

III. RESEARCH METHODS

3.1 Research Design

The strategy used in this research was descriptive qualitative. This strategy tried to solve the problem nowadays, which had actual characteristic. Because of this characteristic, the writer did not use the hypothesis as temporary answer to solve the problem. The work way of descriptive qualitative was collecting the data, arranging the data and interpreting the data. Qualitative research was concerned with description.

According to Hornby (1995: 734) method means way of doing something. Meanwhile, research is investigation undertaken to discover new fact, get additional information, etc.

Based on the definition above, the meaning of research method in this study was the way to discover new fact, get additional information. Every research had its own method which depended on the aim of the research and the nature of the topic.

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

3.2 The subject of the Research

The subject of this research were the students of the first semester in the first year of learning year 2012/2013 of SMA YP UNILA Bandar Lampung. From the eleven classes of class X the writer only used one class, Class X2. The class consisted of 33 students. 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.

The classification of this research was on surface strategy taxonomy.

3.3 Data Collecting Technique

In collecting the data, the writer had applied one instrument to elicit students' grammatical errors. The instrument was writing test. The reason why the writer used writing test as the instrument was that through writing the students created their sentences and really put their knowledge of structures in their writing. Therefore, it would be easier for the writer to analyze and classify the data. The students had been assigned to write a recount text. The instrument was expected in line with the scope and function.

1. Writing test

The test was used to gather the data accurately on students' writing. In this case the writer gave a writing test to the students by giving three topics to be chosen, they are: (1) Unforgettable Experience, (2) Last Holiday, (3) Unforgettable Birthday. 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 100 - 200 words or around three paragraphs with at least five to seven sentences in each paragraph, in 90 minutes. Their writing was analyzed for errors on the basis of surface strategy taxonomy.

3.4 Data Collecting Technique

1. Determining the subject of the research

The subject of this research was the first year students' of SMA YP UNILA Bandar Lampung, but the writer took only one class. Class X 2, was taken as the subject. The class consisted of 33 students.

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. Analyzing the data

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

3.5 Data Analysis

In analyzing the data, the writer used errors analysis method. Corder (1981) suggests the following steps to conduct an errors analysis research:

1. Collecting of the data

Data collection was done by giving writing test, the writer got the data, which was needed.

2. Identifying of errors

The errors were identified by underlying the errors that learner made

3. Classifying of errors

The errors that have been found were grouped and stated the classes of the errors

4. Explaining of errors

The errors were explained by establishing the source of the errors and calculating how often the errors appear

5. Evaluating of errors

The errors were evaluated and tabulated by step involves, then they were drawn conclusion

Based on the steps of error analysis method above, the data was analyzed as follows:

(1) Collecting the data

By giving writing test, the writer got the data, which was needed.

(2) Identifying of errors

In this step, the writer studied the acquired data and tried to find out the grammatical errors by underlying the errors. The writer tried to analyze the data as objective as possible.

(3) Classifying of errors

The errors were classified based on Surface Strategy Taxonomy

(4) Cross Checking by inter raters

In order to avoid the subjectivity in giving correction, the writer used inter rater to check the students' errors in writing recount text.

(5) Ranking the errors

The writer arranged the students errors based on the students' name alphabetically

(6) Calculating of the errors

In this step, the writer calculated the errors in order to know how frequent these errors had been made by the students of immersion class in the first grade of SMA YP UNILA. In calculating the frequency of these each error, the writer employed the following formula:

$$P = \frac{n1}{\sum N} \times 100\%$$

in which,

P : percentage of each error

N1 : total of the given error

$\sum N$: total of the whole errors

By calculating the frequency of each error, the writer could identify the most frequent errors and the least frequent errors made by the students.

(7) Tabulating the result

Once the errors were calculated and arranged, the writer tabulated the result of the analysis. This table was meant to ease the identification of the percentage of each

error. Therefore, the result of the analysis of the grammatical errors in recount writing made by the students of immersion class in the first grade of SMA YP UNILA was presented in the form of a table.

n Stu den ts' Co de	Errors In Writing Recount Text				Total
	Omission	Addition	Misformation	Misordering	
A.					
B.					
C.					
	T1	T2	T3	T4	GT

T1 = Total of omission errors

T2 = Total of addition errors

T3 = Total of misformation errors

T4 = Total of misordering errors

GT = T1+T2+T3+T4

Based on the table, the frequency was counted using the formula for percentage of omission (Po), percentage of addition errors (Pa), percentage of misformation (Pmf), percentage of misordering errors (Pmo) in writing recount text.

$$Po = \frac{T1}{GT} \times 100\%$$

GT

$$Pa = \frac{T2}{GT} \times 100\%$$

GT

$$Pmf = \frac{T3}{GT} \times 100\%$$

GT

$$Pmo = \frac{T4}{GT} \times 100\%$$

GT

<u>Frequency of errors in each category</u>	x	100%	=	Percentage
Total number of errors				

Nation (1981:58)

(8) Drawing a conclusion

The last step was drawing a conclusion based on the analysis. In this step, the writer had to make a valid conclusion in the form of a brief description of the errors.