

III. RESEARCH METHOD

This chapter contains the method used in writing the research. They are research design, subject of the research, instrument in collecting data, data collecting technique, data analysis, validity and reliability and crosscheck by inter rater. The explanation of each subtitle is presented as follows.

3.1 Research Design

This research is supposed to be qualitative and quantitative research since the researcher used descriptive method to find out common errors made by the students at the second year of SMAN 9 Bandar Lampung and used the same class to be an experimental class in order to find out the use of guided writing in the form of guiding questions in minimizing student' errors in writing hortatory exposition.

Descriptive method is intended to describe exactly a phenomenon or problem in learning English. According to Leedy (1974: 79), descriptive survey method is a method of research that simply looks and describes precisely what the research sees. What Leedy says is supported by Singarimbun (1985). In accordance with Singarimbun, there are two functions of descriptive research that is (1) to describe

a social phenomenon in detail, (2) to know a certain development or frequency of social phenomenon. The researcher analyzed and identified the student's errors based on surface strategy and communicative effect taxonomy.

This research was also conducted by using the experimental method. It applied pre test and post test design modified from the idea suggested by Setiyadi (2006).

This experimental method dealt with one experimental class. The experimental class received pre test in order to know the common errors they made in their writing. After that the researcher analyzed the error and started to give the treatment by using guided writing to minimize the students' errors before holding post test. The criteria whether guided writing in the form of guiding questions could be used in minimizing student's errors through in writing hortatory exposition was determined by the comparing the students' pre test and post test result. The design can be presented as follows:

T1 X T2

T1 : Test 1

X : Treatment by using guided writing

T2 : Test 2

(Setiyadi 2006)

In this research, the researcher gave at three times treatments about writing hortatory exposition in the experimental class in order to make the students

familiar with this technique which was given after the test 1. And test 2 conducted after those treatments.

3.2 Subject of the Research

The subjects of the research were the second year students of SMA Negeri 9 Bandar Lampung in the year of 2011/2012. This school is certified as International Standardized School (SBI) so that every student who wants to study here should have both good score and skill in using English orally and written. The students have to pass several tests including English test in order to be officially accepted as the member of SMA Negeri 9 Bandar Lampung. The researcher wanted to see and ensured that the students who had accepted were surely capable in using English as a foreign language especially in writing context.

There are eight classes for the second year students which have been divided into five science classes and three social science classes but the researcher only took one class who was assessed have the lowest capability in mastering English as a foreign language based on teacher suggestion.

3.3 Instrument in Collecting Data

The instrument to be used in obtaining the data about error analysis is free writing in hortatory exposition. Writing task is chosen as the instrument of this research since it can help the students to write whole pieces of communication, to link and develop information, ideas argument for a particular reader or group of readers. At

last, writing test is easier and quicker to be prepared. There are three topics given to the students to be developed in their writing test, and they should choose one of them. Those topics are Study Abroad, Young Marriage and Corruption. Each topic is written in hortatory exposition. The students require writing 100-200 words in 60 minutes. All incorrect forms or ungrammatical structures in students' writing that applied in each paragraph were regarded as error. The data were analyzed based on surface strategy and communication effect taxonomy.

3.4 Data Collecting Technique

Since the data is in the form of students' errors and students' ability in writing, the data collected by having a pre test to know what common errors mostly made by the students. And the researcher used post test to find out whether guided writing in the form of guiding questions could be used in minimizing those errors by comparing the test 1 result with the test 2 result. Both test 1 and test 2 was given in a form of writing tasks. The technique of collecting the data is clarified as follows:

1. Test 1

This test was given in order to know how far the students' ability in writing text before being given the treatment. It determined the readiness for instructional program, and to diagnose individual's specific strengths and weaknesses in writing. Particularly, the researcher analyzed the common errors in the pre test, students were asked to write a text based on the topic given.

2. Test 2

After conducting the teaching through guided writing in the form of guiding

questions as the treatment, the researcher administered test2 to the students. It was done in order to know the students' development in writing text after having the treatment whether guided writing in the form of guiding question could be used in minimizing the student's errors. The topic was tested have the same level of difficulty as in the test 2.

3. Interview

Interview was done to know the students' perception about teaching and learning process. The purpose of this interview is to find out whether guided writing is the important determiner which might minimize the students' errors in hortatory exposition particularly in this case of study.

3.5 Data Analysis

After collecting the students' writing, the researcher did the following steps as a part of data analysis. They are:

1. Identifying the students' errors

The researcher identified the students' errors by underlining and giving code by using numerical number.

- a. (1) stands for omission errors
- b. (2) stands for addition errors
- c. (3) stands for misformation errors
- d. (4) stands for misordering errors
- e. (g) stands for global errors
- f. (l) stands for local errors

2. Classifying the students' errors

The researcher classified the students' errors to find out frequency errors, each error was classified by using surface strategy and communication effect taxonomy. Based on surface strategy, error is classified into omission, addition, misformation and misordering. While communication effect taxonomy is classified into global and local errors.

3. Calculating the percentage of errors in every type of errors with this formula:

$$\frac{\sum \text{Errors in Each Type}}{\text{Total Errors}} \times 100\% \text{ (SP Nation 1981: 58)}$$

4. Comparing pre-test and post-test

After calculating the errors percentage in every type of errors with the formula above, the researcher started comparing the students' errors done in pre test and post test in order to find out whether guiding questions can be used in minimizing students' errors.

5. Conducting interview

Interview was done after test 2. It was aimed at getting students' perception about doing writing through guided writing technique and their feeling when guided writing was used as a technique to minimize their errors in writing hortatory exposition.

3.6 Validity and Reliability

Validity and reliability aspects should be taken into account in qualitative research. It is related to the collected data. To have the best validation of the data, the researcher applies the process of collecting data in line with the two steps of completing the data stated in the research instrument. Ratcliff (1995) in Setiyadi

(2002: 28) proposes two steps to maintain validity and reliability aspects which come to: (1) checking the collected data as many times as needed, (2) writing or transcribing the data and rechecking them.

For measuring the internal validity of research finding, the researcher employs some steps: (1) explain clearly and give more examples and rationales of the research finding, (2) recheck the collected data and consult the problem with the expert, (3) take note on the data and document it.

While to have external reliability, the activities done are: (1) explaining clearly the subject of the research, (2) explaining the related patterns and the terms explicitly, (3) explaining the instruments of the data collection as well as its analysis.

3.7 Crosscheck by Inter Rater

In order to avoid subjectivity in determining the errors and in giving correction, the researcher uses inter rater to check the students' error in writing hortatory exposition. The inter rater is one of English teacher in SMA Negeri 9 Bandar Lampung. She is an experienced teacher who has been teaching for more than 10 years. She completed her S1 degree at the University of Lampung.