

CHAPTER III

METHODOLOGY

A. Research Design

In this study, the researcher uses a qualitative descriptive design to find out the difficulties in writing procedure text in tenth grade at SMK Muhammadiyah 3 Metro. Qualitative research is research that is descriptive and tends to use analysis. The theoretical foundation is used as a guide so that the focus of research is in accordance with the facts on the ground. Lichtman in (Suwarsono, 2016) states that qualitative research is research that collects, organizes and interprets information obtained from humans directly using the eyes and ears as filters. This research involves interviews or observations of humans naturally or online. Descriptive qualitative research is a type of research design that is usually used to examine natural research objects or in real conditions such as experiments. This descriptive research means that the results of the research to be described are actually in accordance with the results of the research that has been carried out.

This type of qualitative descriptive data analysis is used to analyze events, phenomena, or social situation. The purpose of the qualitative descriptive analysis is to describe in full the occurrence of various phenomena carefully. Researcher uses this type of qualitative research because researcher wants to describe a phenomenon that occurs in society. This qualitative descriptive method will be used to find out the difficulties of students in writing procedure text, especially in their difficulties in writing of procedure text, using generic structures and the simple present tense correctly.

B. Research Setting, Subject and Object

The setting of the research is at SMK Muhammadiyah 3 Metro, in Jalan. Soekarno Hatta No.16B, Mulyojati, Kecamatan Metro Barat, Kota Metro. The subject of this study is tenth grade pharmacy 1 students at SMK Muhammadiyah 3 Metro. The sampling technique of this research carried out by means of simple random sampling, this considered because the position of the students in the class was applied randomly without looking at the grades,

the gender of the students and the groups of students so that the students were spread out in a predetermined cash. In addition, there are many students in the same class, the same curriculum and students get the same study time. Based on the simple random sampling technique, in this study the tenth grade pharmacy 1 students were randomly selected with a total of 20 students as the research subject. The object of the research is students' difficulties in writing procedure text.

C. Research Data Resources

Data is information or facts that which is used in discussing or deciding the answers to research questions. Researcher assumes that data sources are all of the sources that got from the research. The main data source of this research will be taken from the writing test and interview with tenth grade pharmacy 1 students of SMK Muhammadiyah 3 Metro as participants. Researcher uses primary data as the kind of data source. Kothari in (L. N. Sari, 2021) state the primary data are those which are collected fresh and for the first time, and thus happen to be original in character. Primary data is data obtained or collected directly in the field by researcher from other people concerned. As a result, the primary data is the data that have been already gathered and available for the researcher.

D. Research Instrument

In this research, the researcher as the main instrument, writing test and interview is the second instrument. Both are used to obtain information related to the difficulties students experience when writing procedure texts.

1. The Researcher

The main data collection in qualitative research is the researcher, because it is the researcher who observer, ask, hears, retrieves and process research data. Researchers give all their subjective views on the focus of research from all the data that researchers collect, researchers draw conclusions based on the data obtained.

According to Sugiyono in (Suharsimi, 2013) qualitative researchers as human instruments function to determine the focus of research, select

informants as data sources, conduct data collection, assess data quality, analyse data, interpret data and make conclusions on their findings. Finally, the researcher must prepare a research design using a particular strategy.

2. Test

The test which is used by the researcher is the writing test. The test is a set of questions that must be answered or a set of tasks that must be done to obtain information related to the knowledge of each student. This test serves as a measuring tool to calculate the ability of students in a lesson, especially in learning to write. Anas Sudijono in (Fabiana Meijon Fadul, 2019) test is a way or procedure in the framework of measurement and assessment, in the form of giving assignments to be done so that the data obtained can be symbolized by grades or achievements. The writing test is a way of measuring skills in writing; the results are used to estimate actual writing skills. Heaton in (Sukirman, 2020) argues that the skills required for there are five general components or main areas, namely the ability to write good and correct sentences, the ability to use spelling and punctuation, the ability to think creatively to develop students' thinking abilities, and the ability to form sentences or paragraphs using language precisely.

3. Interview

Interview is a question and answer activity that is carried out verbally with the aim of obtaining information, the form of information obtained can be in the form of writing, audio, visual or audio visual. Interview is an important activity that is carried out when research. Sugiyono in (Hasbullah & Anam, 2019) states that interview is collecting data with a question and answer system that is done systematically with the aim of investigation. The investigation in question is in accordance with the purpose of the interview, namely to obtain information related to students' difficulties when writing procedural texts.

There are two types of interviews, namely structured and unstructured or free. Interview unstructured is an interview in which the questions that will be given to students are not prepared by the

interviewer. In this study, researcher uses structured interviews so as to facilitate the interview process carried out. Structure interview is a systematic procedure carried out by researchers to gather information about a condition where the questions to be asked have been prepared by the interviewer and the answers recorded. Therefore, the required instruments are questions to be asked during interviews, recording devices, cameras and stationery. The result of the interview will be explained using the table as follows:

Table 3.1 instrument of interview

Component	Indicators
The students' difficulties in writing procedure text	To find out what difficulties students experience when writing text procedures
Factors influence students' difficulty in writing	<ol style="list-style-type: none"> 1. To find out the language features contained in the procedure text 2. To find out the generic structure contained in the procedure text. 3. To find out students' understanding related to the vocabulary used when writing procedure texts 4. To find out students' understanding related to procedure text.

E. Data Collecting Technique

The data collection process in this study interview and test. The first data collection will be carried out is interview then test.

1. Test

The test will be conducted by the researcher in the form of a writing test, in which students are asked to write or create a text procedure according to a topic that is how to make a food. With this writing test, it is expected that students can measure their ability or difficulty in terms of writing. The

researcher uses writing test to know the dominant factors of students' writing difficulties in procedure text. From the writing test researcher will get data, the data obtained is used to overcome students' difficulties in writing, especially writing procedure texts of the 20 samples used.

2. Interview

In the interview process researcher asks questions about difficulties in writing procedure text, and the student answers questions, so this research will get data. The researcher uses this technique to obtain information about the dominant factors that influence students' difficulties in writing procedure text. This research aims to get information from students and English teacher. The researcher provides 5 (five) questions to the teacher about students difficulties in writing procedure text and also researcher also gives the question to the students' about their difficulties in writing procedure text. The researcher uses Indonesian in asking the questions to make easier for students' to answer the question. The researcher interviews one of the English teacher and some students' of tenth grade-pharmacy 1 class.

The first, researcher conducts individual interviews with students who chosen to be participant one by one. Then, researcher introduces herself and tells the purpose of conducting the interview to the student. After that, the researcher asks to the student about difficulties in writing procedure text. The researcher interviews with the students for around three until ten minutes to each student, it is according to students how long students answer in interview. All of the interview is recorded by using telephone. One of the questions in the interview is about what factors make students difficult to write. The results obtained from the interview are in the form of recorded answers from respondents. The recording can be processed into sentences to find out the difficulties students experience when writing procedure text. Through this interview, the researcher can get the data, information, and a description of the difficulties students experience when writing. The results of the interview are in the form of the descriptions that are prossesed using table.

F. Data Analyzing Technique

After collecting the data researcher uses same step that exist in qualitative descriptive research. Miles, Huberman's and Saldana in (Dull & Reinhardt, 2014) state their view toward Qualitative data analysis such as data condensation, data display and conclusion drawing/verification.

1. Data Condensation/ data reduction

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and or transforming the data that has got through full corpus (body) of written-up field notes, interview, transcript, documents, and other empirical material. (Rijali, 2019) data reduction includes summarizing data, coding, tracing themes and creating clusters. Summarizing the results of data collection into concepts, themes and categories that are data reduction activities or data collection.

Based on statement above, researcher conclude that data condensation or data reduction means to summary, choose the point and focus on the necessary things that related to the research. In this case, the researcher selects the data carefully that will be taken from writing test and interview then marked the important points to make easier when analysis the data. The researcher uses the data condensation or data reduction to select just the information that are needed which is related to the students' difficulties in writing recount text.

2. Data display

Data display is second major flow of analysis activity. In general data display is an organized, compressed assembly of information that contains conclusion drawing and action. As a result data display is organizing and describing data from the reduction. After the data is reduced, the next step is display the data. Process the data presentation directly, so that the researcher can understand and analyze the result of the data reduction easily. In this step the researcher tries to collect the relevant data that will be gotten from writing test and interview, which concluded and has a certain meaning and then describe all those data result in detail.

3. Conclusion drawing/Verification

The third step in qualitative data analysis is drawing conclusions and verification. The conclusion of the research is research finding. Here, drawing conclusion involves stepping back to consider what the analysis data means and assess its implications for the questions. Based on that statement, the necessary thing that should be understood by the researcher is through stepping back the conclusions of this research were not based on researcher opinion, but based on data finding that are gotten through technique of collecting data such as writing test and interview, then also through technique of analyzing data such as data reduction and data display.