

CHAPTER III

RESEARCH METHOD

A. Research Type

The type of this research was quantitative. According to Sanz, states that a typical quantitative study includes quantification of constructs related to a research interest, data collection through experimental or no experimental designs, statistical data analysis, and presentation of findings related to research hypotheses.¹ This study included to no experimental quantitative research, the researcher identifies variable and may look for relationships among them but does not manipulate the variables.

B. Research Design

In this study, the writer 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 writer used this research design because the writer analyzed the students writing product. And it was formed in a paragraph.

C. Population and Sample

1. Population

¹Cristina Sanz, *Mind Context in Adult Second Language Acquisition: Method, Theory, and Practice*, Washington: Georgetown University Press, 2005, p. 21.

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

The population of this study was all of students at the ninth year of MTs Darul Amin Palangka Raya and consisted of two classes, there were: IX A and IX B. The number of the population was 51 students.

2. Sample

This study used simple random sampling. Sugiyono states that,

*“Dikatan simple (sederhana) karena pengambilan anggota sample dari populasi dilakukan secara acak tanpa memperhatikan strata yang ada dalam populasi itu”.*³ The sample was 25 students.

D. Research Instrument

1. Test

To collect the data the writer used test. The instrument used was in the form of writing narrative paragraph. In this writing test, the students made a narrative paragraph about fables. *See the appendices 3 for the detail.*

2. Research Instrument Validity

In this study the writer was used content validation. Content validity is essentially and of necessity based on the judgment, and such judgment must be made separately for each situation.⁴ It refers to whether or not the content of the manifest variables is right to measure the latent concept that is trying to measure. In this study, the instrument tests was suitable with the syllabus that used at MTs Darul Amin. It means, the test items were arranged based on the material in the syllabus that used for the ninth year students in the school.

³Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R &D)*, Bandung: Alfabeta, 2007, p.120

⁴Donald Ary, Lucy Cheser Jacobs and Asghar Razavieh, *Introduction to Research in Education: Third Edition*, Canada: College, 1985, p. 215

3. Research Instrument Reliability

In this study the writer used reliability in the terms of inter-rater reliability. Inter rater reliability was used to calculate the level of reliability from two scores gain from two testers, each did suspension was able to conducted together.⁵

E. Data Collection Procedures

Data collection procedure will one of the main duites in this study to answer the problems of the study, in collecting data, the writer used some techniques.

The procedures of collecting the data were as follows:

1. The researcher gave the writing test on 26 September 2013. The sample was the ninth year students of MTs Darul Amin Palangka Raya. The location of MTs. Darul Amin Palangkaraya was Jl. Yakut 1 No. 19 G.Obos XII Palangka Raya. The class consist of 25 students.
2. Afterward, the researcher explained how to write in narrative paragraph. For the first the students make a story about fable by the following hints to guide the students'. a. Construct your story. b. Set the setting of the story. (*where did it happen*) c. Decide the characters. (*how many? who are they? What are they like?*) d. Decide the problems (complications). (*What happened to the main characters of the story?*) e. Decide how the problems (complications) are solved. (*is it a happy /sad ending story?*)
3. The students chose the topic, and then write down their work on the paper.

⁵Soenardi Djiwandono, *Tes Bahasa*, Jakarta: PT Indeks, 2008, p.187

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 four steps in analyzing error, they were: identifying errors, describing errors, explaining errors and the last error evaluation.
6. Next, the researcher calculated the frequency and percentage of error made by students.

F. Data Analysis Procedures

To analyze the data, there are three steps in analyzing errors. Those steps are:

1. Identifying Error

The first step of analyzing errors is to identify them. To identify errors, the researcher compared the students' sentences with what seem to be normal or 'correct' sentence in the target language which correspond with the writing product.⁶ For example: 'he jumped out door' (incorrect). The correct sentence was *he jumped out the door*. In making narrative text A3 made errors in sentence with grammatical morphemes. A grammatical morpheme is the main error of A3.

2. Describing Errors

Once all the errors have been identified, the writer described and classified the errors into types. There are several ways of doing this. One way is to classify errors into grammatical categories. Another way might be to try to identify general ways in which the learners' utterance differ

⁶ Deby Irawan, *An Error Analysis on Compound Sentences Made By The Twelfth Grade Students of Senior High School 3 of Pangkalan Bun*, Unpublished Thesis, Palangka Raya: STAIN Palangka Raya, 2013.

from the reconstructed target-language utterance. In this research, the researcher did the first way. The researcher classified the errors by the surface structure of the sentence.

3. Explaining Errors

The identification and description of error are preliminaries to the much more interesting task of trying to explain why they occur. Errors are systematic to a large extent and predictable to a certain extent. The mother tongue language sometimes use another word instead of a distinct word. In this step the researcher explained the source of the errors by four categories. Those are developmental, interlingual, ambiguous, and other errors.