

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter provides the method of the researcher which covers to discuss about the research design, subject of the study, data collection and instruments, and data analysis.

#### **A. Research Design**

Research design is a process to did the research. Johnston and Vanderstoep (2019:3) stated that the classic research process model involves starting with a theory, generating hypotheses, testing the hypotheses, and interpreting your results. In this research design, the researcher used qualitative. Qualitative research is a kind of research that collects, classifies, analyzes, and draws conclusions based on the data without making generalizations. At the end of this study, you will write a research report based on the data obtained, which will consist of an introduction, literature and theory, methods, results, discussion, and conclusions. For this research, the researcher wanted to get information about seventh grade students' writing problems at SMPN 9 Sintang.

In this case, the researcher used the design to create qualitative descriptive text. According to Gall, Meredith, and G. at. al. (2003:24), a qualitative method is a multi-method method that focuses on interpretive, naturalistic, and subject approaches. This means that qualitative research studies something in its natural setting. This research is a case study using

a qualitative descriptive method. Cases can be individuals, institutions, or groups considered a unit in research.

Usually, most people are attracted to other people, and as human beings are usually attracted to other humans, in conversation, someone hears, "What did he see?" or "What are they wearing?" and to answer that question, people have to describe it. When describing something or someone, the writer should provide an overview for the reader. To make this writing good and real, the author provides several pictures to describe the reader. This research aims to determine the analysis of writing skills in seventh grade students at SMPN 9 Sintang.

In this study, the researcher wants to get information about students' ability in writing descriptive text and the problems that arise in writing descriptive text in this research. In this case, the researcher used qualitative research. In qualitative research, the researcher analyzes the case to be studied. Qualitative research is an interpretive approach that generally uses words (qualitative data) rather than quantifiable numbers or concepts (qualitative data), providing a rich description of the phenomenon that can be generated from a study.

In social science, case studies involve an in-depth and also detailed examination of a study's subject, as well as its related contextual conditions. Where this research can be produced by following formal research methods, Case studies, as opposed to popular works, are more

likely to appear in formal research settings, such as journals or professional conferences.

Case studies are also widely used in professions and disciplines ranging from anthropology, psychology, and sociology to political science and administrative science. When the researcher carries out a case study in this research, the case that is being studied or researched can be an organization, an individual, an action, or an event that occurs at a certain time and place. While the notion of analysis is an activity that includes several activities such as parsing, separating, and sorting something to be classified and regrouped according to certain criteria, then looking for the connection and interpreting its meaning. Qualitative research is a research procedure that produces written or oral descriptive data from research findings that is possible to observe.

The method used in this research is qualitative because it follows the research objectives and focuses on students' problems in writing. These studies the researcher analyzed the possible causes of writing problems in seventh grade students at SMPN 9 Sintang. Problems faced by students in writing the results of the research should be emphasized more on the data interpretations to find out what the field is like. The results are not written in picture form or tables with statistical measures, but are illustrated in the form of descriptions of the words that make up the results and are presented in a descriptive text.

## **B. The Subject of The Study**

The subject of this study was asked by the researcher to obtain the information needed. The research subject is someone who is the object of research investigation. The object of this research is the problem of students in writing descriptive text in the seventh grade at SMPN 9 Sintang. This research proposal discusses the possible causes of writing problems in seventh grade students at SMPN 9 Sintang. The research for this study involves the students as the object of the research.

This research was conducted on seventh-grade students at SMPN 9 Sintang. The researcher who conducted the research took a population of 36 students and the researcher took 10 samples to be interviewed. The researcher used purposive sampling. Creswell (2008:214) argues that in purposive sampling, the researcher deliberately selects individuals and locations to study or understand the central phenomenon. Purposive sampling is where a researcher selects a subject as a sample based on the data needs of the study.

The participants are selected based on the purpose of the sample in this research. This research involved approximately 36 students in seventh grade at SMPN 9 Sintang, consisting of 14 males and 22 females. The researcher analyzed the results of the students' work provided by the English teacher. The researcher analyzed the writing of a descriptive text by seventh grade students at SMPN 9 Sintang. The research subjects were seventh grade students of SMPN 9 Sintang, who were the research objects.

The object of this research is to investigate the problems of written descriptive text experienced by seventh grade students at SMPN 9 Sintang. This research proposal is likely to find the causes of the problems with writing descriptive text in seventh grade students at SMPN 9 Sintang. The research for this proposal was experienced directly by students in seventh grade at SMPN 9 Sintang.

#### **a. Background of SMPN 9 Sintang**

SMPN 9 Sintang is one of the schools in Merti Guna Village. SMPN 9 Sintang which has been used since 2019 until now is a school located in Merti Guna Village, Sintang District, with several teachers who have very good teaching abilities and a principal who is very competent in leading SMPN 9 Sintang. At SMPN 9 Sintang, they not only teach learning materials but also teach good behavior to students in class. In addition, students are also guided to love the surrounding environment through cleaning the school environment with community service at school.

At SMPN 9 Sintang, also provides adequate learning facilities and resources to improve student's learning ability, this is shown by the lessons and assignments that are always given by the teacher every day. The students were take turn to come at school every day to deliver assignments given by the teacher, Seventh Graders are scheduled to come to school every Monday to collect school assignments, while Eighth Grade students was come to collect assignments every Tuesday

and Ninth Grade students was collect assignments every day on Wednesday, all of the teacher are given a picket schedule to come to school, the teacher was come to school every Monday until Friday with the respective picket schedules they get.

#### **b. Organizational structure at SMPN 9 Sintang**

This research was conducted at SMPN 9 Sintang in the 2020/2021 academic year. The SMPN 9 Sintang school, located in Merti Guna Village, Sintang sub-district, which was opened in 2019 with very complete facilities, has many classrooms seventh-grade room, eight grade room and ninth-grade room, toilets, libraries, teacher rooms, prayer rooms, and didrmitories for students whose school is far from home in this school also has a principal's office. As for some of the problems that are often faced by the school, namely, floods that often occur during the rainy season, floods that allmost commemorate the entire school become an obstacle when students want to learn. The flood at the school resulted in some school equipment being damaged, several rooms were supposed to function to be unused due to the condition of the school which often flooded which resulted in damaged school items.

##### **a. The students at SMPN 9 Sintang**

The students data at SMPN 9 Sintang consisting of grades VII, VIII and IX by gender for the 2020/2021 academic year can be sawn in table.

**table 4.2.** The students at SMPN 9 Sintang.

No	Class	Gender		Total
		Male	Female	
1	VII	14	22	36
2	VIII	27	17	44
3	IX	3	8	11
<b>Total</b>		<b>91 students at SMPN 9 Sintang</b>		

b. Facilities at SMPN 9 Sintang

Facilities are important things in the learning process in the classroom. The facilities at SMPN 9 Sintang include classrooms, teachers' rooms, the principal's office, the administration room, and school grounds. All these facilities already exist at SMPN 9 Sintang to shape the learning process at the school.

a. Classrooms

The classroom is an important facility that must exist in schools, classrooms function for students to learn. In the classroom, there are tables, chairs, and blackboards which are tools used by students to learn.

b. Teachers' rooms

At school, there are many rooms, including the teacher's room, which serves as a gathering place for

teachers during recess. The teacher's room is also commonly used by teachers to discuss at meetings.

c. Principals' office

The principal's room is a special room for the principal, in this room the principal carries out all his activities related to the interests of the school, so that the principal has a special place in the school.

d. Administration room

The administration room is a room where room is used to take care of matters relating to school administration. At SMPN 9 Sintang, there is one administration room.

e. Library

A library is a place where there are many books, the library is the most important place that must exist in a school. SMPN 9 Sintang has a library which is a place for students who want to sawk learning to knowledge outside the material provided by the teacher.

f. School field

The school field at SMPN 9 Sintang serves as a venue for ceremonies and sports venues for students at SMPN 9 Sintang. At SMPN 9 Sintang, there is a large field

that can be used as a gathering place for all students during ceremonies and sports.

g. Research preparation

The researcher made some preparations before the researcher conducted the research. The researcher prepares several supporting preparations for the implementation of the research. These preparations included revising the proposal to the first supervisor and second supervisor, followed by the validity of the interview guide sheet grid, then requesting a research permit from the Head of the English Education Study Program, the researcher also preparing tools or instruments to be used in research data collection, approaching with the school concerned and ask permission to conduct research at that school. The researcher also asked for permission from the class teacher, especially the English teacher at SMPN 9 Sintang to conduct research in the class, the researcher conducted research in seventh grade at SMPN 9 Sintang with 36 students.

### **C. Data Collection Technique and Instrumentation**

#### **1. Data Collection Technique**

The purpose of this research study was to collect the data that will be analyzed. The data is an important tool in this research in the

form of phenomena in the field and their number. From the data, the researcher can know the results of this research. In order to be collected, the data must be relevant to the research problem in this research study. The data that has been collected is a researcher's according to the data they get from the fields.

This research's data collection was carried out by interviews and documentation. The researcher interviewed the students and English teacher at SMPN 9 Sintang. For documentation, the researcher took students' scores in writing descriptive text to analyze with the researcher, and also the researcher took photos of the students' interviews with the researcher. To collect the data, the researcher used two data collection techniques, like interviews and documentation, to get information from the students.

a. Interview

A qualitative interview, according to Creswell (2008:225), occurs when a researcher asks one or more participants general, open-ended questions and records their responses. conducted interviews with seventh grade students and English teachers at SMPN 9 Sintang. An interview was conducted to obtain the information needed by the researcher to conduct this research.

In this research, the researcher used open-ended questions so that participants could best voice their experiences unconstrained by any perspective of the researcher. Creswell

(2008:225) stated that an open response to a question allows the participants to create options to respond to the question. An open-ended response to a question allows the participant to create the options for responding.

b. Documentation

Documentation attached by the researcher includes student grades, interviews with students, and interviews with an English teacher. A valuable source of information in qualitative research can be documentation. According to Creswell (2008:230), documentation consists of public and private records that qualitative research obtains about a site or participant in research, and they can include newspapers, minutes of meetings, personal journals, and letters.

Those sources provide valuable information to help the researcher understand central phenomena in qualitative studies. They represent public and private documents. An example of public documents is records in the public and archival material in libraries. Private documents consist of personal journals, letters, personas, and notes.

2. Instrument

Instruments for data collection are very important in this research study. Creswell (2008: 167) contends that an instrument to measure the variables in your study may not be available in the literature or

commercially. In this case, you will have to develop your own instrument, which is a long and arduous process. Developing an instrument consists of several steps, such as identifying the purpose of the instrument, reviewing the literature, writing the questions, and testing the questions with individuals similar to those you plan to study.

The instrument is the one thing that must exist in this research. The instrument is a tool needed to obtain information. In this section, the researcher used the instrument to collect all of the data required in this research. After collecting the data, the researcher analyzed the students' scores in writing descriptive text. In this study, the instruments used by the researcher are interview guidelines and documentation.

a. Interview guide

In this research study, the researcher used purposeful sampling so that she interviewed students at SMPN 9 Sintang and the English teacher. The researcher interviewed the students about the difficulties of students writing descriptive text. The researcher interviewed English teachers to get more information, such as the difficulties in teaching and learning to write descriptive text in class. They offered strategies for teachers to overcome students' difficulties in writing descriptive text.

Those things can interfere with the teaching and learning process. The researcher interviewed 10 students, consisting of 5 males and 5 females, to find out more information about writing descriptive text. Based on the results of interviews with students, the researcher knows the problem of students' writing descriptive text in the learning writing process.

b. Document

In this research, the researcher used documents as one of the instruments in this research. The researcher collected the data from all of the students who wrote descriptive text in their learning outcomes. The students' scores are taken from the English teacher in their school. The researcher took their picture and their worksheet as documentation for this research. From the learning outcomes students' in writing descriptive texts, the researcher analyzed their ability in writing descriptive texts..

**D. The Stage of the Research**

- a. A researcher came to the school to do pre-observation. The researcher did assemble the data before doing the research. Assembling would make it easier for the researcher to progress to the next stage of the research. The researcher found the problem in the difficulties of students writing descriptive text. The researcher saw the students' writing ability.

- b. The researcher found the problem that faces by the students in writing descriptive text. The researcher made a list of the problem that face by the students' after that the researcher did analysis all of the problem in writing descriptive text.
- c. The researcher interview students and English teacher at SMPN 9 Sintang after did pre-observation. The researcher made an interview guide and it gave to the teacher and students. The purpose of this research to collect the data in this research study. The researcher asked the English teacher about students' score of writing descriptive text.
- d. In this stages, the researcher just analyzed their ability in writing descriptive text used students' score writing descriptive text. The researcher analyzed students' score that the researcher gets from English teacher there, after that the researcher made students' category based on the results from their score.

#### **E. Validity**

Validity in this research is used for examining how accurately something gets measured by a method before the researcher used an instrument. According to Taylor (2013:2) validation in research involves careful observation of logical arguments and empirical evidence to determine whether those arguments support a theoretical claim. Garson (2013:8) stated that a study is valid if it is measures actually what their

claim to, and if there are no logical errors in drawing conclusions from the data.

There are a great many labels for different types of validity, but they all have to do with threats and biases which would undermine the meaningfulness of research. If a particular method actually measures all that it claims and the generated results closely align with the real-world values, the method is considered to be valid, the researcher can continue the research. According to Creswell (2008:169), validity means that the individual score of an instrument is reasonable, meaningful, and allows the researcher, as a researcher, to draw good conclusions from the sample that the researcher studies for the population". According to Ruciman, cited in Winter (2000), the choice of language and the selection of "relevant data" are the greatest threats to "validity". To get validity of data, in qualitative research, data can be categorized as good data if the data is valid. According to Creswell cited in Mohajan & Haradhan (2017), validity tests are mainly divided into four types: content validity, face validity, construct validity, and criterion validity.

a. Construct Validity

Construct validity is was established experimentally to show that surveys discriminate between people who have and did not have certain characteristics, it becomes easy to evaluate if a particular measurement tools actually represents the thing that we want to measure.

b. Content Validity

Content validity is used to evaluate whether a test of the instrument can represent different aspects of a particular event. Generate valid results it is essential that the content of the survey or any measurement method the researcher must use cover the relevant & necessary areas of the subject it intends to measure. In this case there are some missing aspects from the measurement or you included irrelevant aspects, the validity is at stake.

a. Face Validity

In this study, facial validity is used to consider how well the content of instrument a particular test appears on the surface. It seems very similar to content validity, but is considered a more subjective and informal type of assessment in validity content.

b. Criterion Validity

The validity of the criteria plays an important role in evaluating a result. The relativity of the results of the test will be seen from how close the results of the tests carried out are with the results of other tests.

In this study, researcher used validity content, because validity content very suitable for researcher used to conduct this research. Content validity in this research used to validate the interview instrument sheet used by researcher to obtain information from students and teacher at SMPN 9 Sintang.

## **F. Data Analysis**

Data analysis is a science that analyses a set of data in order to derive conclusions about it in order to make judgments or simply to learn more.

According to Leavy (2014), qualitative research is generally characterized by inductive approaches to knowledge building aimed at generating meaning. In this research, the researcher analyzed the data using a qualitative method. Qualitative data collected from the interview with students and teachers at SMPN 9 Sintang and students' scores as documentation in this research. In collecting the quantitative data, the researcher used a student's score in descriptive text to analyze students' ability in writing descriptive text. After collecting the data, the next step was for the researcher to analyze the data that was found by the teacher. According to Burns cited in Ari Sulistyowati (2014), the researcher being analyzed by using qualitative method consists of five stages in data analysis: assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes.

a. Assembling the Data

Assembling data is the thing that the researcher did to conduct this research. Researchers made observations, analyzed problems and found solutions to this research based on the data that was obtained from the fields.

b. Coding the Data

At this stage, the researcher took the first step that had been prepared by the researcher. The second step is coding the data. At this stage, the researcher conducted an overall examination of the data.

Categories or codes can be developed to identify the data results more specifically.

c. Comparing the Data

The third step is comparing the data. In this step, the researcher compares the obtained data with previously obtained. The researcher compared the data between assembling data and coding data with pre-observation data. The aim is to see if there is an increase in the students' abilities.

d. Building Interpretations

In this step, the researcher begins to describe, categorize, code, and compare the meaning of the data. The researcher builds, interprets the coding and compares the results of the data after the researcher conducts the research.

e. Reporting the Outcomes

Reporting outcomes is the final stage of this research. The researcher presents a report on the results of the research that has been collected from the field based on the relevant data.