

III. RESEARCH METHOD

3.1. Research Design

The aim of this research was to analyze the students' proficiency in descriptive paragraph writing. The research used descriptive qualitative design. It means that the researcher would describe the data gain as naturally as possible. Selinger and Shohamy (1990: 116) state that in qualitative research there was no intervention of an experiment or an artificially contrived treatment. Furthermore, Selinger and Shohamy (1990:118) state that qualitative method concerns with studying human behavior within the context in which that behavior would occur naturally and in which the role of the research would not affect the normal of the subject.

In this research, the researcher took data from the students' descriptive paragraphs. And then, from those descriptive paragraphs he analyzed their proficiency in making paragraph. Students were told to succeed in writing paragraph if they have fulfilled the 13 outcomes of ninth-grade students in Ohio, Columbus.

Besides, to analyze students' difficulties in writing, the researcher used two raters to mark students' composition to get valid data. And to know the students' steps

in making descriptive composition, the researcher asked some questions in the form of questionnaire and interviewing.

3.2 Subject of the Research

The subjects of the research were the second year students of SMA Tri Sukses Natar Lampung Selatan. From 6 classes, the researcher used one of the classes as the subject that was class XI IPA 2. The researcher decided to use this class based on information from the teacher that class XI IPA 2 was the most active in English lesson among the other classes.

3.3 Data Collecting Technique

To collect the data, the researcher uses writing test, questionnaire, and interview. The explanations are as follows:

1. Writing Test

The first instrument was used in getting the data was writing test. Heaton (1991: 137) suggests that writing can be a useful testing tool since it provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate. In addition, composition tests provide a degree of motivation which many objective type tests fail to provide. In order to collect the data accurately on students' ability in descriptive writing, the researcher asked the students to make paragraph or composition. In this composition, the researcher asked them to make two paragraphs consisting

of at least 100 words. The material was given to the students was taken from Bahasa Inggris 2, recommended for the second class of SMA. The topic was about My House.

2. Questionnaire

To support the data and to analyze students' ability as well as also the cause of students' difficulty in writing composition, the researcher gave some questions in the form of questionnaire. There are 14 items that was given to the students. The students were free to answer each question by giving short answer or sentence.

3. Interview

To find out the students' steps in making descriptive paragraphs and the difficulties, the researcher asked the students some questions in an interview. How is the process of writing, what are the difficulties that they face, do they have method to make a composition will be some question that will be given to the students in an interview.

3.4 Validity and Reliability

1. Validity of the test

To measure the data whether it has a good validity or not, the researcher used triangulation of method. According to Setiyadi (2006, 31) triangulation could be defined as combination of two methods or more in collecting the data. The use of triangulation is to enrich the data and or to make more accurate

conclusion. Triangulation which used in this research is research triangulation. According to Cohen and Manion (1980) triangulation was used to collect the same data, it can be done by several researchers. By including several researchers it was expected that the result of research have consistency of the data.

In this research, the researcher was administered a writing test and the technique of scoring the students' writing was based on the five components of writing; they are content, organization, vocabulary, grammar, and mechanic. The material that was given to the students was based on School-Based Curriculum (KTSP) for SMA.

2. Reliability of the test

In order to estimate the reliability of the test, the researcher will use inter-rater reliability. Shohamy (1985: 71) stated that inter-rater Reliability is the extent to which different raters agree about assigned scoring or rating. The other persons who have competency in English will be asked to score students' descriptive writing. In this case, the researcher asked two English teachers to be inter raters. The researcher gave the students' writing to different raters to be scored.

The results of the two inter raters were added and divided by two to get the average score for each students. For example, if rater 1 gave total score 65, and rater 2 gave total score 70, so the final score was 67.5. So, it shows that score are reliable, because the researcher gave the students' writing result with different paper and at the same time.

3.5 Data Analysis

Data analysis is the process of organizing the data in order to put the pattern off other explanation forms, where as data interpretation is the process of giving meaning to the result of data analysis.

Table. 3.5.1. Table of specification of writing skill

No	Aspect of Writing	Definition	Percentage
1.	Organization	The organization of the text is expressed fluently, ideas clearly stated/supported, dan has a logical sequencing and cohesiveness.	20 %
2.	Vocabulary	The vocabulary usage is the use of correct word formation, proper word choice and appropriate idiom usage.	20 %
3.	Content	The ideas expressed clearly, which is, by providing concrete and specific details to clarify the general ideas the students are presenting. Obviously, the successful writing has enough details to make the reader see the writer's picture, feel his feelings, think his thoughts, and understand his ideas.	30 %
4	Language use	Language use can be seen from using effective sentence, in simple and complex constructions. The students use appropriate tenses and beautify their composition by variation of sentences, for example, the using of passive form, inversion, and complex sentence.	25%

5	Mechanic	Show mastery of convention which can be seen from their appropriate and correct use of spelling, punctuation, capitalization, and paragraphing.	5%
---	----------	-------------------------------------------------------------------------------------------------------------------------------------------------	----

(Adopted from Jacob et al 1981: 90)

The researcher was analyzed data from the write test of the students' proficiency in making descriptive writing. Then, the students' proficiency in making descriptive writing, the research got the source of data by giving the questionnaire and interview.

In analyzing the students' proficiency, the researcher was focus on component of writing; they are content, grammar, form, vocabulary, and mechanic.

From the components that are evaluated in students' composition above, the percentage of scoring from the writing components is derived as follows:

1. Content : 30 %
2. Organization : 20%
3. Vocabulary : 20 %
4. Language use : 25 %
5. Mechanic : 5 %

The five aspects evaluated by the researcher are content, organization, grammar, vocabulary, and mechanic. The descriptions and criteria are as follows;

Table 1: ESL Composition Profile criteria**1. CONTENT**

Description	Criteria
Knowledgeable	<p>Is there understanding of the subject?</p> <p>Are facts or other pertinent information used?</p> <p>Is there recognition of several aspects of the subject?</p> <p>Are the interrelationships of this shown?</p>
Substantive	<p>Are several main points discussed?</p> <p>Is there sufficient details?</p> <p>Is there originality with concrete details to illustrate, define, compare, or contrast factual information supporting the thesis?</p>
Through development of thesis	<p>Is this thesis expanded enough to convey a sense of completeness?</p> <p>Is there a specific method of development (such as comparison/contrast, illustration, definition, example, description, fact, or personal experience)?</p> <p>Is there an awareness of different points of view?</p>
Relevant to assigned topic	<p>Is all information clearly pertinent to the topic?</p> <p>Is extraneous material excluded?</p>

2. ORGANIZATION

Description	Criteria
Fluent expression	<p>Do the ideas flow, building on one another?</p> <p>Are there introductory and concluding paragraphs?</p> <p>Are there effective transition elements-words, phrases or sentences – which link and move ideas both within and between paragraphs?</p> <p>Is enough written to adequately develop the subject?</p>
Ideas clearly stated idea/supported	<p>Is there any clearly stated controlling idea or central focus on the paper?</p> <p>Do topic sentences in each paragraph support, limit, and direct the thesis?</p>
Succinct	<p>Are all ideas directed concisely to the central focus of the paper, without digression?</p>
Logical sequencing	<p>Are the point logically developed, using a particular sequence such as time order, space order, or importance?</p> <p>Is this development indicated by appropriate transitional markers?</p>
Cohesive	<p>Does each paragraph reflect a single purpose?</p> <p>Does the paragraph form a unified paper?</p>

3. VOCABULARY

Description	Criteria
Sophisticated range	<p>Is the facility with word and idioms to convey intended information, attitudes, and feelings?</p> <p>Distinguish subtleties among ideas and intention?</p> <p>Convey shades and differences of meaning? Express the logic ideas?</p> <p>Is the arrangement and interrelationship of words sufficiently varied?</p>
Effective word/idiom choice and usage	<p>In the context in which it is used, is the choice of vocabulary accurate? Idiomatic? Effective? Concise?</p> <p>Are strong, active verbs and verbal used where possible?</p> <p>Are phrasal and prepositional idioms correct? Do they convey the intended meaning?</p> <p>Does word placement give the intended message?</p> <p>Emphasis?</p> <p>Is there an understanding synonym? Antonyms?</p> <p>Homonyms?</p> <p>Are denotative and connotative meanings distinguished?</p> <p>Is there effective repetition of keywords and phrases?</p> <p>Do transition elements mark shift in thought? Pace?</p> <p>Emphasis? Tone?</p>

Word form mastery	<p>Are prefixes, suffixes, roots and compounds used accurately and effectively?</p> <p>Are words correctly distinguished as to their function (adjective, adverb, noun, and verb)?</p>
Appropriate register	<p>Is the vocabulary appropriate to the topic? To the audience? To the tone of the paper? To the method of development?</p> <p>Is the vocabulary make the intended permission?</p>

4. GRAMMAR

Description	Criteria
Effective complex construction	<p>Are sentence well-formed and complete, with appropriate complements?</p> <p>Are single-words modifiers appropriate to the function?</p> <p>Properly formed, placed, sequenced?</p> <p>Are phrases and clauses appropriate to the function?</p> <p>Complete? Properly placed?</p> <p>Are introductory <i>it</i> and <i>they</i> used correctly to begin sentence and clause?</p> <p>Are main and subordinate ideas carefully distinguished?</p> <p>Are ordinate and subordinate elements linked to other elements with appropriate conjunction, adverbials, relative pronoun or punctuation?</p> <p>Are sentences typed and length varied?</p>

	Are elements parallel? Are techniques of substitutes, repetition, and deletion used effectively?
Agreement	Is there basic agreement between sentence elements auxiliary verb? Subject-verb? Pronoun-antecedent? Adjective – noun? Nouns-quantifiers?
Tense	Are verb tense correct, properly sequenced? Do modal convey intended meanings? Time?
Number	Do nouns, pronouns, and verbs convey intended quantity?
Word order function	Is normal word order followed except for special emphasis? Is each word, phrase, and clause suited to its intended function?
Articles	Are <i>a</i> , <i>an</i> , and <i>the</i> , used correctly?
Pronouns	Do pronouns reflect appropriate person? Gender? Number? Function? Referent?
Preposition	Are preposition chosen-carefully to introduce modifying element? Is the intended meaning conveyed?

5. MECHANIC

Description	Criteria
Spelling	Are words spelled correctly?

Punctuation	Are periods, commas, semicolons, dashed, question marks used correctly?
Capitalization	Are capital letter used where necessary and appropriate?
Paragraphing	Are paragraph intended to indicate when one sequence of thought ends and another begins?
Handwriting	Is handwriting easy to read, without impeding communication?

Table 2: The scoring Criteria DeVised from Jacobs (1981:90) as follows:

	Random	General classification and description
Content	27-30	Excellent to very good: development of topic, relevant to assign topic, provide detail of the topic.
	22-26	Good to average: some knowledge of subject, adequate range, mostly relevant to topic but lack detail.
	17-21	Fair to poor: limited knowledge of subject, inadequate development of topic.
	13-16	Very poor: doesn't show knowledge, not pertinent to topic, or not enough to evaluate.
Organization	18-20	Excellent to very good: ideas clearly stated / supported, well organized, logical sequencing,

	<p>14-17</p> <p>10-13</p> <p>9-7</p>	<p>cohesive.</p> <p>Good to average: loosely organized, but main idea stand out, limited support, logical but incomplete sequencing.</p> <p>Fair to poor: ideas confused or disconnect, lack logical sequencing and development.</p> <p>Very poor: doesn't communicate, no organization, or not enough to evaluate.</p>
Vocabulary	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>	<p>Excellent to very good: Occasionally uses in appropriate terms; expression of idea hardly impaired.</p> <p>Good to average: Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.</p> <p>Fair to poor: Limited Vocabulary and frequent errors clearly hinder expression of ideas.</p> <p>Very poor: Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.</p>

Grammar	22-25	excellent to very good: effective complex construction, few errors of agreement, tense number, word order/function, articles, pronoun, preposition
	18-21	Good to average: effective but simple construction, minor problems in simple construction, several errors of agreement, tense, word order/function, articles, pronouns, but meaning seldom obscured.
	11-17	Fair to poor: major problem in complex/simple construction, frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, deletions, meaning confused, or obscured.
	5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	5	Excellent to very good: demonstrated mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		Fair to poor; frequent errors of spelling, punctuation,

	3	capitalization, paragraphing, poor hand writing, meaning confused or obscured.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

From the criteria of scoring above, it can be modified that the possible score are gained by the students rank from 0-100.