

### **III. RESEARCH METHODS**

This chapter presents the research methodology that serves as the channel for arriving at the research objectives. This research include the description of subject of the research, the technique in data collection, research of the procedure and data analysis.

#### **3.1 Research Design**

In this research, the researcher used descriptive method. Descriptive research is concerned with providing descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment (Seliger and Shohamy, 1989:116). The method is intended to describe a phenomenon or problem in learning English.

In addition, Leedy (1974 : 79) states that descriptive method is a method of research that simply looks with intense accuracy at the phenomena of the moment and describes exactly what this research has observed. In this way, the data gathered from students' writing were analyzed in order to lead to the conclusion.

The researcher has identified and classified the students' errors based on the surface strategy taxonomy and developmental errors in order to conclude it. The description in this research is about the students' grammatical errors in writing recount text. The analysis is based on the data taken from the students' writing.

### **3.2 Subject of the Research**

The subject of this research was the students of the second semester in the first year of learning year 2011/2012 of SMA N 13 Bandar Lampung. From the seven classes of class X the writer took only one class, Class X.1. The class consisted of 32 students, but only 31 of them were present at the time the data collection was being administered. The class was selected based on the English teacher's recommendation that the class had relatively low ability in English. The teacher had also said that the students frequently made numerous grammatical errors in their writing. Therefore the class was suitable for the purpose of this research.

### **3.3 Data Collecting Technique**

In collecting the data, the researcher applied two instruments to elicit students' grammatical errors. The first instrument is writing test. The reason why the researcher used writing test as the instrument was that through writing the students create their sentences and really put their knowledge of structures in their writing. So it would be easier for the researcher to analyze and classify the data. The students assigned to write a recount text. And the second is interview to support the analytical process of the data.

#### **1. Writing Test**

The test is used to gather the data accurately on students' writing. In this case the researcher gave a writing test to the students by giving four topics to be chosen,

they are: (1) my unforgettable experience, (2) my last holiday, (3) my unforgettable birthday and (4) writing an event (e.g. Eidul-Fitri, Christmast, and New Year). This instrument is attached on appendix 1 (page 80).

They had to make a composition in the form of recount text writing. The students were assigned to write a recount text that should contain approximately 150 words or around two paragraphs with at least five to seven sentences in each paragraph, in 90 minutes. Their writing would be analyzed for errors on the basis of *surface strategy taxonomy* and *developmental category*, with focus on tenses and part of speech especially in past form, noun, verb, and adjective. It was because recount text is the text that happened in the past so the researcher focussed on past form.

The writing task chosen as the instruments of the research since it requires the students to organize their own idea, and then express it in their own words. It measures certain writing abilities effectively. Besides that, it would answer the *developmental category stage*.

## **2. Interview**

To strengthen the data gathered, an interview was applied in this research.

Interview is a kind of verbal communication intentionally to get certain information. Here, the interview was used to know the reason why the students do errors. In relation to the first objective, that is to identify the frequencies of occurrences of the students' grammatical errors based on surface strategy taxonomy, to identify the frequencies of occurrences of the students' grammatical errors based on developmental category, and to know which types of errors are mostly done by the students, it will be better if we also know why they do errors

even though it is not stated in research questions so it can make this research more useful since we do not only know about the percentage and the types of the students' errors but also what make those errors happen. Besides that, the interview was also used to support the data gathered from students' recount text writing. In this interview, the researcher asked the students one by one about the errors they produced – whether they could recognize, explain and correct their wrong sentence in paragraph or not. The interview is used to classify and explain the errors of the students into three stages of errors based on *developmental category* and also to find the sources of the errors.

### **3.4 Research Procedure**

This research was carried out based on the following procedure:

1. Determining the subject of the research

The subject of this research was the first year students' of SMA N 13 Bandar Lampung. From the seven classes of class X the writer took only one class, X.1 class. The class consisted of 32 students, with only 31 of them being present at the time the data collection was being administered.

2. Conducting the test

The test was conducted in order to get the data of students' grammatical errors that were further analyzed based on the *Surface Strategy Taxonomy*.

3. Identifying students' errors

To identify the errors in writing paragraph, the researcher reads and identifies the students' errors by using special codes i.e. OM (omission), AD (addition), MF (misformation), SUB (substitution), and MO (misordering).

4. Classifying the errors

The errors are classified based on omission, addition, misformation, substitution, and misordering types of *surface strategy taxonomy*.

Before the researcher identifying and classifying students worked, the researcher copied the students' recount writing text.

#### 5. Interviewing the students about the errors

The interview was applied to strengthen the data gathered in order to know why the reason the students made errors that used to classify the errors based on the *Developmental Category* by using special codes Pe (pre-systematic), Se (systematic), and the last Po (post-systematic). In the interviewed the researcher recorded the interviewed.

#### 6. Analyzing the data

In analyzing the data, the researcher went through some important steps, namely: recognizing errors, classifying errors, calculating the percentage and suggesting the possible sources of the errors, as described in the next point.

### 3.5 Data Analysis

Data analysis is needed in this research as a process for organizing the data in order to get the pattern of other explanation form. In this research, the data gained from the students' were analyzed based on the following steps:

#### 1. Recognizing errors

In recognizing the students' errors, the researcher checked the students' writing task together with the interraters. This study had asked for assistance from one qualified English teacher Dra. Rindi (she is an English teacher of SMA N 13 Bandar Lampung and also lecturer in STKIP B.Lampung since 2005 until now, she graduated from University of Lampung and then she finished her master

degree at STKIP in Bandar Lampung) and Ni Ketut Aprian (student of Lampung University who has good mastery in grammar) - as co-raters. Together with the co-raters, the researcher examined the students' **recount** writing for errors and established the classification as accurate as possible.

the researcher checked the students' writing test carefully: those that deviated from the correct one were considered as errors. Then in order to make it easy in classifying and counting each error type initial code were used, namely:

OM = Omission

Pe = Pre-Systematic Error

AD = Addition

Se = Systematic Error

MF = Misformation

Po = Post-Systematic Error

SUB = Substitution

MO = Misordering

## 2. Classifying Errors

In this step, the researcher **classified the students' errors** based on the surface strategy taxonomies and developmental category.

Based on the surface strategy taxonomy in grammatical errors especially in using simple past because in making recount text writing the text used simple past, in order to get more specific description, then the errors are classified based on the **students' grammatical errors in recount text** writing cases as in the following table:

No	Students ' Initial	Type of Errors (based on Surface Strategy Taxonomy)					Total Errors
		Addi tion	Ommi sion	Misforma tion	Substitution	Ommi sion	
1							
2							
3							
Total							

Percentage (%)						
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On the other hand, to classify the students' errors based on the *Developmental Category*, the researcher initially conducted the interview. In the interview, the students' were asked to explain and correct their errors identified from the test they had done previously. Then their errors were classified based on the following criteria:

a. The Pre-systematic stage

The error is pre-systematic if the students are not able to correct their error nor to explain it. The errors in this stage are quite random.

b. The systematic stage

The error is systematic if the students can not correct their error but they can explain it because they have discovered and are operating a rule of some kinds. But the wrong one.

c. The-post systematic stage

The error is post-systematic if the students are able to correct and explain their error because they actually have learnt the rule but fail through lack of attention or lapse of memory to apply it consistently.

The classification simply performed in the following table:

No	Students' Initial	Classification of Developmental Category			Total Errors
		Pre-Systematic	Systematic	Post-Systematic	
1					
2					
Total Percentage (%)					

3. Calculating the percentage of the errors

After the evaluation of each subcategory is done, the frequency and the percentage were counted in order to determine which category of errors is committed most frequently by the students. Individual recapitulation is used as basis of calculation of the class recapitulation. Then the percentage of each category is calculated by using the following formula:

$\frac{\text{Frequency of errors in each category}}{\text{Total number of errors}}$	x	100%	=	Percentage
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Nation (1981:58)