CHAPTER III
METHOD OF INVESTIGATION

3.1 Setting of the Research

The setting of this research is at SMA N 1 Kembang. It is located on Jl. Bangsri-Keling Km. 06 Desa Jinggotan Kecamatan Kembang.

3.2 Subject of the Research

The subject of this research is the tenth grade students' of SMA N 1 Kembang, especially class X A.3. The researcher choose this class because when the researcher had teaching practices in SMA N 1 Kembang at class X A.3. The students in this class have different ability in writing English text. The students in this class are those who always get the medium and high score in every test or evaluation. In this class there are 30 students and they girl of all.

3.3 Research Design

Research is a process of formulating questions, problems, or hypotheses; collecting data and analyzing or interpreting these data. This research design will be used in descriptive study. Descriptive study was the research to describe a phenomenon. Descriptive research did not give a treatment or alteration in the variable but describe a condition for what it is.

The design of this research is descriptive qualitative. Mubarok (2015:18) stated that qualitative research emphasizes the analysis of the deductive and inductive inference process as well as on the analysis of the dynamics of the relationship between the observed phenomena, using scientific logic. It means that qualitative research presents and analyzes the data in words. In this research the researcher explains the result of the data into descriptive form and presents data in numerical.

3.4 Method of Collecting Data

In conducting this study the researcher used several ways of collecting the data, they are:

1. Writing test

A test is a method of measuring a person's ability or knowledge in given domain. Mubarok (2015:68) stated that written test can be done for reading and writing test. In this research, the test is used to answer the research question number one; the students' ability in writing recount text.

Moreover, to analyze the data and to measure how the students ability in writing recount text are, the rubric of analytical scale for rating composition task as stated by Brown (2004:244) will be used. The rubric consists of five basic aspects. They were organization, logical development, grammar, punctuation, spelling, and mechanics, and style and quality of expression. Organization which related to the generic structure of a text, content which deals with logical development of ideas, grammar, mechanic and style which represents the language features of a text. The rubric of Brown's analytical scale for rating composition task can be seen in appendix 2.

2. Questionnaire

Another instrument was questionnaire with the students. Mubarok (2015:51) states that questionnaires are a number of written questions that are used to obtain information from respondents. This kind of data collection was often used widely in social and education research. The students were given some question which had to be chosen by the students. The questionnaire consists of five basic aspects. They were organization, logical development, grammar, punctuation, spelling, and mechanics, and style and quality of expression. There were four statements in each aspect. The questionnaire was distributed after the students did the test. This questionnaire is expected to answer the research question number two; the students' difficulties in writing recount text.

3.5 Method of Analyzing Data

In conducting this study the researcher used several ways of analyzing the data, they are:

a. Writing Test

Having collected all of data from (test and questionnaire), the researcher analyzed the data. The researcher analyzed the result of the test. It could be described how the students' ability in recount text. The analytical scale to rate composition task by Brown (2004: 244) was used to measure the students' recount texts. For example, a recount text made by a tenth grade student of SMA N 1 Kembang, can be analyzed as follows:

Jatim Park 2

What I love most in school is holiday time. I spent my last holiday time visiting my uncle's home at Malang. I stayed there for 5 day and during that day I visited some tourism place. The most favorite place for me when UI was at Malang was Jatim Park II. I loved it because I am an animal lover.

The place is located at Jl. Oro-oro Ombo no 9, Batu, East Java. It took 20 minutes from my uncle's home by riding motor cycle.

The ticket to enjoy the whole part of the park which are animal museum. Secret zoo and eco green park is only 90.000 rupiahs. That's not too expensive for the pleasure I got.

At first I entered the eco green park because this area is closed at 4 p.m. The next was animal museum which has a huge dinosaur's replica and the last was secret zoo, the most pleasurable place for me.

Unfortunately, the time was over before I could see the whole part of secret zoo.

Therefore the next day I went there again for one area onig. That was the secret zoo. I could enjoy and kinds of animals around the world which I never seen some of them before.

It was a very nice school holiday that I spent at Malang and Batu city.

The score of the text above based on Brown's analytical scale was presented in the table below:

No	Aspect	Score
1	Organization: introduction, body, and conclusion	19
2	Logical development of ideas: content	18
3	Grammar	16
4	Punctuation, spelling, and mechanics	17
5	Style and quality of expression	17
	Total	87

The analysis then focuses on three aspects: generic structure, language feature and social function of the students' recount texts. After analyzing all of the three aspects required, then the researcher gave a complete description about the texts. For example:

a.) Generic Structure Analysis

The generic structure of the students' writing was arranged well. It could be found the orientation, sequence of events and re-orientation in the text. The arrangement of the events is understandable, so it is easier for the reader to outline. Moreover, the conclusion given was logical.

b.) Language Features Analysis

The language features which were found in the students' recount text writing could be described based on aspect number (3). Grammar; (4). Punctuation, spelling and mechanics; (5). Style and quality of expression. The writer's ability in writing recount text was considered to be in advance proficiency of English grammar. The text had specific participants. She used material process correctly. Circumstances of place were found, such as *'...at Malang...', '...Jatim Park II...'*

'...Batu, East Java...'. She had temporal sequences in this text. She used past tense in making sentences but then she missed and wrote some sentences in present tense. The ideas were getting through to the readers. Grammar problems are apparent but they do not influence communication. The readers can understand what she meant. Those grammar problems are *'...last holiday time visiting...', '...when I was at Malang was Jatim Park...'* There were no fragments and run-on sentences. There were no problems with her and punctuation. All needed capitals and indented paragraph were attained. The sentences were not too wordy.

c.) Social Function Analysis

The social function realized in the students' recount text writing could be described based on the overall result of the analysis and aspect number (2). Logical Development of ideas: content. It addresses the assigned topic. The writer's text contained completely arranged ideas. In addition, her good mastery in grammar, the appropriate use of linking words and good punctuation made the text better. The flow of the text is good. She tried to tell the details. Ultimately, she had achieved recount text social function by retelling story in her text.

Furthermore, the result of the analysis based on the rubric above, it could be described how the students' ability in writing recount text was excellent. Then, it was classified into five levels. They were excellent, good, adequate, inadequate and unacceptable level. The scoring table was shown in the table below:

Table of the students' level (adopted from Brown, 2004:294)

Score	Level	Number of Students
81-100	Excellent	
62-80	Good	

43-61	Adequate	
24-42	Inadequate	
5-23	Unacceptable	

From the example above, the writer got 87 points for all aspects. It means that she was in the first level based on the table above. So, the student ability in writing recount text was excellent.

b. Questionnaire

From the questionnaire the researcher could identify the student's difficulties in writing recount text faced by the students. From the initial data, the researcher tabulated the data by counting the response from each data. To know the percentage of data from questionnaire, the researcher used formula:

$$P = \frac{F}{N} \times 100$$

Where,

P = Percentage

F = Number of frequency of the respondent answer

N = Number of respondents

The questionnaire was classified into five basic aspects. They were organization, logical development, grammar, punctuation, spelling, and mechanics, and style and quality of expression. There were four statements in each aspect. Then, the researcher could describe the data and also the percentage of data. It makes the result of the research become clear. Finally, the researcher concluded the result of this research and the researcher could present it in the form of recount.