III. METHOD

This chapter provides design, data sources, instrument, data collecting technique, procedures, and data analysis that will be employed in the research.

3.1 Design

According to Arikunto (1998:51), research design is program or plan that is made by researcher as the preparation of activities that will be done. This research belongs to qualitative that uses descriptive method. The method is intended to describe exactly a phenomenon or problem that researcher hadobserved. It means that the researcher investigated the use of simple past tense and to identify the grammatical errors in using simple past tense in students' recount text writing based on surface strategy taxonomy and communicative effect taxonomy. In this way, the researcher collected the data from the students' recount text writing and investigated them whether the students used correct simple past tense or made errors, and identified the errors based on surface strategy taxonomy and communicative effect taxonomy in order to conclude the result.

3.2 Data Sources

This research was conducted to the third grade of senior high school year 2014/2015 in Senior High School 1 Pringsewu. Then, the researcher took one

class for the sample to be investigated about the use of simple past tense and the grammatical errors in their recount text writing.The students of the third grade Senior High School 1 Pringsewumade several common errors of grammar when they were writing. They did not master English grammar well. Firstly, they were weak in tenses. They were confused how to use the base verb, past verb, and participle verb. Thirdly, they were confused in using auxiliary in past tense and followed by verb. Furthermore, despite of grammar, they were lack of vocabularies which are very crucial in writing. They were inadequate in word usage and class (parts of speech).

3.3 Instrument

According to Arikunto (1998:148) instrument is tools in research that use a method. The instrument that was used depends on the object that was researched. Simply, itwas a tool that is used by an observer when she or he applied certainmethod to get data.

In conducting the research, the researcher needed the instrument to get the data to be analyzed. In this research, the researcher used the documentation of students' writing as the instrument to make a recount text according to the material that had been learnt before. To make the students not confused in determining what about they would write, the researcher gave two topics to be chosen by the students. The researcher gave the instruction and direction to the students below.

Instructions:

a. Write your name and class clearly on the paper.

b. Use your time adequately, the time is 90 minutes.

c. Write at least 2 paragraphs and each paragraph consists of 10-15 sentences

Directions:

a. Choose only one topic from the topics given bellow.

b. Make a recount text based on the topic that you choose.

c. The topics you may choose are:

1) School holiday

2) Unforgettable moment

3.4 Data Collecting Technique

In order to collect the data accurately in the use of simple past tense and its grammatical errors in students' recount text writing, the researcher asked the students to make at least 2 paragraphs based on the topic that had been given. In getting the data, the researcher did the following steps:

1. The researcher took the data from the result of writing made by the students. This step was aimed to determine how far the students were able to write the recount text by using simple past tense accurately in their writing.

2. The researcher took a note about the use of simple past tense students' in recount text writing and analyzed the grammatical errors made by students in using simple past tense then classified the errors based on surface strategy taxonomy and communicative effect taxonomy then counted the percentage of every type in the list to conclude the result.

3.5 Procedures

The procedures of the research were done as follows:

1. Determining the subjects of the research

   The subject of this research was the third grade of senior high school students in the 2014/2015 learning and one class was taken as the sample.

2. Giving the writing task

   The researcher asked the students to make recount text in order to get the data of the use of simple past tense in students' recount text writing. The topic of the writing was about holiday or unforgettable moment.

3. Identifying data

   The data were identified based on 5 steps of types of error analysis. First, the data would be collected from the errors of recount text made by the students. Second, interpreting the errors by classified the use of simple past tense into a table whether the tense was used in correct form or error. Then, it was identified the errors based on surface strategy taxonomy and communicative effect taxonomy. After that, the errors were classified in table specification to find out the frequency of errors.And the last, explaining the data by calculated each aspect being analyzed and made the percentages.

4. Reporting the research finding

   The last step was reporting the research finding and making conclusion based on the result that had been gotten.

3.6 Data Analysis

In order to find out the use of simple past tense and its grammatical errors in students' recount text writing, the researcher analyzed the result of the students' writing, using the steps below to analyze the data:

1. Recognizing the data. The data would be collected from the errors of recount text made by students of SMAN 1 Pringsewu.

2. Interpreting the errors whether the use of simple past tense was used in well-formed or error by the students. In this step, the researcher classified the use of simple past tense into a table whether the tense was used in correct form or error.

3. Reconstructing the errors made by the students. In this step, the researcher identified the errors in students' recount text writing by underlining the errorsand gave mark OM, AD, MF, MO in surface strategy taxonomy, GE and LE in communicative effect taxonomy.

4. Classifying the errors of using simple past tense in students' recount text writing to find out the frequency of errors. Each error was classified by using surface strategy taxonomy and communicative effect taxonomy.

    a. Surface Strategy Taxonomy

       1) Omission (OM)

       2) Addition (AD)

       3) Misformation (MF)

       4) Misordering (MO)

    b. Communicative Effect Taxonomy

1) Global Error (GE)

2) Local Error (LE)

5. Explining the data, the researcher used the qualitative method to treat the data. Ismiati (2004: 34) stated that the simplest way to use qualitative data is through percentage. Therefore, the researcher determined the most frequent up to the least frequent error type as the result of the errors in using simple past tense in students' recount text writing by using percentage. Thus, the researcher gave the percentage in each error type in a table of frequency.Calculating the data taken and making the percentage in each category.

In calculating the data in each error, the researcher employed the following formula:

$$\frac{\text{Total Errors}}{\text{Total Words}} \text{X } 100\% = \dots\% \text{ (Nation, 1981: 58)}$$

By calculating the frequency of error, the researcher could identify the most common error made by the students.

3.7 Validity and Reliability

1. Validity

One of criteria that determine the quality of a good instrument was its validity. According to Fraenkel and Wallen (1991: 151), validity was "the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes". It meant that the instrument should be designed fitted to the determined criteria so the researcher could obtain the desired data in order to draw correct conclusions for his/her research.

The instrument used in this research was documentation in the form of students' writing. This data source has some superiority than the other data source. Different from other instrument, documentation is not reactive so that the subject cannot hide anything. A research of error analysis in writing skill can use a document of students' writing, where in this research the document was pointed on students' recount text writing.

The raters paid attention to the criteria. The criteria of writing whether it was valid. The criteria of validity of the instrument in this research were past tense, length and topic. After the assessment, all the recount text writing made by the students were accepted or categorized as valid.

2. Reliability

Reliability refers to whether the test gives us an indication of how accurate the test score were (Shohamy, 1985: 70). The basic principle of reliability is consistency. The reliability of this research is more related to the collected data. Concept of consistency is done by triangulation. Triangulation or double method is a combination of two methods or more in collecting data about the behavior of the research subject (Setiyadi, 2006: 30).

Cohen and Manion (1980) categorize triangulation into some types: time triangulation, place triangulation, theory triangulation, method triangulation, researcher triangulation, and methodology triangulation. This research used

researcher triangulation to collect the same data from two raters. By involving two raters, the research produced a relatively higher level of credibility

In this research, the inter-raters assess the recount texts made by the students. The raters determine whether the texts werereliable for the analysis. The criteria to assess were the text length and topic. The texts should be at least in two paragraphs and each paragraph consisted of 10-15 sentences, and the topic should be appropriate to one of the optional topics given before.

After the raters assessed the instrument, they found the consistency about the criteria that the researcher stated before. From the judgment, it showed that the instrument had good reliability.