III. RESEARCH METHODS

This chapter explains about descriptive method as the research design used, subjects of the research, writing task as research instrument, data collecting technique, and the steps used for analyzing the data.

3.1 Research Design

Descriptive qualitative method was used in this research, a method used to describe a result of a process based on the category that has been determined. Leedy (1974:79) states that descriptive qualitative method is a method of research that simply looks with intense accuracy at the phenomena of the moment and describes precisely what has been observed. In this way, the data were gathered from students’ writing then were analyzed to lead to the conclusion. The description in this research discussed about the students’ error in using preposition in writing.

In describing the problems of this research, data analysis covering recognition, interpretation, reconstruction and classification was used to analyze the error, focusing on preposition and the analysis was based on surface strategy taxonomy.

3.2 Subjects of the Research

The subjects of this research were the first grade of SMAN 3 Unggulan Martapura Oku Timur in the 2nd Semester of the 2010/2011 school year. There were three
classes. The researcher chose one class and took the class sample randomly by using lottery. The technique was by writing the classes' code of all first grade students in a small piece of paper, and then those pieces of paper are rolled and put in a box. The box was shaken and then the researcher took one piece of paper, to be sample. Class X 1 was taken as a sample. The class consisted of 31 students but, when the researcher took the data, 2 students did not come.

3.3 Research Instrument

1. Writing task was used as the instrument to elicitate data on errors. 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. The students arranged their paragraphs based on the guidance given. The time for the test was 90 minutes. The students were asked to write the descriptive writing using preposition in three paragraphs. The researcher asked the students to employ as many prepositions as necessary in their writing. The topics were provided for the students to write the paragraphs. The students chose only one topic. The topics are: My Bedroom, My Classroom and My Family’s favorite restaurant.

2. Validity

Validity refers to the extent to which the test measure what is intended to measure. This means that it relates directly to the purpose of the test (Shohamy, 1985: 74). To measure whether the test has a good validity, the researcher used content validity and construct validity.
Content validity is concerned with whether the task is sufficiently representative and comprehensive for the test. In the content validity, the task given is suitable with the curriculum. The researcher used preposition that was supposed to be comprehended by the second grade of students; it was based on KTSP (School Based Unit Curriculum) of English for Junior High School. To fulfill this validity, the researcher should see the indicator of the instrument and analyze them to see whether it has represented the material that measured or not. In this research, the measuring instrument has represented all the ideas that connected with the preposition that will be measured; it means that measuring instrument has fulfilled the aspect of content validity. To know whether the task has a good validity, the task discussed with her advisors.

Construct validity examines whether the task is actually in line with the theory, meaning whether the task is in line with the school curriculum. In this research, the researcher used the preposition that is supposed to be comprehended by grade VIII students of junior high school. The material was under topic of my favorite place which was representative of preposition material based on the curriculum used in Junior High School, School Based Unit Curriculum (2006).

3.4 Data Collecting Technique

In collecting the data, the writer used writing task. In this task, the researcher asked the students to write descriptive paragraphs based on the topic given. The researcher asked the students to employ as many prepositions as necessary in their writing. This task is aimed at determining students’ errors in using preposition. After giving the task, the researcher took notes about the students’ errors and
calculates the frequency and percentage of students’ errors based on surface strategy taxonomy.

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. The sentences which use inappropriate preposition were considered as the errors.

2. Interpretation: the writer interpreted each preposition appearing in the students’ writing in order to know what the students meant and considered whether it was correct or not and whether it needed 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 : OM
   - Addition : AD
   - Misformation : MFS
   - Misordering : MO

5. Counting the total number of errors:

After the evaluation of each subcategory is done, the frequency and the percentage were counted in order to determine which category of errors is committed most frequently by the students. Individual recapitulation is used as the basis of calculation of the class recapitulation. Then, the percentage of each category is calculated by using the following formula:
After giving the percentage in each type of errors based on surface strategy taxonomy, the writer put the result in the table of frequency.

**Table 2. The Frequency and Percentage of Students’ Errors in Using Preposition Based on Surface Strategy Taxonomy**

<table>
<thead>
<tr>
<th>No</th>
<th>Type of Error</th>
<th>Total Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Misformation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Misordering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total error</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To achieve more reliability, triangulation was done as a means of verification. Denzin in Moleong (2000:178) distinguishes four types of triangulation: *data, methodology, investigator*, and *theoretical* triangulations. Data triangulation compares and rechecks the credibility of information through different times and with different subjects. Methodology triangulation tries to check credibility with variety of data collecting techniques or methods (Patton, 1987:329). Investigator triangulation refers to rechecking of data credibility by involving a co-researcher(s). Theoretical triangulation, on the other hand, describes a type of triangulation in which the researcher approaches the data analysis with more than one perspective on possible interpretation. Among these triangulations,
investigator triangulation was brought into play in the identification of students’ errors.

Therefore, this study had asked for assistance from a qualified English teacher Dina Mustika Rini, S.Pd. (an English teacher of SMA Al-Azhar 3 Bandar Lampung) as co-raters. Together with the co-raters, the researcher examined the students’ writing for errors and established the classification as accurate as possible.