

CHAPTER III

RESEARCH METHOD

This chapter is designed to give description of some steps in conducting this research. The description involves Research Design, Subject of the research, Source of the data, Research Instrument, Data collection technique, and Data Analysis.

3.1 Research design

The research designed used in this research was descriptive qualitative. Descriptive studies are design to collect information concerning with the current phenomenon. The main goal of this research design is to identify the nature of a phenomenon that exist at the time of research. Therefore, it is correct to use this research design for this study because this research is conducted to identify the students' errors, classified the errors into some types of the errors. The data which described was come from narrative text made by the eighth grade of SMP Al Islam Krian. The data were in the form of words. So the researcher applied qualitative method. The qualitative data are in the form of words or pictures rather than numbers (Fraenkel and Norman, 2003:444). The researcher only collected the students' writing, analyzed and organized them. Thus the researcher intended to investigate the grammatical error in narrative text made by eighth grade of Al Islam Krian.

3.2 Subject of the research

The subject of the research was the 8th grade of SMP Al Islam Krian. The researcher chose them because researcher wanted to know what types of errors that usually occur in students' writing. The researcher tried to analyze junior high school students' composition on narrative text, because they were prepared to learn English in the Senior high school. There are 30 students in the class.

3.3 Source of the data

The source of the data in this research was documents of students' composition of narrative texts written by eighth grade students of SMP Al Islam Krian. The data of the research were the errors found in the students' narrative composition.

3.4 Research Instrument

The instrument of the research is writing test given to the student, the researcher give a test to the eighth grade students of SMP Al Islam Krian. The researcher asked the students to write English narrative text using simple past tense in a piece of paper. The students were asked to make narrative writing and the topic has been selected by the researcher. The topic was Cinderella, the topic was chosen because this test would be easier for the students. Then, the students' assignments were collected. From this, the researcher started to analyze the common errors made by students in narrative writing by using simple past tense. The researcher also used a checklist to find the type of errors easily. Here is the table of the checklist:

Table 3.1

Students' error type and causes of error on the use of simple past tense

Sentence	Correction	Types of error			
		O	A	MF	MO

Note:

O : Omission

A : Addition

MF : Misformation

MO : Misordering

3.5 Data Collection Technique

The narrative compositions were collected from students. The data were collected on Saturday, March 8th 2014. In collecting the data, the researcher asked the English teacher of class VIII A for permission and borrowed the students' writing task narrative text. The teacher's help was needed to supervise the test. The test was given by the teacher. Since it was necessary to create a situation so as to make the students unaware that they were being observed and to get the valid data, so the test administration was done by the classroom teacher and the students who were expected to do the test seriously. Then the researcher made copies, after that it was classified by using surface strategy taxonomy.

3.6 Data Analysis

After the data were collected, then they were analyzed. The ways to analyze the data, the researcher used several steps. The first one was identifying errors. The researcher identified the errors of grammatical structure which were found in

students' narrative texts. The second ones were classifying errors. The errors which had been identified were classified based on the theory of Dulay et al (1982:150) the classification are based on "surface strategy taxonomy" in which the errors were analyzed into error of omission, error of addition, error of misformation, and misordering. Here, the researcher focused on the generic structure of narrative text. After classifying the data, the researcher counted the frequency of each type of error made using descriptive analysis technique (percentage), the formula is shown below (Levin and fox in Rahmawati, 2009:30) :

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

Where:

f = The total of error in each type

N = The total of occurrences of errors

P = The total percentage of errors

Finally, the researcher made conclusion based on the research finding by describing the result of the research.