CHAPTER III

RESEARCH METHODOLOGY

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

A. Research Design

The research design in this research is qualitative research. Qualitative research is to understand and explore central phenomena, not to develop consensus the opinion of the person you are studying (Creswell, 2014, p. 146). It means a useful inquiry approach to explore and understand central phenomena. To study it, the researcher asks the participants broad general questions, collects detailed views from the participants in the form of words or pictures, and analyzes the information to description and theme. In additional Ary, Jacobs, Sorensen, & Razavieh (2010, p. 424), states qualitative inquiry shows concern for context and meaning. It means from the data, the researcher interprets the meaning of the information, referring to the person's reflection and previous research. The final structure of the final report is flexible, and reflects the bias of researchers and thought.

Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants (Creswell, 2009, p. 175). It means the researcher is the key instrument in the research. the researcher is the one who actually gathers the information. It is also

naturalistic research because research is carried out in natural conditions that emphasize meaning.

Qualitative researchers in collecting data in the field tend to be carried out at locations where participants experience the issue or problem under study (Creswell, 2018, p. 257). It means that researchers have direct face-to-face interactions that take place in a long time is called a natural setting. Up close information is gathered by actually talking directly to people and seeing they behave and act in their context which is the main characteristic of qualitative research.

The writer should be able to apply an inductive research perspective, focus on individual meanings and explain the complexity of a problem. Qualitative research emphasizes the process of analyzing inductive thinking processes which are related to the dynamics of the relationships between observed phenomena and always prioritizing scientific logic. Acccording to Miles & Huberman in Koshy (2005, p.113) shows the qualitative data features that contribute to power 'as its focus on ordinary events occurring naturally in nature' settings, so that we have a firm grip on what "real life" is like. It means that the data are not marked with numbers and are more focused on understanding social phenomena from the perspective of the participants with more emphasis on the complete picture rather than breaking down into interrelated variables.

Gay & Mills (2019, p.7) mention that qualitative research is the collection, analysis, and comprehensive narrative interpretation and visual (i.e., non-numeric) data to gain insight be an interesting phenomenon. It means qualitative research has stages in the research process, starting from looking for data to finding the truth and constructing the meaning of the results. Qualitative research works on data, organizing the selected data into a single unit to manage, synthesize, look for and find patterns, including what is important, what is learned further, what the authors must describe.

B. The Subject of the Research

According to Cohen et al. (2007, p.105) qualitative and quantitative data, the essential requirement is that the sample is representative of the population from which it is drawn, sample is the population. The research objective can be a research item in the research that has been observed by the writer so that the writer only focuses on a research objective to obtain the necessary information. In the research, the writer needs a population to study as a research object. This research was conducted in SMA Joseph Khatulistiwa. So in this research, the writer used a sample of 10th grade students from SMA Joseph Khatulistiwa in the 2021/2022 academic year. There are two classes for tenth grade, they are social class (IIS) and science class (MIA). The subject of this research was tenth grade students, who are made up of 12 students, 4 males and 8 females. The sample was taken because the writer was interested in the students' ability to write recount texts

at school, which students in class X IIS SMA Joseph Khatulistiwa still need to deal with English subjects, especially the ability in writing recount text.

C. Data Collection Technique and Instrumentation

1. Data Collection Technique

In collecting data, the writer uses documentation as the technique of data collection. Documentation is also used to collect the data, to provide tangible evidence of the research process that has been carried out. According to Kawulich (2005, p. 11) a major deliberation in a research study is to conduct the research in an ethical manner and to let the subject or people know that the purpose of the observation is to monitor their activities. Documentation is a type of data made up of notes, book transcripts, photos, videos, summaries, agendas, and soon. Documentation is a recording of events that have occurred in the form of writing, pictures, book transcripts, videos, summaries, agendas, or someone's monumental work. This method is used to determine the results of students' writing products. In this research, the writer used photos of students' writing products as documentation.

2. Instrumentation

The writer uses the document as a research instrument. According to Koshy (2005, p. 86) data collection methods are also referred to as methods of instrumentation. Document is a data collection method that involves analyzing the contents of written documents to make certain

deductions based on the research parameters. This method is mainly used in qualitative research as a qualitative analysis method. Written documents such as diaries, life histories, stories, biographies, regulations, and policies. In this research, the writer will give the theme of school holidays to English teacher. Then, the English teacher give the theme to the students to be developed into a recount text. Students make recount text at least 3 paragraphs. Next, the writer will analyze the students' writing products according to the assessment indicators.

D. The Stages of the Research

First, the writer comes to the faculty to conduct initial observations. creator collect records, earlier than accomplishing research. The meeting will help the writer easily to make any other degree inside the research. the writer determined the writer problems in writing recount text. writer will study students' writing competencies.

Second, the writer located problems faced with the aid of students in writing recount texts. writer make notes that have an effect on students' overall performance in writing recount text. After that, the writer analyzed the issues in writing recount text.

Third, asks English teachers about student ratings in writing recount text at SMA Joseph Khatulistiwa The equator whilst doing research. The motive of this studies was to acquire information on this studies. the writer requested

the pstudents ratings from the student worksheets in writing the recount text from the teacher involved.

Fourth, at this level the writer analyzed the writer capability in writing recount text thru the students writing products. The writer will examine the writer ratings based totally at the recount text scoring indicators. After that the writer will make classes of studentsfrom their rankings.

E. Data Analysis

In this research, writer analyzed the data using qualitative methods. In collected qualitative data were collected from documentation. Once the data is collected, the next step is to analyze the data to be analyzed using qualitative methods. The writer uses qualitative technique suggested by Burns (2010: pp.104-105), the process of qualitative data analysis consists of five stages.

1. Assembling the Data

   Assembling the data was the first step in analyzing the data. In this step, the writer collected all the data obtained from documentation. After that, the writer went through all the data and went through the questions and began to discover patterns or ideas for answering the questions.

2. Coding the Data

   In this step, the writer grouped the data in a specific way. The writer grouped the data according to the origin of the data source. The writer provides data coding in analyzing students' writing products. The writer

provides data coding aims to make it easier to analyze students' writing products. The codification given by the writer includes content (C), organization (O), vocabulary (V), grammar (G), and mechanics (M).

3. Comparing the Data

The third step is comparing the data. In this step, the writer compares each data that has been obtained. The writer compares categories or patterns in different data sets. The aim is to see if there is an increase in the students' ability.

4. Building Interpretations

In this step, the writer tried to understand each data that has been collected. The writer tried to understand the data from the categories of data, coding data, and comparing the data. The writer analyze data several times to ask questions, re-understand data, and develop explanations to conclude the research results.

5. Reporting the Outcomes

In this final stage, the writer represented the context of the research, elaborate the findings, and how the writer organized the whole research.