

CHAPTER III

RESEARCH METHOD

A. Research Type

The type of this study was quantitative research. This study included to no experimental quantitative research, the researcher identifies variables but does not manipulate the variables.¹

B. Research Design

In this study, the researcher used Content or Document Analysis design. Ary et al states that

*“Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristic of the material. The materials analyzed can be textbooks, news paper, web pages, speeches, television programs, advertisement, musical composition, or any of a host of other types of documents. Content analysis is widely used in education.”*²

The researcher used this research design because the writer analyzed the students writing product.

C. Population and Sample

1. Population

The population of this study was all of students at the eighth year students of MTs Islamiyah of Palangka Raya, and consisted of three classes,

¹Donald Ary et al, *Itroduction to Research in Education: Eighth edition*, Canada: Wadsworth, Cengage Learning, 1985, p.26.

² Donald Ary et al, *Introduction to Research in Education*, Canada: Nelson Education Ltd, 2010, p.457.

there were: VIII A, VIII B and VIII C. The number of the population can be seen in the following table.

Table 3.1
The Number of Population

Class	Sum
VIII A	22
VIII B	19
VIII C	20
Total	61

2. Sample

To determine the sample, the researcher used total sampling because number of the students less than one hundred, so the total number of population will be used as the sample. According to Arikunto, if the population is less than one hundred, it is better to take all of the population as the sample or it is called as population study.³

D. Research Instruments

1. Research Instruments

In the research study, the researcher used some techniques as the research instrument. They were test and documentation

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: rineka cipta, 2002, p.112

a. Test

Test is an instrument which sets out to measure the students' performance as fairly as possible.⁴ The test should also enable the teacher to ascertain which parts of the language programme have been found difficult by the class.⁵

In this study, data is important in order to prove the study itself. By the test, the measure the students' errors of grammar in writing recount text. The form of the test was writing test.

b. Documentation

This technique is used to find out the written data which related to this study. The data will be as follows:

- 1) The result of the students' writing evaluation by error analysis in writing recount text
- 2) Syllabus of English education (writing material) for the eighth grade junior high school

2. Research Instrument Reliability

In this study the researcher used reliability in the terms of inter-rater reliability. Inter rater reliability is used to calculate the level of reliability from two scores gain from two correctors.⁶ The researcher used reliability inter-rater, because the writer just give the test one time and here the writer as one that provides an assessment of the writing test that will be given by the

⁴J.B. Heaton, *Writing English Language Test*, London: Longman, 1974, p.2.

⁵*Ibid.*

⁶Soenardi Djiwandono, *Tes Bahasa (Pegangan Bagi Pengajar Bahasa)*, Jakarta: PT Indeks, 2008, p.187.

researcher. Based on the statement above, the writer should evaluate the test by two correctors.

3. Research Instrument Validity

In this study the researcher used content validation. Content validity is essentially and of necessity based on the judgment, and such judgment must be made separately for each situation.⁷ In this study, the instrument test is suitable with the syllabus that used at MTs Islamiyah Palangka Raya. It means, the test items are arranged based on the material in the syllabus that used for the eighth year students in the school.

Standard Competence	Basic Competence	Learning Activity
12 Expressing the meaning of short functional written text in the form of narrative and recount relating to the environment.	Expressing the meaning and the rhetorical steps of short functional written essay text, accurately, fluently, and acceptably in daily life context and to access the knowledge in form narrative and recount relating to the environment	1. Writing recount and narrative text based on the draft.

⁷ Donald Ary, *Introduction to Research in Education: Third Edition*, Canada: College, 1985, p.215.

E. Data Collecting Procedures

The procedures of collecting the data were as follows:

1. The researcher gave the writing test to the students at VIII B Class on 15th September 2014 and the students at VIII A Class and VIII C Class on 16th September 2014. The sample was the eighth year students of Islamiyah Palangka Raya. The location of MTs. Islamiyah Palangkaraya was Jl. Dr. Murjani No. 75 Palangka Raya.
2. Afterward, the researcher explained the instructions and how to write in recount paragraph. For the first the students made a paragraph about their holiday by the following hints to guide the students. a. Setting or orientation (*The background information about who, where and when in the event*). b. List of events (*The chronological events*) c. Reorientation (*A summary statement that shows your personal opinion regarding the events described*)
3. The students wrote down their work on the paper.
4. The researcher collected the data from the students were in form of essay.
5. The researcher analyzed the data. To analyze the data there were two steps in analyzing error, they were: identifying errors, classifying errors, and explaining cause of errors.
6. Next, the researcher calculated the frequency and percentage of error made by students.

F. Data Analysis Procedures

In this study, there is some procedures of the data analysis will do by the writer as follows:

1. Identification of Errors

The researcher checked the sentences that the students made whether they used the simple past tense correctly or not when they described the events about their holiday. The researcher identified the errors in the students' writing. The researcher collected all grammatical errors, and then groups them into the types of grammatical errors based on surface strategy taxonomy.

2. Classification of Errors

The researcher classified the errors into type based on surface strategy taxonomy, they are:

- a. Errors of omission
- b. Errors of addition
- c. Errors of misformation
- d. Errors of misordering

3. Explanation Cause of Errors

In this step the researcher explained the cause of the errors by two categories. Those are interlingual errors and intralanguag errors are subdivided into overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

4. The researcher calculated the frequency and percentage of error made by students. Table of the frequency and percentage of students errors in recount text writing based on surface strategy taxonomy :

$$POM = \frac{\text{Total Omission X 100 \% = \%}}{\text{Total error}}$$

$$PAD = \frac{\text{Total Addition X 100 \% = \%}}{\text{Total error}}$$

$$PMF = \frac{\text{Total Misformation X 100 \% = \%}}{\text{Total error}}$$

$$PMO = \frac{\text{Total Misordering X 100 \% = \%}}{\text{Total error}}$$

Explanation :

POM = Percentage of Omission

PAD = Percentage of Addition

PMF = Percentage of Misformation

PMO = Percentage of Misordering