

### **III. METHODS**

#### **3.1 Design**

This research is a descriptive qualitative. It means that this study is used to describe and analyze the students' error. This study analyzed morphological aspects in applying sentences the students make in their writing especially the errors in derivational and inflectional morphemes. Leedy (1974: 79) suggests that a descriptive method simply looks with intense accuracy at the phenomena of the moment and then describes precisely what the writer has seen. Obviously, it analyzed and identified the students' errors based on two taxonomies, surface strategy taxonomy and communicative effect taxonomy. In this way the writer collected the data from the students and analyzed them in order to get the data and draw it as the conclusion.

#### **3.2 Subject**

The subjects of the research are one class of the first year students of SMAN 9 Bandar Lampung. The way in choosing the class as the subjects of the research is randomly. It means that the teacher chose the class based on the average score of each class. The teacher did not choose the class that the students were too smart or too bad. It was just an average class in order to avoid judging the students' ability. According to the curriculum, the first year students of the Senior High School

have been given sufficient exercises in building grammatical correct sentences such as grammar, vocabulary mastery, listening part that deals with writing itself in their classes.

### **3.3 Data Collecting Technique**

The technique that is used to collect the data in this research is called elicitation technique; the stimulation technique that calls up (draws forth) a particular class of behaviors. Elicitation technique is such a human source intelligence collection technique. This technique or process has a considerable influence on the quality of the knowledge-based system to be developed. Moreover, because knowledge elicitation is an important cost-determining factor, a good elicitation technique should reveal the relevant knowledge in the minimum amount of time possible.

Furthermore, the instrument in this research is free writing task. The consideration of choosing such instrument is that the writer can see the data objectively, and the results of the students' writing are based on their own expression from the topic given. By giving the topics, it is expected the students are able to express their ideas, feelings and thoughts easier. This research only analyzed the morphological aspect and ignored the content, form, style and mechanic of the students' writing.

And the form of the research instrument is like the following direction:

1. Choose one of these topics to write your paragraphs

The topics are:

- a. Unforgettable Experience When I Was A Child*

b. *A Memorable Place I Have Ever Visited*

c. *My Horrible Experience*

d. *My Best Experience*

2. The text that you write should contain at least 200 words or 15-25 sentences.

Total paragraph is based on your story, at least 2 paragraphs.

3. In developing your paragraphs, you may use these words:

And, but, after, finally, then, in my life, one day, a year ago, slowly, beautiful, happy, interesting, great, awesome, scared, afraid, sad, cry, leave, visit, spend, arrive, place, memory, holiday, and moment.

4. Time allocated is 90 minutes.

### 3.4 Data Analysis

To analyze the data of the students' errors, these steps of data analysis are done as follow:

1. Collecting the data from the result of students' writing task
2. Recognition

After giving free writing task and getting the data which are needed, the writer will check the students' work to recognize the errors.

3. Identifying students' errors

In this part, the error is determined by definition of error. The writer identified the students' error by underlining and giving special codes, i.e.: **OM** (for ommision), **AD** (for addition), **MF** (for misinformation), and **MO** (for misoredring), **GE** (for global error) and **LE** (for local error). Then she would count the total number of each error types of surface strategy taxonomy and

communicative effect taxonomy in the form inflectional and derivational morphemes errors.

#### 4. Classifying students' errors

Classifying errors to find out frequencies of errors, each error is classified by using surface strategy taxonomy and communicative effect taxonomy. In case of surface strategy, errors are classified into omission, addition, misformation, and misordering. On the other hand, based on communicative effect taxonomy, the errors are classified into local and global errors.

#### 5. Calculating the percentage of errors is done with the formula:

$$\frac{\text{Total Error}}{\text{Total word}} \times 100\% = \dots \%$$

(Nation, 1981: 58)

### 3.5 Research Validity

Validity refers to the extent to which the task measures what was intended to measure. That means that it related directly to the purpose of the task (Shohany, 1985: 74). To find out the free writing task has a good validity; the researcher will use content and construct validity.

#### a. Content Validity

The task is a good reflection of what has been taught and of knowledge, which the teacher wants the students to know.

### b. Construct Validity

It examines whether the students' free writing task actually in line with the theory, meaning that the task will measure an aspect or construct based on the indicator. To know the construct validity of the result of the task, the researcher will set it in a table of specification. Here, the researcher will correlate the items of the result with the theories of the aspects of the skill itself.

### 3.6 Treatment of the Data

As a qualitative research, this research treats the data in qualitative way. Tan (1981: 311) states that the simplest way to use qualitative data is through percentage. Therefore, the writer determines the most frequent up to the least frequent type as the result of the students' errors in using sentences related to morphological error in derivational and inflectional morphemes in writing based on the students' writing. Thus, the writer gives the percentage in each type in the table of frequency. The data puts in the table of frequency and percentage as below:

**Table 1. The Distribution of Inflectional and Derivational Morpheme Errors Based on Surface Strategy Taxonomy**

| No.          | Types of Morpheme errors | Surface Strategy Taxonomy |            |              |             | Total Errors |
|--------------|--------------------------|---------------------------|------------|--------------|-------------|--------------|
|              |                          | Omission                  | Addition   | Misformation | Misordering |              |
|              |                          | (+)<br>(%)                | (+)<br>(%) | (+)<br>(%)   | (+)<br>(%)  |              |
| 1.           | Inflectional             |                           |            |              |             |              |
| 2.           | Derivational             |                           |            |              |             |              |
| <b>Total</b> |                          |                           |            |              |             |              |

**Table 2. The Distribution of Inflectional and Derivational Morpheme Errors Based on Communicative Effect Taxonomy**

| No.          | Types of Morpheme errors | Communicative Effect Taxonomy |     |              |     | Total Errors |
|--------------|--------------------------|-------------------------------|-----|--------------|-----|--------------|
|              |                          | Global Errors                 |     | Local Errors |     |              |
|              |                          | (+)                           | (%) | (+)          | (%) |              |
| 1.           | Inflectional             |                               |     |              |     |              |
| 2.           | Derivational             |                               |     |              |     |              |
| <b>Total</b> |                          |                               |     |              |     |              |