

CHAPTER III

RESEARCH METHODS

This chapter presents the research design, subject of the research, the data collection, and the data analysis that are utilized in the research.

3.1 Research Design

The writer employs descriptive research design in the study. Ary (1985: 295) stated that descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of a situation, as it exists at the time of the study. There is no administration or control of a treatment as is found in experimental research. The aim is to describe, “what exists” with respect to variables or conditions in a situation.

Besides, Best (1981: 93) also states that a descriptive study describes and interprets something. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing.

The design is chosen because the writer only wants to describe the sentences structure errors made by third grade students of MTs Muhammadiyah 1 Sekampung Udik. Moreover, for this purpose, a qualitative research design is considered appropriate since the study is only describing those errors. According to Best (1981: 156),

qualitative studies emphasize on description.

3.2 Subjects of the Research

In doing this research, the writer needs subjects or sourced data. Subject is identified as individuals whose behaviors, past or present was used as data. Mc Millan (1992:68) stated that subject is an individual who participates in a research study or is someone from whom data are collected. In experiments, for example, each person who is given a treatment and whose behavior is measured is considered to be a subject. The term subject may also identify individuals whose behavior, past or present, is used as data, without their involvement in some type of treatment or intervention.

The subject of this research was first semester of the third grade student of MTs Muhammadiyah 1 Sekampung Udik in 2011/2012 academic years. There were 26 students in the third grade. The reason for choosing this subject is that the third grade students have been taught descriptive paragraph.

3.3 Instrument

The instrument of this research is compositions test, composing descriptive paragraph. In conducting the research, the researcher used writing task which was completed by the direction and several questions to guide them in expanding their writing as the instrument to get the data. The students arranged their descriptive paragraphs based on the guidance given. The time for the test was 90 minutes. The students asked to write at least two paragraphs containing at least 100 words. The topic is "Pet".

3.4 Collecting the Data

The data of this study are collected from the students' compositions. A single data collection technique, i.e. writing task, was applied to elicit students' sentence structure errors. The students were asked to write at least two paragraphs on a piece of paper. The paragraphs were about 100 words. It was done in 90 minutes. Their writings were analyzed for errors on the basis of *surface strategy* and *communicative effect taxonomies*, with focus on sentences structure errors.

3.5 Data Analysis

In analyzing the data, the researcher used the following steps:

1. Recognition: after collecting the task, the writer checked the students' work to recognize the students' errors. The writer read students' writing.
2. Interpretation: the writer interpreted each sentence in students' task in order to know what the student meant and considered whether it was correct or not and whether it needs to be reconstructed or not.
3. Reconstruction: the writer wrote the correct form of the students' errors.
4. Classification: after recognizing the students' errors, the writer interpreted the students' errors by underlining the errors items and classifying the errors based on surface strategy taxonomy by using special codes as follows :

Omission abridged as "OM"

Addition abridged as "AD"

Misformation abridged as "MF"

Misordering abridged as "MO"

And communicative effect taxonomy by using special codes as follows:

Global errors abridged as “GE”

Local errors abridged as “LE”

5. Counting the total number of errors:

After classifying the students’ errors based on the surface strategy taxonomy and communicative effect taxonomy, the total number of errors was counted.

Calculating the errors by using this formula:

$$\frac{\text{Number of error in each area}}{\text{Total number of sentence structure errors}} \times 100\%$$

After giving the percentage in each error based on surface strategy taxonomy and communicative effect taxonomy, the writer put the result in the table of frequency.