

III. METHODS

This chapter discusses about the following topics: research design, subject of the research, research instrument, data collecting technique, and data analysis.

3.1. Design

This research used descriptive qualitative design. Leedy (1974) states that a descriptive method simply looks with intense accuracy at the phenomenon of the moment and then describes precisely what the researcher has seen. In this research, the researcher tries to find the phenomena which occur in writing recount texts. Descriptive research concerned with providing description phenomena that occur naturally without the intervention of an experiment or an artificially contrived treatment (Selliger and Shohamy, 1989:116). This design was intended to describe phenomena or problems in learning English. Referring to the statement, the researcher described the students' error in writing recount texts. In this research, the researcher analyzed the errors based on linguistics category taxonomy, surface strategy taxonomy, and communicative taxonomy.

3.2. Subject of the research

The researcher used one class as the subject at the first grade of SMAN 1 Pesisir Tengah in the 2013/2014 academic year. There were nine classes in the

first grade of SMAN 1 Pesisir Tengah. The researcher chose class X4 which consisted of 32 students. According to KTSP curriculum, the first grade students of senior high school must study about recount text in the first semester and junior high school.

3.3. Instrument and Data Collecting Technique

In order to collect the data, the researcher used a research instrument; the aim was to get the data of students' errors accurately. The instrument of this research was writing task. By using this instrument, the researcher could see the data objectively. The researcher asked the students to write a recount text based on the topics given. The students chose one of three topics. The topics are: a) My unforgettable moment, b) My last holiday, c) My happiest experience. The students chose the topic freely so that it was expected they were able to express their feeling, thinking, ideas, or opinions in their writing. After giving writing a task to the students, the researcher also interviewed the students.

a) Writing Task

1. Choose one of three topics to write your recount text!

The topics are:

- a. My unforgettable moment
- b. My last holiday
- c. My happiest experience

2. You should write a recount text in three paragraphs. Each paragraph consists of ten sentences or approximately 80 words.
3. Your time allocated is 90 minutes.

b) Interview

Interview is a kind of verbal communication used to gain information. The researcher asked the students some questions in an interview. Its aim was not to differentiate the mistake and error, but to find out 1) the students' difficulties in their writing, 2) the source of the errors in their writing, 3) the effort that they may do to minimize the errors.

3.4. Data Analysis

The researcher analyzed the data. The steps of the data analysis were:

1. Collecting the data from the students' works

After the students finished their writing, the researcher collected their works. Then, the researcher checked the students' task to recognize the errors.

2. Identifying students' errors

The researcher identified the students' error by underlining and giving code by using alphabetical number, e.g. (V) stands for verb errors, (D) stands for determiner errors, (Pro) stands for pronoun errors, (Prep) stands for preposition errors, (PC) stands for possessive case errors, (N) stands for number errors, (VC) stands for verb construction errors, (O) stands for omission errors, (A) stands for addition errors, (MF) stands for misformation errors, (MO) stands for misordering errors, (G) stands for global error and (L) for local error.

For example:

He afraid

O

That nominal sentence is grammatically incorrect because in that sentence there is an item omitted. There is no *to be* in that sentence. So to complete the gap between word 'he' and 'afraid', it should be filled with "is". The correct sentence is *He is afraid*.

My brother buys fishes

A

The sentence above is grammatically incorrect because the word 'fish' belongs to irregular noun. Therefore the plural form of 'fish' is fish, since there is no change of the plural form of the word 'fish'. The correct sentence is *My brother buy fish*.

Meri has many childs

MF

The sentence above is grammatically incorrect because the word 'childs' is not a plural form of 'child'. But it should be changed into 'children'. The word 'children' is an irregular plural noun. The correct sentence is *Meri has many children*.

I hate friend her

MO

In that sentence, the word 'friend her' is misplaced each other. The right grammatical order of those words should be 'her friend'. The correct sentence is *I hate her friend*.

I in live Palembang

G

The order of 'in live' in the sentence above is incorrect. Wrong order of 'in live' affects overall sentence organization. As a result it changes the meaning of the sentence. So it can hinder the communication significantly. The correct sentence is *I live in Palembang*.

It was a awful thing in my life.

L

In that sentence, the word 'a' is not proper, while the meaning is clear. It is grammatically incorrect, although it does not hinder communication meaningfully. The article 'a' should be changed into 'an', since it is followed by the word preferred by letter pronounced vocal. The correct sentence is *It was an awful thing in my life*.

3. Classifying errors

After identifying students' error, the researcher classified the errors. The aim was to find out the frequency of errors. Each error is classified based on linguistics category taxonomy, surface strategy taxonomy, and communicative effect taxonomy. Based on linguistics category taxonomy, the errors were classified into morphology and syntax. Based on surface strategy taxonomy, the errors were classified into omission, addition, misformation, misordering. While based on communicative effect taxonomy, the errors were classified into global error and local error. (*See table 1,2,3 appendix 3,4,5*)

4. Calculating the percentage of students' errors.

- a. Calculating the percentage of students' errors in every types of error based on linguistic category taxonomy, surface strategy taxonomy, and communicative effect taxonomy. They are the percentage of syntax (PS), the percentage of morphology (PM), the percentage of omission (PO), the percentage of addition (PA), the percentage of misformation (PMF), the percentage of misordering (PMO), the percentage of global error (PG), the percentage of local error (PL).

Here is the formula:

$$PS = \frac{\text{total syntax error}}{\text{total error}} \times 100\%$$

$$PM = \frac{\text{total morphology error}}{\text{total error}} \times 100\%$$

$$PO = \frac{\text{total omission}}{\text{total error}} \times 100\%$$

$$PA = \frac{\text{total addition}}{\text{total error}} \times 100\%$$

$$PMF = \frac{\text{total misformation}}{\text{total error}} \times 100\%$$

$$PMO = \frac{\text{total misordering}}{\text{total error}} \times 100\%$$

$$PG = \frac{\text{total global error}}{\text{total error}} \times 100\%$$

$$PL = \frac{\text{total local error}}{\text{total error}} \times 100\%$$

- b. Calculating the percentage of frequency for each type of error based on surface strategy taxonomy and communicative taxonomy with this formula:

$$\frac{\text{Total Errors}}{\text{Total Words}} \times 100\% = \dots\dots\dots\%$$

(Nation, 1981:58)

(See table 4, appendix 6)

3.5. Crosscheck by The Rater

In order to avoid the subjectivity in giving correction, the researcher used the rater to check the students' errors in writing. The researcher compromised to the rater in determining and correcting the errors of the students' writing. The rater was Yosi Sandewan, S.Pd. the English teacher of SMAN 1 Pesisir Tengah. He graduated from English Department of STKIP PGRI Bandar Lampung. He has been teaching English for eight years.