CHAPTER III

RESEARCH METHOD

3.1 Research Design

Ary et al (2009:19) say that scientific research is the application of the scientific approach to studying a problem. They further state that educational research is the application of the scientific approach to the study of educational problems. Educational research is the way in which people acquire dependable and useful information about educative process. It can be concluded that is to discover general principles or interpretations of behavior that people can use to explain, predict, and control events in educational situations-in other words, to formulate scientific theory.

Educational research is typically classified into two broad categories: quantitative and qualitative research. The research design used in this study is descriptive qualitative research. According Ary et al (2009:22), qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings. This study is designed to make a description about a phenomenon objectively as it exists.

Moleong (2005:6) concludes as follows:

Penelitian kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian misalnya perilaku, persepsi, motivasi, tindakan, dll., secara holistic, dan dengan cara deskripsi dalam bentuk kata-kata dan bahasa, pada

suatu konteks khusus yang alamiah dan dengan memanfaatkan berbagai metode ilmiah.

Based on the definitions above, qualitative research describes about the social phenomena happened of the human participants by holistic, like as behavior, perception, motivation, action, etc in natural settings.

This study is a non-experimental one. It is not directed towards testing hypothesis. The purpose of this study is to know the common errors in descriptive text made by the first students of MTs Negeri Krian. This study is intended to identify, classify, and describe the errors on descriptive text. The student errors are, then classified into their types regarding to the surface strategy taxonomy. The next, it will be predicted the possible reason for the errors to take place. The last is to find the dominant error made by the student.

3.2 Subject of the Study

The subject of the study is the first year students of MTs Negeri Krian. There are several classes of first year which consist of 36 students each class. The writer takes one class as the sample randomly, that is class 7A. The sample taken is only 30 students. The subject is the same, no subject which is specialized. They are considered having the same characteristic with other classes since they have been taught English by the teacher with the same material and the same learning facility. They also have learned the four skills in English learning; listening, speaking, reading, and writing. Therefore, it is assumed that they have average competence in English.

3.3 Instrument of the Study

The instrument of the study is writing task made by the first year students of MTs Negeri Krian. In this case, the writer ordered the students to compose the description text writing. The text should be minimally two paragraphs. The writer used the writing task as the instrument of the study, since it requires the students to organize their own idea and their own words.

3.4 Data Collection Technique

In this study, the data is student's assignment of descriptive text. There are some techniques to collect the data. They are observation, questionnaire, interview, test, and documentation. In this study, the writer collected the data by using test. It is written test in building up the descriptive text. The data were collected in April 2014. The topic of the descriptive text that was consulted with the English teacher of MTs Negeri Krian before it would be tested.. The test was made and held by the teacher's help. The teacher also helps to conduct the situation of the class. Therefore, the students did the test seriously.

3.5 Data Analysis

After the data from the result of the test were collected, they were analyzed. The procedures to analyze the data are as follows:

3.5.1   Identification of errors

After collecting the data, the writer identified the data of the student's error in descriptive composition. The data was identified using the grammar of English, especially the rules of English present tense construction. The writer identified the students' composition by reading and learning. The data was

analyzed per sentence. The writer underlined the students' composition which indicated the errors.

In this study, errors were defined as the systematic deviations due to the learner's developing knowledge of the second language rule system or the norms of the target language, without consider what the characteristics or causes of the deviation might be. In identifying the error, there was possible that the students omit the necessary morpheme, add the unnecessary morpheme, misform morpheme and might misorder morpheme.

3.5.2   Classification of the errors

After identifying the errors, the writer classified them into their types. The errors were classified by comparing the original forms made by the students with the reconstruction of those form in the table of errors. It can be seen in table below:

Table

Analysis the Descriptive Text (Dulay, 1982:150)

Sentence	Correction	Types of errors				Cause of errors
		Omission	Addition	Misformation	Misordering	

They are indicated into which types the errors. The classifications of error are based on Dulay's theory (1982:150) "Surface Strategy Taxonomy" in which the errors are analyzed into error of omission, error of addition, error of misformation,

and error of misordering. In this step, the writer described and explained the classification of the errors.

3.5.3 Prediction of Cause of errors

In predicting the cause of errors, the writer based on Richard's theory (1974:174-178). To predict the possible causes of errors, the errors that have been classified in their types, are observed by seeing the type of the error itself. They could be categorized into over-generalization, ignorance of rule restriction, incomplete application of rule, and also false concept hypothesis. One type of error could be caused by more than a possible cause.

3.5.4 Calculation of the errors

The next step, after classifying the error, the frequency of error was counted in order to know the dominant errors to take place. The percentage formula was presented by Anas Sudjiono in Trilisnawati thesis (2010) as follows:

$$P = \frac{F}{N} \times 100\%$$

Notes: P = Percentage

F = Frequency of errors occurrence

N = Number of observed sample