- 11). Article “a” digunakan untuk kata benda yang diawali dengan huruf mati.
- 12). Article “an” digunakan untuk kata benda yang diawali dengan huruf mati yang berbunyi huruf hidup.
- 13). Article “an” digunakan untuk kata benda yang diawali dengan huruf hidup yang berbunyi huruf mati.
- 14). Article “a” digunakan untuk kata benda yang diawali dengan huruf mati yang berbunyi huruf hidup.
- 15). Article “a” digunakan untuk kata benda yang diawali dengan huruf hidup yang berbunyi huruf mati.
- 16). Article “the” digunakan untuk kata benda tertentu yang satu-satunya didunia dalam satu konteks tertentu.
- 17).Article “the” digunakan untuk kata benda yang sama-sama dipahami oleh pembaca dan penulis.
- 18).Article “the” digunakan untuk kata benda yang sudah disebutkan berulang-ulang dalam satu teks.

## **2. Research Instruments Validity**

Based on Sugiyono, the result of study is valid if there is a similarity between the data that have collected by the testes and the true data that happened on the object of the study.<sup>22</sup>

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<sup>22</sup> Sugiyono, *Statistik Untuk Penelitian*, Bandung: Alfabeta, 2004, p. 267



### 1. Content validity

According to Heaton is the extent to which what supposed to measuring and nothing else. All of the test items must relate to what students learned. In this study the instrument for collecting the data must be valid. It means the items in the instrument are equal and proportional in their distribution as the indicators of test. For the instrument in a test form, content validity could be used to check the validity of instrument by comparing between content instrument and material of learning that is learned by the teacher to the students.<sup>23</sup>

### 2. Face validity

Based on Heaton, a test is called has face validity is if the test items look right to other testers, teachers, and moderators.<sup>24</sup>

The face validity of the test items as below:

1. Type of the test is objective.
2. The kinds of the test items are translation and multiple choice form.
3. The test items consist of indefinite and definite articles in descriptive text.
4. Language that is used is Indonesian.

### 3. Construct validity

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<sup>23</sup> *Ibit.*, p. 267

<sup>24</sup> J. B. Heaton, *Writing English Language Test*, England: Longman, p. 153

It is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. The item test is constructed based on material for students of Islamic junior high school namely indefinite and definite articles in descriptive text.

### **E. Data Collection**

In this study, the writer used some techniques used in data collection. They are:<sup>25</sup>

#### **1. Editing**

In editing, the writer checked the students' names in test sheet and their names in attendance list in order to make sure who followed the test.

#### **2. Coding**

After getting the result of the tests made by students, the writer code the students' names. The real names of the students are replaced with the number A1, A2, A3, A4 and so on.

#### **3. Tabulating**

After the data is taken, they would be arranged in the table form.

#### **4. Collection of a sample of learner language**

In this step, the writer took the test of VIIIB grade students of MTs Miftahul Jannah Palangka Raya. Here, the writer obtained the test during researching done in the school.

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<sup>25</sup> Muriel Saville and Troke, *Introducing Second Language Acquisition*, Opcit., p.39-40

### 5. Description of errors

In this step, the writer described the errors in the students' test in using indefinite and definite articles by contrastive analysis between English and Indonesian at MTs Miftahul Jannah Palangka Raya. Interater was used to check the students' interferences in order to maintain the objectivity of the test result. The English teacher was the first rater, and the writer was the second rater.

### 6. Explanation of errors

In this step, the writer explained the interferences the use between English and Indonesian related indefinite and definite articles in descriptive text.

### 7. Evaluation of errors

In this step, the writer evaluated the finding on students test related indefinite and definite articles in descriptive text.

## **F. Data Analysis**

Data analysis is a process whereby researchers systematically search and arrange their data in order to increase their understanding of the data and to enable them to present what they learned to others.<sup>26</sup> In this study the writer used some techniques in data analysis for qualitative, they are:<sup>27</sup>

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<sup>26</sup> Donald Ary, et.al, *Introduction To Research in Education*, Opcit., p. 480

<sup>27</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis An Expanded Sourcebook*, London: Sage Publications, p. 10-11

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The writer reduced the data result by choose the primary data or focus to the essential data.

### 2. Data Display

The result of the data reduction is report systematically which can be understood and reasonable of the data that is gotten in the field by the research. The writer displayed the data result in form of short explanation chart.

### 3. Conclusion

In this case the writer seek conclusion as answering for formulation of the problems. The writer seek conclusion from the data result.

In this study the writer used some techniques in data analysis for quantitative, they are:

1. Calculating the frequency distribution of students.
2. Calculating the percentage of frequency distribution by using formula as follow:

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

Notes:

F = Frequency

N = Number of cases

P = Number of percentage<sup>28</sup>

3. Calculating score based on the standard valuation of cognitive value:

$$S = \frac{B}{N} \times 100$$

**Table 3.3**  
**The valuation of cognitive value**

Interval	Interpretation
80-100	Excellent
70-≤80	Good
60-≤80	Fair
50-≤60	Poor
0-≤50	Fail

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<sup>28</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: PT RajaGrafindo Persada, p. 43