

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents methodology used to conduct the research. They include the research design, setting and subject of the research, data and data collection, technique of collecting data and the data analysis technique.

3.1 Research Design

This research is a qualitative research. Qualitative research is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore 'subjective' (Wallace in Mubarak (2015:13)). Mubarak (2015:14) stated that qualitative research emphasizes the analysis of the deductive and inductive inference process as well as on the analysis of the dynamics of the relationship between the observed phenomena, using scientific logic. The data in qualitative research is in descriptive form which means that the data are more in the form of words rather than number.

This research is aimed to know the type of errors students made in their writing. It is also to know the most dominant error made by the students and it needs some calculation. Thus, in this research the

qualitative analysis is used to measure the percentage of the types and the sources or error.

3.2 Setting of the Study

This research is conducted at SMA N 1 Kembang. It is located at Jl. Bangsri-Keling Km. 06 Jinggotan Kecamatan Kembang. It is done in January 21st, 2019 on the second semester in the academic year of 2018/2019.

3.3 Subject of the Study

The subject of this research is the tenth grade students of SMA N 1 Kembang, especially class X MIPA 4. The total students in this class are 36 students which are divided into 14 males and 22 females. The researcher chooses this class because the researcher has taught them when she has field practice (PPL) in this school and the students in this class has different ability in their English. Thus, the researcher thinks that this class is suitable to be the subject of this research.

3.4 Data and Data Collection

3.4.1 Data

The data used in this research to be analyzed is the product of students' writing of recount text. The product of students' writing is in a piece of paper. It is collected by the researcher to be analyzed.

3.4.2 Technique of Collecting Data

In collecting the data, the researcher uses some instruments. The main instrument in this research is the researcher herself. Bogdan and Biklen in Alfiyani (2013:60) stated that the key instrument in qualitative research is the researcher him or herself. The researcher conducts this research, processes the data collection, and does the data analysis and interpretation by herself.

Beside of the researcher herself, the researcher also uses some instruments such as test and documentation.

1. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Mubarok, 2015:59). Meanwhile Arikunto (2006:150) also stated that test is a compilation of questions or exercise and other that are used to measure skill and knowledge owned by individual or groups. Thus, a test is a tool used to measure someone's knowledge or ability. Mubarok (2015:60) also stated that test in language education can be divided into two broad categories, namely written and spoken test. Written test can be done for reading and writing test, while spoken test can be done for listening and speaking test.

In this research, the researcher conducts a written test where students are asked to write a recount text based on the topic given by the researcher. There are three different topics and each student

only needs to choose one of them to be composed into a written recount text. The topics given by the researcher are: 1) What you did in your holiday, 2) What you did to celebrate new year, and 3) Your experience in joining scout camping at your school. The result of the written test is only analyzed by the researcher and not to be given score.

2. Documentation

Document is a kind of writing which is collected and stored that can be used when needed, as well as images and photos (Mubarok, 2015:55). In this research, the document is in the form of students' composition of recount text.

Arikunto (2006:159) mentioned that documentation method can be the main method when a researcher does a content analysis.

Documentation can be done in two ways (Arikunto, 2006:158):

- a. Documentation guide that contains the main idea or category which the data will be searched.
- b. Check-list. It is a list of variable that the data will be collected.

In this case, the researcher only needs to make a sign in every symptom existed.

The documentation in this research is the students' composition or product of recount text. The researcher then identifies the errors in it. When the errors has been identified, the

researcher then classifies them into what type of error found and puts them in a table where the researcher only needs to give a check-list in it.

3.5 Data Analysis Technique

After collecting the data, the researcher then analyzes the data. In analyzing the data, the researcher employs the procedure of error analysis proposed by Corder (1974) in Ellis & Barkhuizen (2005:57), those are: 1) Collecting a sample of learner language, 2) Identification of errors, 3) Description of errors, 4) Explanation of errors, and 5) Error evaluation.

1) Collecting a sample of learner language

The first step is to collect the sample. The sample is the composition of recount text made by the students. The students are asked to write a recount text based on the topic given by the researcher and then the result is collected by the researcher as the data that needs to be analyzed.

2) Identification of error

In this step, the researcher reads the result of students' writing as the data thoroughly to find or to identify the error made by the students. Here, the researcher compares the sentences made by the students that have error in it to the correct form of sentence to identify what kind of error is made.

3) Description & explanation of errors

After all the errors have been identified, the next step is to describe them. Here, the errors are classified into types of errors based on surface strategy taxonomy (omission, addition, misordering, misformation), and put into table of observation checklist for each student.

Beside of identifying and classifying the errors found, the researcher also explains why errors are occurred. The explanation is by classifying the errors based on the sources of errors. In this case, the writer analyzes the error only whether it comes from the Indonesian language as the first language (interlingual transfer) or comes from English as the target language (intra lingual transfer). In this step, the researcher also classifies the errors based on the sources of error for each student and puts them into table as like below.

Table 1. The Example of Description and Explanation of Error Table

Name of the student :							
Title of the text :							
Sentences	Types of Error				Correction	Source of error	
	O	A	Mo	Mi		Inter	Intra
Sentence 1:							
Sentence 2:							
Etc.							

Note:

O = omission

A = addition

Mo = misordering

Mi = misformation

Inter = interlingual transfer

Intra = intralingual transfer

4) Error evaluation

In this step, the researcher makes the recapitulation of the types of errors occurred and the source of the error. It is to know the total of the types of error occurred and also the total of the sources of the error. The recapitulation is put into table as follows:

Table 2. The Example of Recapitulation Table

Students	Types of Error				Source of Error	
	Omission	Addition	Misordering	Misformation	Inter	Intra
Student 1						
Student 2						
Etc.						
Total						

Then after making the recapitulation, the next step is to count the percentage. The formula is by Allan in Asni & Susanti (2018:137) as follows:

Percentage of each type of error:

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

Note:

P = percentage

F = frequency of error occurred

N = number of cases (total frequency of error occurred)

Percentage of each source of error:

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

Note:

P = percentage

F = frequency of the source of error

N = number of cases (total frequency of the source of error)

