**CHAPTER III**

**RESEARCH METHODOLOGY**

* + 1. **Research Design**

 This research method used by the author for this study is the correlational quantitative research method. According to Yusuf (2014:111) “Correlational research is a research method that looks at the relationship between one or more independent variables with one other variable or dependent variable”.

 According to Arifin (2011:215) “Correlational research is used to test hypotheses about the relationship between variables or to state the magnitude of the relationship between two or more variables by looking at the degree of relationship between the independent variable and the dependent variable which is expressed in one index or correlation coefficient”. The data obtained in correlational research is quantitative data in the form of numbers in the true sense.

 According to Sugiyono (2014:87), “Correlation method is a linkage method or research method that attempts to connect one element with another element to create a new form and shape that is different from before”. Based on the explanation above It means that the correlation research has the aim to know is there or not the relationship of two variables, and if there is how much to solidify of the relationship. There are two variables in this research, independent and dependent variables. The

 students' writing interest is as independent and the students' writing skill of procedure text is dependent variables.

* + 1. **Location and Time**

The location of this research was done at grade IX students of SMPN 1 Tempuling. Then the time of this research will be conducted on February until June 2025.

* + 1. **Population and Sample**
1. **Population**

According to Sugiyono (2015:55) “Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions are drawn”. So, population is not only people, but also objects and other natural objects. Population is also not just the number of objects/subjects being studied, but includes all the characteristics/properties possessed by the subject or object.

**Table 3.1 Population students’ SMPN 1 Tempuling**

|  |  |  |
| --- | --- | --- |
| **NO** | **CLASS** | **POPULATION** |
| **1** | **IX.A** | **32** |
| **2** | **IX.B** | **32** |
| **3** | **IX.C** | **33** |
| **4** | **IX.D** | **33** |
|  | **Total** | **130** |

1. **Sample**

**Tabel 3.2 Sample of this research**

|  |  |  |
| --- | --- | --- |
| **NO** | **CLASS** | **SAMPLE** |
| **1** | **IX.A** | **13** |
| **2** | **IX.B** | **13** |
| **3** | **IX.C** | **13** |
| **4** | **IX.D** | **13** |
|  | **Total** | **52** |

The sample of this research include 52 students, researcher will take 10% of simple random sampling that is 13 students every class. The researcher use simple random sampling technique. According to Gravetter (2015:136) “A simple random technique is a subset of a statistical population in which each member of the subset has an equal probability of being chosen”. A simple random sample is meant to representation of a group.

 According to Arikunto (2010:173-174),” if the population is less than 100 people, it should be taken all as a sample but if the population large or more than 100 people, it can take 10-15% or 20-25% or more. So, the researcher took 10% from each class and got the sample 13 students”.

* + 1. **Research Instrument**

The research instrument in this research were questionnaire and written test. Questionnaire on the students’ interest variables, it consists of 13 for processing data, researcher use a questionnaire of likert scale model, and the tryout will be conducted. According to Sugiyono (2017:142) “Questionnaire is a data collection technique carried out by giving a set of questions or written statements to respondents to be answered”. The types of questions in a questionnaire are divided into two, namely: open and closed. Open questions are questions that expect respondents to write their answers in the form of descriptions about something. On the other hand, closed questions are questions that expect short answers or expect respondents to choose one alternative answer from each question that has been provided.

 According to Zaeinul and Nasoetion (Qodir, 2017:131), “Written test is a question or task that has been planned to obtain psychological information for each question or task that is considered to have a correct or appropriate answer or provision”.

* + 1. **Research Procedure**

 Researcher usequestionaire for variables interest of procedure text, this test will be used to findout of the score of students' interest of procedure text, the example of the questionaire the students' answer the questions of the interest procedure text which is prepared by the researcher. Then they finished their answer the qeustion from number 1 until 18.

The students only answer Strongly Agree, Agree, Neutral, Disagree, Strongly Desagree.

**Tabel 3.3 Likert scale**

|  |  |
| --- | --- |
| **TYPE** | **SCORE** |
| Strongly Agree | **5** |
| Agree | **4** |
| Neutral | **3** |
| Disagree | **2** |
| Strongly Disagree | **1** |

 (Sugiyono 2016:132)

 Writing skills test for variables of procedure text, this test will be used to findout of the score of students' writing skill of procedure text, the example of the test the students' answer the question about procedure text which is prepared by the researcher. Then they finished their written test.

 The example of the topic were :

1. How to make apple pudding

2. How to make iced fruid

3. How to cook rice

* + 1. **Data Collection Technique**

The data collection techniques in this research use the likert scale. The questionnaire consist of 18 items for the students answer and the test consist 3 items but students choose one of the topic for make something use procedure text.

* + 1. **Data Analysis Techniques**

Analysis data was be done by giving test and questionnaire. Test was used to know the ability in writing of procedure text and questionnaire was used to know interest in writing of the sample students. In analyzing the data, the researcher used correlation technique. Data analysis will expected to draw conclusion whether hypothesis that had been formulated would be received or rejected. In this research, there were some steps that have done to analyze the data in following: To know of students' interest in writing by using percentage formula:

**P=**$\frac{F}{N }X100\%$

*Note : P= Percentage, F=Frequency, N= The number of sample*

 (Sugiyono 2011:91)

 Then to know the students interest on the questionnaire the researcher using criterion interpretation as follow :

 0%-20% =Lowest

 21%-40% =Low

 41%-60% =Enough

 61%-80% =Strong

 81%-100% =Strongest

 (Riduwan, 2010:71)

 In writing test, the researcher used writing test procedure text, the technique of analysis in this way use table of writing test scoring indicators, in writing test researcher use 3 marker to analyze the data, and use to find out to what extent of relative contribution of students' interest in writing (X) toward writing skill of procedure text (Y) by using coefficient of product monent with the following formula:

$$rxy=\frac{N∑xy\left(∑x\right)(∑y)}{√\{N∑x ^{2}) ^{2}\}\{N∑y ^{2}-\{∑y) ^{2}\}}$$

 (Sugiyono, 2011:87)

 The data analysis techniques in this research use the likert scale. The questionaire consist of 18 items for the students answer and the test consist 3 items but students choose one of the topic for make something use procedure text.

 Then to know how is the contribution of students’ writing interest toward their writing skill of procedure text by using formula :

 **KP = r**$ ^{2}X100\%$

(Riduan,2009:115)

**Table 3.4 Rubric Score writing**

|  |  |  |  |
| --- | --- | --- | --- |
| **Categorization** | **Score** | **Level** | **Criteria** |
| **Content** | 30-27 | Excellent tovery good | Knowledgeable substantive-etc. |
| 26-22 | Good to average | Some knowledge of subject-etc. |
| 21-17 | Fair to poor | Limited knowledge of subject- little subtanceetc. |
| 16-13 | Very poor | Does not show knowledge of subjectnon substantive-etc |
| **Organization** | 20-18 | Excellent to very good | Fluent expression- ideas clearly stated- etc. |
| 17-14 | Good to average | Somewhat choppyloosely organized but main ideas stand out- etc. |
| 13-10 | Fair to poor | Non fluent- ideas confused or disconnected- etc. |
| 9-7 | Very poor | Does not communicateno organization- etc. |
| **Vocabulary** | 20-18 | Excellent to very good | Sophisticated rangeeffective word/idiom choice and usage-etc. |
| 17-14 | Good to average | Adequate rangeoccasional errors of word/idiom form, choce, 19 usage, but meaning not obscured. |
|  | 13-10 | Fair to poor | Limited range- frequent errors of word/idiom form, choice, usage-etc. |
| 9-7 | Very poor | Essentially translationlittle knowledge of English vocabulary. |
| **Language use** | 25-22 | Excellent to very good | Effective complex constructions- etc. |
| 21-19 | Good to average | Effective but simple constructions-etc. |
| 17-11 | Fair to poor | Major problems in simple/complex constructions- etc. |
| 10-5 | Very poor | Virtually no mastery of sentence construction rules-etc. |
| **Mechanics** | 5 | Excellent to very good | Demonstrates mastery of conventions-etc. |
| 4 | Good to average | Occasional errors of spelling, punctuation-etc. |
| 3 | Fair to poor | Frequent errors of spelling punctuation, hatsitalization-etc. |
| 2 | Very poor | No mastery of conventions- dominated by errors of spelling, punctuation, hatsitalization, paragraphing-etc. |

 *Adapted from J.B Heaton in Writing English Language*

**Table 3.5 Blue Print of Research Instrument**

|  |  |  |  |
| --- | --- | --- | --- |
| **NO** | **Indicator** | **Sub Indicator** | **Items Number** |
| * + 1.
 | Internal Factor | 1. Concentration
2. Coriosity
3. Needs
 | 1,2,34,5,67,8,9 |
|  | External Factor | 1. Family Aspects
2. School Aspects
3. Community Aspects
 | 10,11,1213,14,15,16,1718,19,20 |

**Table 3.6 Category of writing interest and writing skill**

|  |  |
| --- | --- |
| **Category**  | **Score** |
| Very good | 80-90 |
| Good | 70-80 |
| Good enough | 60-70 |
| Good less | 50-60 |

 Sudjana (2007:42)