

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research is one of many different ways of knowing and understanding. In that it was a process systematic inquiry that was designed to collect, analyze, interpret, and use data Mertens (2010: 2). In this chapter, the writer discussed about research method included type of research, unit of analysis, source of data, technique of data, and technique of data analysis.

3.2 Type of Research

This study counted as a case study by using qualitative descriptive approach. In carrying out this study, the writer identified, described, categorized, explained, and evaluated the writing error (Ellis & Barkhuizen, 2005: 51).

3.3 Data Collecting Method

In the task of data collection, Khotari (2005: 95) stated that there are two types of data that researcher should bear in mind. They are *primary and secondary data*. The primary data are the data those were collected as a fresh and for the first time. On the other hand, secondary data were the data that have been collected by other people and which had already been passed through statistical proses. In this study, the writer used the primary data. The data of the study collected using the following steps:

- a. Giving some assignment
- b. Analysing the assignment
- c. Giving some samples test of writing descriptive text
- d. Classifying the errors of the finding data

All of the students were gathered to be several groups then the writer gave writing assignment involved writing a short descriptive text. The students were required to write a short descriptive text about “ My lovely school” within a period of 20 minutes and a minimum of 80 words. The corpus used in this study were collected from the written a short descriptive text of one class who were enrolled in this study.

3.4 Data Analysis

After the data were collected, the writer analysed them, so they could be interpreted then. Data analysis here meant a systematical process to analyze and arrange the data and other material that had been collected by the writer to enable the writer to come up with finding. In this study, the writer used an error analysis as the methodology in analyzing the data.

According to Ellis (1997: 15-20) stated that error analysis has the steps to help the learners learn L2 as follows:

a. Identifying Errors

It was to compare the sentences learners produce with what seem to be the normal or correct sentences in the target language which correspond with them. Sometimes this was fairly straightforward.

b. Describing errors

Once all the errors had been identified, they could be described and classified into types. There were several ways of doing this. One way was to classify errors.

c. Explaining errors

The identification and description of errors were preliminaries to the much more interesting task of trying to explain why they occur.

d. Evaluating Error

Where the purpose of the error analysis is to help learners learn an L2, there was a need to evaluate errors. Some errors could be considered more serious than others because they were more likely to interfere with the intelligibility of what someone says. Teachers wanted to focus their attention on these.

The data from the students writing would be analyzed in order to know the score criteria that student made. O'Malley (1996:145) stated that there are five components presented in analytical scoring rubric for writing are: composing, style, sentence forming, usage, mechanics. The researcher used analytic scoring rubric to analyze the data related to the student's paragraph writing test of writing ability. The analytical scoring rubric using as follow:

Analytic scoring rubric

| Domain Score | Composing | Style | Sentence Formation | Usage | Mechanics |
|-----------------|--|--|--|---|--|
| 4 | Focuses on central ideas with an organized and elaborated text | Purposefully chosen vocabulary, variety, information, and voice to affect reader | Standard word order, no enjambment (run-on sentences), completeness (no sentence fragments), standard modifiers and coordinators, and effective transitions. | Standard inflections (e.g., plurals, possessives, -ed,-ing with verbs, and -ly with adverbs), subject-verb agreement (we were vs we was), standard word meaning | Effective use of capitalization, punctuation, spelling, and formatting (paragraphs noted by indenting) |
| 3 | Central, but not as evenly elaborated | Vocabulary less precise and | Mostly standard word order, some | Mostly standard inflections, agreement, | Mostly effective use of mechanics; |

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|---|---|---|---|--|--|
| | and some digressions | information chosen less purposeful | enjambment or sentence fragments | and word meaning | errors do not detract from meaning |
| 2 | Not a focused idea or more than one idea, sketchy elaboration, and many digressions | Vocabulary basic and not purposefully selected; tone flat or inconsistent | Some non-standard word order, enjambment, and word omissions (e.g, verbs) | Some errors with inflections, agreement, and word meaning | Some error with spelling and punctuation that detract from meaning |
| 1 | No clear idea, little or no elaboration, many digressions | Not controlled, tone flat, sentence stalled or choppy | Frequent non-standard word order, enjambment, and word omissions | Shifts from one tense to another; errors in conventions (them/those, good/well, double | Misspells even simple words; little formatting evident |

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|--|--|--|--|---------------------|--|
| | | | | negatives, etc.) | |
|--|--|--|--|---------------------|--|

Adapted from O'Malley (1996:45)

Domain Score:

4 = Consistent control

3 = Reasonable control

2 = Inconsistent control

1 = Little or no control

To get the score criteria of student's writing uses the formula:

$$\text{Score} : \frac{\sum x}{N} \times 100$$

$\sum x$ = score that be got student

N = the total score

Score criteria writing

A : 91-100 Very good

B : 76-90 Good

C : 61-75 Enough

| | | |
|---|---------|-----------|
| D | : 51-60 | Less |
| E | : < 50 | Very less |

To know what errors and the dominant error are made by student in writing descriptive. The writer used descriptive analysis tehnik (percentange). The percentage from the frequency of information and number of made error by the students used formula, as follow:

$$P : \frac{F}{N} \times 100 \%$$

P : Percentage

F : Frequency of error

N : Number of error

