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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The design of this research was a descriptive research consisting one variable (independent variable) was the students' grammatical errors in speaking performance at the second semester of English education department of UIN SUSKA RIAU. Syafi'i (2006) in Daflizar (2011) said that the descriptive method is a kind of method that involves the collection of data for the purpose of describing existing condition. Furthermore, Syafi'i (2006 p. 173) states that descriptive study is an investigation, which tries to describe the existing conditions, phenomena, events and so forth. This research tries an analyzing and describing the students' grammatical errors in speaking performance by using percentage of students' grammatical errors on students' speaking performance at the second semester of English Education Department UIN SUSKA Riau, the researcher uses quantitative research which a case study method to conduct this research. In analyzed students' grammatical errors, the researcher used test as an instrument.

#### B. The Location and The Time of Research

This research was conducted at the second semester students' of English education department of UIN Suska Riau. It is located at H.R Soebrantas street number 155 km. 15 Simpang Baru, Panam. It was conducted from May to June 2018.

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### C. The Subject and The Object of The Research

The subject of this research was the second semester students of English education department of UIN Suska Riau, while the object of the research was students' grammatical errors in speaking performance.

### D. The Population and the Sample of the Research

#### 1. Population

The population of this research is the second semester students of English Education Department of UIN Suska Riau. They consist of five classes. They are II A, II B, II C, II D, and II E. The total numbers of the population are 171 students.

**Table III. 1**  
**Total Population of the Second Semester in English Education Department of UIN SUSKA RIAU**

Number	Class	Number of Students
1	II A	33
2	II B	32
3	II C	37
4	II D	35
5	II E	34
<b>Total of Population</b>		<b>171</b>

#### 2. Sample

The population above is large enough to be taken as sample of this research. According to Gay and Airasian (2000, p.121), they state that the sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. In this researcher, the researcher would use purposive sampling.

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According to Arikunto (2010, p.127), he states that purposive sampling is the process of selecting the subject based on the particular purpose within the defined population sharing similar characteristic. In additional, Riyanto (2001, p.81) stated that the technique of research was orientation on choosing sample that population and the purpose was specific from research is known by researcher in the very beginning.

Creswell (2012, p.208) states that there are nine types of purposive sampling (maximal variation sampling, homogeneous sampling, typical case sampling, extreme case sampling, critical case sampling, theory or concept sampling, opportunistic sampling, snowball sampling and confirming and disconfirming sampling). The researcher chooses maximal variation sampling because it is a purposeful sampling strategy in which the researcher samples cases or individuals that differ on some characteristics or traits.

Arikunto (2006, p.134) said that if the population is more than 100 persons, the sample can be taken between 10-15% or 20-25%. In this research, the writer takes 20% or 171 students or 34 students were become research sample. It consists of 33 female students and 1 male student.

**Table III. 2**  
**Total Sample of the Second Semester in English Education Department of UIN SUSKA RIAU**

Number	Class	Number of Students
1.	II E	34
<b>Total Sample</b>		<b>34</b>

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## E. Technique of Collecting Data

In this research, the researcher used the test technique as an instrument to collect the data. According to Brown (2003, p.3), a test is a method of measuring a person's ability, knowledge, or performance in a given domain.

The researcher gave oral presentation. Oral presentation is an attempt that should be made to determine the types of grammatical errors on students' speaking performance. And the researcher gave some topics; it was about the impact of Facebook, the impact of television and the impact of smoking. Then the researcher recording students' speaking performance during the students in front of class, after that the researcher transcript the students speaking performance and then the researcher was used two raters in analyzing students grammatical errors on speaking performance, the raters as the first assessor and the researcher as the second assessor. The students only have time 1-3 minutes to finish the oral presentation.

To determine validity of the test, the researcher used content validity. Content validity refers to the content and format of the test instrument. How appropriate the content or format is. Thus, the researcher gave the test based on the material that was learned by the students. The researcher prepared the test that was not difficult and not too easy. The material of the test was taken based on the lecturer's syllabus of the second semester English education department. By doing test, researcher finds the data about the grammatical errors of English Education Department students of UIN SUSKA Riau.

Before constructing the instrument of the test, the researcher considered about the validity and reliability of the instrument of the test itself, it was done in order to get the valid and reliable instruments and result of the research itself.

**Table III.3**  
**The Rubric of the Test Students' Grammatical Error in their Speaking Performance.**

No	Type of Errors	Frequency	Percentage
1.	<b>Omission:</b> <ol style="list-style-type: none"> <li>1. Surrogate subject missing: there and it.</li> <li>2. Simple predicate missing: be</li> <li>3. Object pronoun missing</li> <li>4. Subject pronoun missing</li> <li>5. Be missing</li> <li>6. Ommision of surrogate subject</li> <li>7. Underuse in negatives</li> <li>8. Do missed be</li> <li>9. Underuse in affirmative sentences</li> <li>10. Leaving out the subject</li> </ol>		
2.	<b>Addition:</b> <ol style="list-style-type: none"> <li>1. Overuse in questions and negatives</li> <li>2. Overuse in affirmative sentence</li> </ol>		
3.	<b>Misordering:</b> <ol style="list-style-type: none"> <li>1. Verb before subject</li> <li>2. Subject and object permuted</li> <li>3. Active order but passive form</li> <li>4. Passive order but active form</li> <li>5. Misplacement of after</li> <li>6. Misplacement of since</li> <li>7. Misplacement of while</li> <li>8. Misordering in subordinate constructions</li> <li>9. Misordering with reverse psychological verb</li> <li>10. Misordering with straighforward psychological verb</li> <li>11. Misordering with straightforward adjectives</li> </ol>		

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No	Type of Errors	Frequency	Percentage
	12. Misordering with reverse adjectives 13. Misordering in embedded sentences		
4.	<b>Misformation:</b> <ol style="list-style-type: none"> <li>1. Misformation of perfect and progressive aspect</li> <li>2. Passive auxiliary misformation</li> <li>3. Misformation of the next verbal word</li> <li>4. Misformation of passive verb</li> <li>5. Active order but passive form</li> <li>6. Passive order but active form</li> <li>7. Misformations with non nominative subjects</li> <li>8. Misformations without subjects</li> <li>9. Misformation of gerunds after prepositions</li> </ol>		

Source: Dulay, et al. 1982, p.150-151

## F. Validity and Reliability of the Test

### 1. Validity of the Test

The test was used for testing students' speaking performance had to have validity. According to Hugles (2013:26), the test can be said to be valid if it measures accurately what it is intended to measure. In this research, the researcher used content validity to know the validity of students' speaking performance. Brown (2003) stated that content validity is a partly matter of determining if the content that the instrument contains an adequate sample of the domain of content it is supposed to represent. Thus, the material of the test based on students' oral presentation it was taken the lecturer's syllabus of the second semester English education department. By doing the test, researcher finds the data about the

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grammatical errors of English Education Department students of UIN SUSKA Riau.

## 2. Reliability of the Test

According to Gay (2000), reliability is the degree to which a test consistently measures whatever it is measuring. It is reflected in the obtaining how far the test is able to measure the same subject on different occasions indicating the similar result.

### a. Reliability of Speaking Test

The researcher used inter-rater reliability because the researcher used two raters in assessing students' grammatical errors in speaking performance. Henning (1987) explained that if rating of students' result of the test is rater by two or more judges or raters.

Thus, to determine the reliability of the test in this research, the researcher used inter-rater reliability formula because the researcher used two raters in analyzing errors of the students' speaking performance.

According to (Cohen, 2007, p. 506), the guidelines for reliability are as follows:

**Table III. 4**  
Category of Reliability

NO	Reliability	Category
1.	>0.90	Very highly reliable
2.	0.80-0.90	Highly reliable
3.	0.70-0.79	Reliable
4.	0.60-0.69	Minimally reliable
5.	<0.60	Unacceptable low reliable

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The following table below described the reliability between scores given by two raters by using SPSS 17 version in Cronbach's Alpha.

**Table III.5**  
Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.966	2

The reliability value of the test was 0. 966. It was categorized into very highly reliable level.

### G. The Technique of Data Analysis

The data analyzed grammatical errors on students' speaking performance at the second semester of English education department of UIN SUSKA RIAU by using manual percentage.

To count the percentage of students' grammatical errors based on Dulay's classification in omission, addition, misformation and misordering, the researcher used the following formula:

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

Where:

P = Percentage

F = Frequency of grammatical error made by students

N = Total number of error (total frequent / total individual)

(Sugiyono, 2004:43)