CHAPTER III
RESEARCH METHODOLOGY

A. Research Methodology

In this research, researcher used qualitative research with descriptive methods. Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation or chi-square, how to apply particular research techniques, but they also need to know which of these methods or techniques, are relevant and which are not, and what would they mean and indicate and why.

Researcher also need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures apply to certain problems and others will not. All this means that it is necessary for the researcher to design his methodology for his problem as the same may differ from problem to problem. For example, an architect, who designs a building, has to consciously evaluate the basis of his decisions, i.e., he has to evaluate why and on what basis he selects particular size, number and location of doors, windows and ventilators, uses particular materials and not others and the like. Similarly, in research the scientist has to expose the research decisions to evaluation before they are implemented. He has to specify very clearly and precisely what decisions he selects and why he selects them so that they can be evaluated by others also.

B. Subject of research

The subject of this research in the Paket "B" Program for Tenth Grade in SKB (Sanggar Kegiatan Bahasa) Pontianak Students in the 2021/2022 Academic Year. The researcher will come to the SKB (Sanggar Kegiatan Bahasa) SKB and ask students to be present in the room to fill in the guidelines for writing to interview, writing test and become students in the thesis.

C. Tehnique of Data Collection

Data is a collection of facts, figures, objects, symbols, and events gathered from different sources. Organizations collect data to make better decisions, without data it would be difficult for organizations to make appropriate decisions and data is collected at various points in time from different audiences. The Techniques of data collection is Purposeful sampling techinques widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resourses Patton (2002). This involves identifying and selecting individuals or groups of individuals that are especially knowledge able about or experienced with a phenomenon of interest (Cresswll & Plano clark (2001).

D. Tools of Data Collection

a. Writing Test

Test is a method to measure students' knowledge, especially in writing such as a series of questions or exercises for measuring the skill, knowledge, intelligence, capacities, or aptitudes of an individual or group. According Brown test as a method of measuring a person's written essay test to test students' writing skill. A test is a sequence of questions or exercises used to measure skills, intelligence, knowledge, trial abilities possessed to be used for surveys by individuals or groups Brown (2004). The researcher cocludes that the test is an argument to measure something in order to get the actual data from the object of this research.

The data instrument for collecting research data in this study is an achievement test. This aims to find out the difficulties of students in writing in class X Sanggar Kegiatan Belajar (SKB) Pontianak. The instrument used to collect data in this study was a writing test in the form of writing recount text. The writer uses the test method.

It means to gets the students individul score of recount text.

To obtain mean score of students :

$$M = \frac{X}{N}$$

Note :

M = Mean Score

X = Sum of students socre

N = The number of students

(Adopted from Heaton, 1988:176)

Table 3.1

The Scoring criteria of writing

No	Aspect of Writing	Level	Indicators
1.	**Content (30)**	Very Good (27-30)	The topic is complete and clear and the details are relating to the topic.
		Good (22-26)	The topic is complete and clear but the details are almost relating to the topic.
		Average (17-21)	The topic is complete and clear but details are not relating to the topic.
		Poor (13-16)	The topic is not clear and the details are not relating to the topic.
2.	**Form/Orgnization (20)**	Very Good (18-20)	Show the complete prts of explanation text : introduction, explanation, and conclusion in the paragraph.
		Good (14-17)	The Writer not focus on the ides based on the topic or activity.
		Average (10-13)	The idea of personal options about the topic or events is unclear, but the reader still gets idea of the story.

		Poor (7-9)	The idea of personal opinion about the topic or events is unclear and tetxt has no unity in each sentence.
3.	**Vocabulary (20)**	Very Good (18-20)	Effective choice of words and words forms.
		Good (14-17)	Few misuses of vocabulary, words form, not change the meaning.
		Average (10-13)	Limited range of confusing words and words form.
		Poor (7-9)	Very poor knowledge of words, words form, not understandable.
4.	**Grammar (25)**	Very Good (22-25)	Few or no errors in the form of the past tense, verb, to bve, and adjective.
		Good (18-21)	Occasional errors in the form of the pst tense, verb, to be, and adjective.
		Average (11-17)	Frequent errors in the from of the simple past tense, verb, to be, and adjective.
		Poor (5-10)	Dominand by serious errors in the form of the simple past tense, verb, to be, and adjective.
5.	**Mechanics (5)**	Very Good (5)	Use correct spelling, punctuation, and capitalization.
		Good (4)	Occasional errors of spelling, punctuation, and capitalization.
		Average (3)	Frequent errors of spelling, punctuation, and capitalization .
		Poor (2)	Dominanted of errors of spelling, punctuation, and capitalization.

In making the students' mean score qualification the writer did it based on Heaton (1988:96). Heaton stated that if the mean score is between 0-49 the qualification is poor with category D. If the mean score is between 50-59 the qualification is poor to average with category C . If the mean score is between 60-79 the qualification is average to good with category B. If the mean score is between 80100 the qualification is good to excellent with category A.

Table 3.2

Students' Score Criteria

Test Score	Classification
80-100	Excellent
70-79	Good to Excellent
60-69	Average to Good
50-59	Poor to Average
0-49	Poor

(Taken from Heaton, 1988:96).

b. Questionnaire

Questionnaire is Drawing samples, recruiting, and training interviewers and supervisors, computer programming, and other preparatory work everything to serve the conversation that occurs between researchers and respondent. There is widespread agreement about the cognitive processes involved in answering questions optimally (Cannell, Miller, & Oksenberg, 1981; Schwarz & Strack, 1985; Tourangeau & Rasinski, 1988). Specifically, respondents are presumed to execute each of four steps. First, they must interpret the question and deduce its intent. Next, they must search their memories for relevant information, and then integrate whatever information comes to mind into a single judgment. Finally, they must translate the judgment into a response, by selecting one of the alternatives offered by the question.

The mean score formula adopted from Sugiyono (2010) can be seen as follow :

$$X = \frac{\sum X}{N}$$

Notes :

X = the mean score of the entire participants (students)

∑X = the sum of the individual students' score

N = the sample size (the number of participants)

E. Technique of Data Analysis

After the data have been collected, the researcher turns to the task of analysing them. The analysis of data requires a number of closely related operations such as establishment of categories, the application of these categories to raw data through coding, tabulation and then drawing statistical inferences.

a. Qualitative Data

Qualitative data and to engage with the process of continouns meaning-meaning and progressive foucing inhent to analysis processes (Srivasva & Hopwood, 2009).

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, proceeds, abstracting, and transforming the data that affear in written-up field note or transcription. As we see it data reduction occur continuously throughtout the life of any qualitatively oriented project. As data collection proceeds, further episodes of data reduction occur (writing cummaries, coding, teasing out themes, making clusters, making partition, writing memos)

In this research, the data obtained based on the results of questionnaire and interviews were reduced based on the writing, namely content, form, vocabulary, grammar, and mechanics. The researcher used data condensation or data reduction to select only the necessary information related to students' difficulties in writing by recount text.

2. Data Display

   In daily life in the course of work, we have become convinced that better displays are a major avenue to valid qualitative analysis. As with data reduction, the creation and use of display is not separate from analysis, it is a part of analysis.

   In this research the data generated from interviews and questionnaire after the data is reduced, the next step is the display of the data, the process of display the data.

3. Conclusion Drawing/Verifications

   Verifications is explanning the meaning of the data in the fact configuration. The way to verify conclusion is by discussing the research conclusion with the partner/collaborator. This step is very important to be done in order to get good research conclusion.

   In the process of drawing conclusions, based on findings obtained from questionnaire data collection and interviews. Then through data analysis such as summary and data display, they researcher make conclusions in descriptive from as research.