CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used descriptive qualitative research design in this thesis. According to Denzin & Lincoln (2002) qualitative research is focused on several methodologies and takes an interpretive, naturalistic approach to its subject. This implies that qualitative researchers investigate phenomena in their natural environments while seeking to understand phenomena in light of the meanings that different individuals assign to various occurrences. A variety of empirical materials, including case studies, personal experiences, introspective, life stories, interviews, observational, historical, interactional, and visual texts, that describe both commonplace and troubling moments and meanings in people's lives are studied in qualitative research.

Merriam (2002) states the interpretations that are being made at a certain moment and in a specific place are what qualitative researchers are interested in learning about. An interpretative qualitative method is one that seeks to understand how people engage with their social environment, how they perceive it, and what it means to them.

McCombes (2019) states the goal of descriptive research is to precisely and methodically characterize a population, circumstance, or phenomenon. It can respond to inquiries about what, where, when, and

how, but not why. A descriptive research strategy could examine one or more variables using a wide range of research techniques. Contrary to experimental research, the researcher just observes and measures the variables.

The type of research approach used is descriptive research methodology. Information collected in the form of words, pictures, and statistics made descriptive studies possible. Therefore, the research report contains data that describes the presentation of the report.

This type of qualitative descriptive research used in this research is intended to obtain information about what factors could influence seventh grade students' writing difficulties at SMP Negeri 4 Arjosari Satu Atap Pacitan. By used this type of qualitative approach, it is hoped that it could better express the situations and problems faced by students and teachers in the learning that has been carried out so far.

B. Data Source

According to (Moleong, 2017) by Lofland (1984:47), In qualitative research, words are and actions are sources of data. Other sources of information included in the additional data, such as documents, and others. The data obtained in this study contains information or facts derived from observations and field studies that can be analyzed and strengthened by existing theories. In this research, the data was obtained from observations, the result of students' writing test, questionnaires given to students, and interview conducted between teacher and students.

C. Subject of the Research

The subjects of this study were seventh grade students of SMP Negeri 4 Arjosari Satu Atap in the academic year 2022/2023 of 12 students. However, in this study, researchers took 9 students as respondents. The reason is that 3 people didn't came to school.

D. Time and Place of Research

This study aims to provide clearer and more complete descriptions and information, so as to facilitate researchers in conducting observational research. In this case, the research location is SMP Negeri 4 Arjosari Satu Atap in Karanggede Village, Arjosari District, Pacitan Regency. This research activity has begun with the approval of research proposals and research licenses.

Table 3.1 Time of Research

NO	ACTIVITY	MONTH										
		SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1	Submission for the thesis title to supervisor	■										
2	Proposal making		■	■	■							
3	Proposal seminar exam					■						
4	Proposal seminar revision					■	■					
5	Research data retrieval permission						■					

6	Data collecting											
7	Analyzing data											
8	Report preparation											
9	Thesis exam											

E. Data Collection Technique

In qualitative research, the data collection approach included in-depth interviews, document analysis, observation, and analysis of audiovisual material (Creswell, 2012). Data from this thesis research came from observation, interviews, and document review, which were then collected through several data collection techniques.

The data collection technique used in study was:

1. Observation

Various research techniques used observation as one of the most significant sources of data (Ciesielska et al. 2018). Observations were made based on the experiences experienced by researchers in the school environment. The phenomena that occur and the problems that arise are also obtained from observations during direct observation at SMP Negeri 4 Arjosari Satu Atap. The observation was conducted from November 7, 2022, to November 28, 2022. The observation was carried out in the seventh grade class during English lessons. The results of observations were in the form of notes from observing and learning. There were 3 things that observed by researchers, student

discipline, student interactions and learning processes in the classroom, and the teacher's teaching process in the classroom.

2. Writing Test

The goal of this study was to give clearer and more detailed descriptions and information to help researchers undertake observational research. In this research, the writing results of 7th-grade students at SMP Negeri 4 Arjosari Satu Atap in Karanggede Village, Arjosari District, Pacitan Regency were examined. The students were asked to write a descriptive text with a predetermined theme, focusing on people and places. The researchers evaluated the students' writing based on five components: content, organization, vocabulary, language usage, and mechanics. The writing test requirements were that each student had to compose sentences consisting of 50-100 words, and they were not allowed to use notebooks or access the internet. The students were given one hour to complete the task.

3. Questionnaire

Questionnaires are one of the most frequently used methods for collecting data in social and educational research. This questionnaire is also often referred to as a questionnaire, which contains various kinds of questions that have been made, distributed, and answered by respondents in order to collect data from the field (Sukardi, 2019: 97). The questions were given to 9 seventh-grade students of SMP Negeri

4 Arjosari Satu Atap. There were 15 questions given to the students. The researchers provided each student with a paper to answer the questionnaire. These questions had been adjusted to the research indicators and were validated by the validator.

4. Interview

    It is essential to create an interview sheet before conducting direct interviews with the person in question. This design is meant to keep the data needed for research from being broadened and skewed by the study's main topic. Both the researchers and the subjects have the option of asking interactive or one-sided questions, such as those from the researchers only, during this interview. One advantage is that researchers may assist, guide, and obtain more thorough information from respondents (Sukardi, 2019:102). In this research, open-ended interviews were used. This interview included 10 people: 7 females, 2 seventh-grade boys, and 1 English instructor. As a result, these volunteers were chosen by intentional sampling. In purposeful sampling, researchers chose people and location on purpose in order to investigate or explain phenomena (Creswell, 2012).

5. Document Technique

    This research document used the value of student learning outcomes, these documents were obtained from English subject teachers in schools. This document technique consists of questionnaire charts, interview transcripts, and photos of activities.

F. The Instrument of the Research

1. Student Test Sheet

   The student test sheet is used to evaluate students writing abilities. The writing test was conducted on May 15, 2023. Nine students participated in this test. The working period is thirty minutes. Below is the rubic for test classification.

Tabel 3.2 Rubric for The Test

SCORE	CRITERIA
CONTENT	**EXCELLENT TO VERY GOOD:** development of broad and thorough concepts, related to the assigned topic
	GOOD TO AVERAGE: limited development of ideas and knowledge, most of the topics are relevant to those assigned, knows enough about the subject, lack of details
	FAIR TO POOR: limited knowledge of the subject, inadequate development of ideas, lack of details
	VERY POOR: does not demonstrate understanding of the issue, irrelevant, or is insufficient to be evaluated
ORGANI-ZATION	**EXCELLENT TO VERY GOOD:** fluent expression, concepts that are clearly articulated and supported, concise, well-organized, logical in order, cohesive
	GOOD TO AVERAGE: a little choppy, loosely structured but with main ideas staggered, limited support, and logical but insufficient sequencing
	FAIR TO POOR: not fluent, confused or irrelevant ideas, and lack of logical development and sequence.
	VERY POOR: organization is very lacking, not enough to evaluate
LANGUAGE USE	**EXCELLENT TO VERY GOOD:** effective use of language, few errors in agreement, tense, number, word order/function, articles, pronouns, prepositions
	GOOD TO AVERAGE: Effective but simple structure, few complex problems, some errors in tense, number, word order/function, articles, pronouns, and prepositions, but meaning is rarely obscured.
	FAIR TO POOR: significant problems with basic or complex structures, frequent errors of negation, agreement, tense, number, word order function, articles, pronouns, prepositions and/or rephrases, deletion, and confusing or obscured meaning
	VERY POOR: almost no command of grammar rules, mistakes predominate, communication is poor, or there is

SCORE	CRITERIA
	not enough to evaluate
VOCABULARY	**EXCELLENT TO VERY GOOD:** advanced vocabulary, skillful word/idea selection and usage, word from mastery, and suitable register
	GOOD TO AVERAGE: adequate range, few errors in form, choice, use of qords/idioms, but meaning is not obscured
	FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	VERY POOR: many mistakes, and little knowledge of vocabulary
MECHANIC	**EXCELLENT TO VERY GOOD:** understanding of mechanics, mastery in spelling, punctuation, capitalization, and paragraphing, few mistakes
	GOOD TO AVERAGE: some errors in spelling, punctuation, capitalization, paragraphing but meaning obscured
	FAIR TO POOR: frequent errors in spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	VERY POOR: poor mechanics, dominated by spelling, punctuation, capitalization, paragraph errors, illegible handwriting, or not good enough to be evaluated

2. Questionnaire Sheet

   The sheet provided to the students served as a tool in the questionnaire data gathering approach. The questionnaire data collection was conducted on May 17, 2023, in the classroom. There were 15 questions on the questionnaire sheet, and the writing tool required by the students to answer the questions was a pencil/pen. The time given to fill out the questionnaire was 15 minutes.

3. Interview Sheet

   The interview was conducted open ended. The data for the interviews was collected on May 19, 2023. The interview was done with students and teacher English language. The student interviews

were conducted for 10 minutes, and the teacher interviews were conducted for 7 minutes. There were 12 questions for 9 students, and 8 questions for the teacher English language.

4. Documentation

      The documentation tool was used to gather visuals from the research. The researchers used phone to take pictures. The collected documentation consisted of photos during the students' writing test process, distributing questionnaires, and interviewing students and teacher English language.

G. Technique of Data Analysis

      The researchers used several steps to technique of analysis data, including:

1. Evaluating students' writing test using a rubric

      The writing outcomes obtained were then evaluated using a rubric based on Jacob et al.'s theory (1981). This theory consists of four categories, each with different values for every aspect. The evaluation results were presented in tabel.

2. Calculating the error

      The writing results were then assessed as a whole to identify the errors made by the students in their writing. The errors were categorized into content, organization, vocabulary, language use, and mechanics. The findings were displayed in a tabular form.

3. Coding the Questionnaire

The results from the student questionnaires were then selected and identified based on their relevance to the research topic. Subsequently, analyzed in descriptive form. However, the overall questionnaire responses were included as an appendix.

4. Coding the Interview Transcript

The data obtained from the interviews was then analyzed and presented. It was further supported by existing theories.

5. Make the Conclusion

The researcher make the conclusion based on the students writing test, questionnaire, and interview.