CHAPTER III

RESEARCH METHODS

This chapter presented the operational definition, method of study, research variable, population and sample, techniques collecting data, techniques analysis data. The result would be presented below.

A. Operational Definition

There are four major terms which need to be defined operationally for the purpose study, there are

a. Correlation is a method used to determine the level of the relationship between writing interest and their writing achievement

b. Students' writing interest with four indicators namely: motivation, enjoyment, participation students' and lack of knowledge.

c. Students' achievement is about writing test recount text.

d. Recount text is a text or paragraph that tells the past, or tells an activity that has happened and it is about holiday

B. Method of Study

In this study, the researcher used a quantitative correlation research design approach. to determine the correlation between student interest as a variable X and achievement in writing as a variable Y.

The research objective is to found out if there is correlation between students' writing interest and their achievement in writing. To do this research the researcher used a questionnaire related to student's writing interests and recount text tests to determine student achievement. The results of the questionnaire are

taken through social media (google form), while the results of the recount text test are assessed according to the test score criteria.

Then the results of the questionnaire tests and writing tests were calculated using the correlational study product moment through SPSS 23 statistical calculations. These results show whether or not there is a relationship between students' writing interest and their learning achievement.

C. Research Variables

According to Sugiyono (2016), the meaning of research variables is as follows: "A research variable is an attribute or trait or value of a person, object or activity that has certain variations determined by the researcher to study and then draw conclusions." Based on the relationship between one variable and other variables in this study, it consists of independent variables (independent variables) and dependent variables (dependent variables). The explanation is as follows:

1. Independent Variables (Independent Variables) According to Sugiyono (2016: 39), independent variables (independent variables) are as follows: "Independent variables are variables that influence or cause changes or the emergence of the dependent (dependent) variable."

   In this study, the independent variable or independent variable (X) is students' writing interest. According to researchers, interest in writing can be defined as the main component that can affect the results of students' writing achievement (x)

2. Dependent Variable (Dependent Variable) According to Sugiyono(2016: 59), the meaning of the dependent variable (dependent variable) is as

follows:"The variable that is affected or becomes the result, because of the independent variables. In this study, the dependent variable or dependent variable (Y) is writing achievement. According to researcher, writing achievement is the influence of interest in writing, if interest in writing is high, there will be a correlation between variable x and variable y

D. Population and Sample

1. Population

Creswell (2012) states that population is a group of individuals who had the same characteristic. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. So the researcher concludes that population is a group of individuals or items that have some characteristics from which data can be gathered and analyze.

In this study the researcher conducted in the eleventh grade students at SMK Negeri 3 OKU. The data of the population showed in the following table.

Table 3.1

Population of the study

No	Class	Number of students
1	XI Computer And Network Engginering(TKJ) 1	34
2	XI Computer And Network Engginering(TKJ)2	35
3	XI Computer And Network Engginering(TKJ)3	35
4	XI Technical Light Vehicle (TKRO) 1	35
5	XI Technical Light Vehicle (TKRO) 2	32
6	XI Technical Light Vehicle (TKRO) 3	35

7	XI Machining Tecniques (TPM) 1	35
8	XI Machining Tecniques (TPM) 2	36
9	XI Welding Techniques (TPL)	29
10	XI Construction and Property Business(BKP)	20
11	XI Building Information Modeling DesainTecniques (TDPIB)	26
12	XI Electric Power Installation Engineering (TITL) 1	35
13	XI Electric Power Installation Engineering (TITL) 2	35
14	XI Electric Power Installation Engineering (TITL) 3	34
15	XI TeknikGeomatrika	23
Total		**479**

(source of data: SMK N 3 OKU in academic year 2022/2023)

2. Sample of Study

The sample according to Creswell (2012), is a subgroup of the population that is considered to represent the population through selection in a certain way. So that the population is a subject that has certain qualities and characteristics that are applied by researchers to study and draw conclusions.

In this study, researcher used the purposive sampling. Purposive sampling is a sampling technique based on knowledge of the characteristics of the population and the objectives of the study Fraenkel (2012), This sampling technique is very useful in research related to attitudes and opinions. The researcher chose XI TKJ as the sample for the reason that in general this class was active in learning English. So it was suitable for the researcher to choose this class as a sample of this study. The data of sample in this study showed in following bellow.

Table 3.2

Sample of the study

No	Class	Number of students
1	XI Computer And Network Engginering1	34
2	XI Computer And Network Engginering2	35
3	XI Computer And Network Engginering3	35
Total		**104**

(source of data: SMK N 3 OKU in academic year 2022/2023)

E. Techniques for Collecting Data

Data is very important in research. They are needed to support and prove the research itself. Researchers can be assisted by them to found research objectives. They are to measure the relationship between students' writing interest and their writing achievement. the writer used a questionnaire and a recount text writing test to collect data.

1. Questionnaire

Questionnaires are from used in a survey design that participant in a study complete and return to researcher Creswell (2012), the questionnaire is a data collection technique efficient when the researcher knows exactly what variable to measure and knows what that can be expected from the respondent, in addition a questionnaire is also suitable used when the number of respondents is large enough and spread over a wide area large. Questionnaires can be in the form of closed or open questions/statements. Can be given to respondents in person or sent by post, or internet.

Based on the explanation above, the questionnaire has two types, namely open ended questions and closed ended questions. In this study the researcher will use a

closed ended questionnaire. To obtain the information about student writing interest, there researcher make a student's perception questionnaire. This questionnaire used a 5-1 skala likert scale to measure to influence of students' writing interest. the specification showed in table.

Table 3.3

Specification of the Questionnaires

Objective	Aspects	Number of item	Total
To find out students writing interest and their writing achievement in writing achievement	1. Attention	5,6,8,9,12,23,24,	7
	2. Enjoyment	1,4,7,10,11,18,19,21 22,30	10
	3. Participation Student's	15,16,20,	3
	4. Lack of knowledge	2,3,13,14,17,25,26,27 28,29,	10
Total			**30**

Table 3.4

Likert Scale

Statement	Scale
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Source: sugiyono, 2012:135

2. Writing Test

The researcher would used essay test. The test is about recount text. From the statement above, the researcher has also prepared a writing test specification table.

Table 3.5

Table specification test

Object of Test	Test Taker/ Level	Indicator	Topic	Type of Test
Students are able to write a recount text with the theme "holiday"	The test take the students of class XI TKJ1, XI TKJ2 and XI TKJ3 at SMK Negeri 3 OKU	To know the students achievement in writing recount text	Assessment of writing recount text is seen from several aspects, namely content, grammar, vocabulary	Essay test

3. Validity of The Instruments

According to Sugiyono (2016) To test the validity of the construction, opinions from experts can be used (judgment experts). In this case after the instrument is constructed about the aspects to be measured on the basis of a particular theory, then consulted with experts. Experts were asked for their opinion about the instruments that have been compiled. Maybe experts will gaven decision the instrument can be used without improvement, there is improvement, and maybe a complete overhaul. The minimum number of experts used is three people and generally those who have a doctorate in accordance with the scope studied.

In this study, researchers used two validated instruments. namely as follows:

a. **Validity of the Questionnaire**

In this study, there were 26 questionnaires available. the results of the validity of the 3 expert judgments stated that 20 questionnaire items were suitable for use, as many as 6 questionnaires were not suitable for use. The following is a recapitulation based on the results of the expert judgment.

Table 3.6

Results of Validity Questionnaire

No	Questionnaire	Expert I	Expert II	Expert III	Suitable/ Unsuitable
1	I like to write	Yes	Yes	Yes	Suitable
2	I am lazy to write	Yes	No	Yes	Suitable
3	I remember how to spell the letters when writing English	Yes	Yes	Yes	Suitable
4.	I get bored quickly when I write	No	Yes	No	Unsuitable
5	I always reads to be able to learn to write English	Yes	Yes	Yes	Suitable
6	Every free time I need to learn to write in English	Yes	Yes	Yes	Suitable
7	The attention from the teacher give me enthusiasm in writing	Yes	Yes	Yes	Suitable
8	I still learn to write while on vocation	Yes	No	Yes	Suitable
9	My interest in learning to write is very high	Yes	No	No	Unsuitable
10	I enjoy writing using	Yes	No	Yes	Suitable

	interesting words				
11	Writing English is a lot of fun	Yes	Yes	Yes	Suitable
12	My teacher's teaching method made me understand how to write English	Yes	Yes	Yes	Suitable
13	I can answer when teacher ask	Yes	Yes	Yes	Suitable
14	I always pay attention to be teacher when explaining about writing in English	Yes	Yes	Yes	Suitable
15	When teacher asking to write a story, I can answer it	Yes	No	No	Unsuitable
16	I always ask my teacher when not understand	Yes	No	Yes	Suitable
17	I can write for stories in the past	Yes	Yes	Yes	Suitable
18	I understand grammar in writing in writing English	Yes	Yes	Yes	Suitable
19	I never pay attention to the teacher when explaining	Yes	Yes	Yes	Suitable
20	Its better to sleep than learn to write English	Yes	Yes	Yes	Suitable
21	I prefer watching Tv better than learn write English when relaxing at home	No	Yes	Yes	Suitable
22	I hate English writing	Yes	No	Yes	Suitable

No	Questions	Rater I	Rater II	Suitable/Unsuitable
	lesson			
23	I prefer reading that writing	Yes	No	No	Unsuitable
24	My time up for learning to write English	Yes	No	No	Unsuitable
25	I learn to write English when I was going to take an exam	Yes	Yes	Yes	Suitable
26	I feel sleepy when I learn writing in English	Yes	Yes	Yes	Suitable

b. **Validity of the Writing Test**

In this study, the researcher has five questions to measure writing achievement, and has been validated by two raters, along with the results of the validity of the writing test.

Table 3.7

Validity of Writing Test

No	Questions	Rater I	Rater II	Suitable/ Unsuitable
1	The student write a recount text about the theme "Holiday" it is about 100-200 words	Yes	Yes	Suitable
2	The first paragraph explain your orientation, the first structure contains information about	Yes	Yes	Suitable

	the character, the scene, when the incident took place and so on.			
3	The second paragraph explain your events or is the content of the text or is a story about events	Yes	Yes	Suitable
4	The third paragraph explain your Reorientation, contain conclusions as well as summaries or repetition of information contained in the orientation structure.	Yes	Yes	Suitable
5	Pay the attention to the choice of words.	Yes	Yes	Suitable

F. Techniques Analyzing Data

In this step, the researcher used the correlation technique. The reseachers compares the score of students' interest and their achievement in writing recount text. This technique is useful to prove statistically whether there is any significant correlation between two variables.

To found the correlation between students' interest and their achievement in learning English, the researcher used the questionnaire percentage to find questionnaire test, rubrick table to found writing achievement, and product-moment correlation in spss 21 to know the correlation between students writing interest and their achievement in recount text. Here I would explain one bye one the techniques analysis data.

1. **Questionnaire Data Analysis**

   In this research, to know students writing interest the researcher administered a questionnaire. The questionnaire of this study used likert scale and score of each the statement were 5 point for strongly agree, 4 point for agree, 3 point for neutral. 2 point for disagree and I point for strongly disagree. The questionnaire was analyzed by total score in students chose at likert scale table to found out the percentage of result of questionnaire, the researcher used the formula from Sugiyono (2010).

Where : $\boxed{p = f/n \times 100}$

   p = percentage of student answer

   f = the total of students answer

   n = number of the sample

To measure the students writing interest, the researchers categorized the classification of students writing interest. The classification can be saw as follow:

Table 3.8

Classification of students writing interest

No	Category	Score
1	Very High	80-100
2	High	60-79
3	Middle	40-59
4	Low	20-39
5	Very low	0-19

Source: Rasyid, D (2012)

2. Writing Test Analyzes

To analysis the writing test, the researcher used a writing scoring rubric to analyze students' writing achievement.

Table 3.9

Scoring Rubric Writing

Component of Writing	Score	Level	Indicator
Content	4	Very Good	very good in mastering the problem; the content is very solid complete and comprehensive; very appropiate with the problem and title.
	3	Good	Mastering the problem the content is adequate; almost complete and comprehensive; approprite with the problem and title, but is less detail.

	2	Fair	With detail the problem mastery is limited; the content is not adequate enough; less complete.
	1	Poor	Does not master the problem; the content is not sufficient; not relevant with the title and problem; there is not enough material to evaluate.
Grammar	4	Very Good	Very effective in using simple and complex sentences; less errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	3	Good	Effective in using simple sentences, some errors in using grammar, sequence sentences, phrase and word form preposition, etc.
	2	Fair	Error and difficult in using grammar, sequence sentences, phrase and word form, preposition, etc.
	1	Poor	Almost not mastering the grammar; full errors in

			grammar; cannot be understood; not enough material to evaluate.
Vocabulary	4	Very Good	Repertory of words is wide , the chosen and use of exact and effective words ,mastery in word form and formation.
	3	Good	Repertory of word is enough, the chosen and use of words occasional not exactly, but the meaning not obscured.
	2	Fair	Repertory of words are limited, most errors in choosing words, the meaning is hazy and obscured.
	1	Poor	Repertory of words are very limited until can not communicate the meaning less informative to evaluate.
Function	4	Very Good	Comprehencen to the punctuation ,less error in spelling, punctuation, the use of capital letter, arrange of paragraph.
	3	Good	Occasional error in applying the

			rule, but not hazy the main content and meaning.
	2	Fair	Most error in applying the rule of the spelling and writing difficult to read the writing, main content and meaning are hazy.
	1	poor	Does not master the rule of the spelling and writing , full error in spelling, punctuation, the use of capital letter, arrange paragraph, difficult to read the writing, not enough information to evaluate.

Source**:** Cohen, A.D., *Assessin Language Ability in the Classroom. 2ⁿᵈ ed.(2012)*

Final Score :Score   Obtained X100

Max Score

Final score =12 X 100

16

= 1200

16

= 75

Cohen, A.D. (2012)

To make description of students score the writer used the score range and the criteria. It is showed on the following table:

Table 3.10

Score Range

Score Range	Predicate
80-100	Very Good
70-79	Good
60-69	Fair
50-59	Poor
<49	Very Poor

Source :Tanasy (2017)

3. Statistics Analysis

The writer analyzed the data after getting the score of writing interest and writing achievement. The correlation product moment in SPSS version 23 (correlation). Was applied two hypotheses as a conclusion from this analysis step:

1. Null hypothesis (Ho) = there is no significant the correlation students' interest and their writing achievement

2. Alternative Hypothesis (Ha) = there is a significant the correlation between students' interest and their writing achievement

To find out the conclusions of the research conduct, researchers used the calculation of product moment correlation. According to raharjo (2014), this is a way to compare the calculated r value with the r table value:

1. If the value of r count > r table, it means that there is a correlation between the variables that are connected. In this study mean there is a relationship between students' writing interest and their writing achievement in recount text.

2. If the value of recount < r table, it means that there is no correlation between related variables. So in this study mean there is no relationship between students' writing interest and their writing achievement in recount text.

According to Raharjo (2014), this is a way of comparing the Significance Value (Sig.) with an Alpha Value of 0.05

1. If the Significance Value (Sig.) < 0.05 means there is a correlation between the variables connected.

2. If the Significance value (Sig.) > 0.05 means there is no correlation between the variables connected

So, from the explanation above, the researcher measured the results of the writing interest questionnaire and the recount text writing test used the correlational study product moment pearson to find out whether there is a correlation between students' writing interest and their achievement.