

CHAPTER III

RESEARCH METHOD

This chapter is divided into four main parts. Those are research design, data and source of the data, data collection technique and data analysis.

3.1 Research Design

This study uses a descriptive study. It is concerned to analyze teacher mark on the student composition, whether it is suitable or not between students' exercise and grading system without using rubric composition. The examiner are not only teacher 's scoring and the writer analysis on the student's work but also the others examiner ' s scoring which use rubric and does not use it for giving score. The fourth of examiners will be analyzed using tetra choric to find the significance between them. And according to those examanires, it will found the appropriate way for giving score on student's work.

3.2 Data and Source of the Data

The subjects of the study are the students of seventh grade of junior high school in some school on Sidoarjo. The seventh grade is chosen for analysis because that class is basic learning about English language. Mark of the teacher is very important because it can affect the enthusiasm of students to learn English language. From 30 students in some class are chosen 14 to be sample analysis.

3.3 Data Collection Techniques

The exercise of composition writing about experience on the holiday is given to the students and after the exercise has been done to the students, it is collected and marked. The student's answer sheet and the student's score are analyzed.

3.4 Data Analysis

This study uses a purposive sampling, while take the required sample. The compositions of student's writing according to Jacob's rubric are used in this study. According Solvin's formulation (Sevilla, 1990), the samples for analysis are:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{30}{1 + 30 (0.2)^2}$$

$$n = \frac{30}{2.2}$$

$$n = 14$$

Based on the result above, it could be seen that 14 students out of 30 students are analyzed because it has represented all of the data.

Those data will be scored on two sections of scoring by four examiners. The first section is scoring do not use rubric. Thus score comes from their teacher and the other examiner how do not use rubric on the scoring students' exercises. The two other examiners are uses the rubric as postulate in giving score in

students' examiners. The tetra choric table is used to find the significance on the scoring students' exercise, so the result of those studies will be compared to find the significance on there effective way for giving score on students' exercise.

The ways to analyze students' score with give the score in each components of writing in the Jacobs's rubric. The writing composition consists of content of writing, organization, vocabulary, language use, mechanic in every student's composition. Jacob's rubric is used because is appropriate with standard competence for seventh grade on second semester. Jacob's rubric consists of 5 contents of writing and 4 scores for criteria of writing component. It is used for analyze student's composition writing, there are

Component of Writing	SCORES CRITERIA			
	27 – 30	22 – 26	17 – 21	13 - 16
Content	Knowledgeable; relevant to the assigned topic.	Some knowledge of the subject; mostly relevant to the topic, but lacks detail.	Limited knowledge of the subject; inadequate development of topic.	Does not show knowledge of subject and topic.
Organization	18 – 20 Clearly ideas stated / supported; well-organized; logical sequencing.	14 – 17 Loosely organized but main ideas stand out; logical but incomplete sequencing.	10 – 13 Ideas confused or disconnected; lacks logical sequencing and development.	7 – 9 Does not communicate; no organization.
Vocabulary	18 – 20 Sophisticated range; effective word choice and usage.	14 – 17 Adequate range; occasional errors of word form, choice and usage but meaning not obscured	10 – 13 Limited range; frequent errors of word form, choice, and usage; meaning or obscured	7 - 9 Essentially translation; little knowledge of English vocabulary.
Language Use	22 – 25 Effective complex constructions; few errors of tense, number, word order / function, articles, pronouns, preposition.	18 – 21 Effective but simple constructions; minor problems in complex construction; several errors in tense, word order / function, articles, pronouns, prepositions but meaning seldom obscured	11 – 17 Major problems in simple / complex constructions, frequent errors of tense, number, word, word order / function, articles, pronouns, prepositions; meaning confused or obscured.	5 - 10 Dominated by errors; does not communicate.

	5	4	3	2
Mechanics	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	Occasional errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, but meaning not obscured	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured	No mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible.

Table 3.1 (ESL Composition Profile)

Component of Writing	SCORES			
	SCORES JACOB'S RUBRIC			
Content	27 – 30	22 – 26	17 – 21	13 - 16
Organization	18 – 20	14 – 17	10 – 13	7 – 9
Vocabulary	18 – 20	14 – 17	10 – 13	7 - 9
Language Use	22 – 25	18 – 21	11 – 17	5 - 10
Mechanics	5	4	3	2
TOTAL				

Table 3.2

The table 3.2 above, it is the table from Jacob's rubric used to analyze student's exercise. The component of writing and the score of criteria from Jacob's rubric are:

A : 90 - 100 (very good)

B : 72 - 85 (good)

C : 51 - 67 (pass)

D : 34 - 46 (weak)

In the data of student's writing composition, there are four score that given from teacher A (very good), B (good), C (weak). In this research, the mark of student's writing composition about A into d. Then compare mark of the teacher and mark from the result of analyzing, which answered statements of the problem. The question on statements of the problem will be discussed in the next chapter.