

## Hak Cipta Diindungi Undang-Undang

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## CHAPTER III RESEARCH METHOD

### A. The Research Design

According to Robert C. Bogdan and Sari Knopp Biklen (2007:5), the method used in this research is qualitative. As Bogdan and Biklen state that qualitative is describing that data collected take the form of words or pictures rather than numbers. So that, the writer presented the data collected in words rather than numbers. Furthermore, this research was designed in a case study and she only examined a single subject like Bogdan and Biklen's statement that a case study is a detailed examination of one setting or a single subject. To get the data, the writer used test. The test was done twice to know whether it is a mistake or an error.

Finally, the data were analyzed to determine the types of errors by following Dulay's theory. In this term, error was broken down into four categories: omission, addition misformation, and misordering. While the analysis of error types is presented in tables by following James table. Futhermore, to know the frequency of occurency of each error type, the writer used descriptive analysis technique (percentage).

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

The research was conducted at the SMA Muhammadiyah 1 Pekanbaru which is located on jl Sukajadi, Pekanbaru city. The research was conducted from April to May 2017.

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### C. The Subject and Objective of the Research

The subject of the research was the Tenth Grade Students at SMA Muhammadiyah 1 Pekanbaru and the object was to find out the kinds of grammatical errors commonly made by the students in writing descriptive paragraph.

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

The population of this research was the Tenth Grade Students at SMA Muhammadiyah 1 Pekanbaru 2016-2017 in academic years. The students were divided into 3 classes. The number of the tenth grade students at SMA Muhammadiyah 1 Pekanbaru was 74 students.

**Table III.1**

**The Total Population of the Tenth Year Students at SMA Muhammadiyah 1 Pekanbaru**

No.	Class	Number of Students
1.	X IPS-1	22
2.	X IPS--2	24
3.	X IPS--3	31
	<b>TOTAL</b>	<b>77 Students</b>

The writer used purposive sampling to take the sample that was class X IPS-3. The writer only took 31 students. The English Teacher suggested IPS-3 as a sample, because another class at the tenth grade students at SMA Muhammadiyah 1 Pekanbaru is International Class. So, it is not suitable for the research.

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## E. The Technique of Collecting the Data

In this research, the writer used test to collect the data. According to Brown, test is a method of measuring a person's ability, knowledge, or performance in a given domain. The researcher used written test as an instrument. The test was administered to 31 students of the tenth grade of State Senior High School Muhammadiyah 1 Pekanbaru. The teacher reviewed the characteristic of the descriptive text, the generic structure and the language features used in descriptive text. Then, the teacher asked students to write a descriptive paragraph individually based on the time given. The written test of descriptive paragraphs was to find out the errors that students made in descriptive paragraphs. Their writing was analyzed for errors based on *Surface Strategy Taxonomy* (Omission, Addition, Misformation, and Misordering).

## F. The Validity and Reliability of the test

### 1. Validity of the test

According to Gay (1992:154), validity is the most important quality of any test. Validity is concerned with what a test measures and for whom it is appropriate. Thus, the validity of instrument is the device used to get the validity of data. It means that the instrument can be used to measure what should be measured. In this research, the researcher used content validity. According to Sugiyono (2013), content validity is used to measure achievement of the students. The test must be created based on appropriate material; it is easy to be comprehended or suitable with

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students' level (353). The test of the research was appropriate to students' errors and it was familiar materials to the students' daily life. In this research, the researcher used the material test based on the textbook that the students learned. It was descriptive paragraphs.

## 2. Reliability of the test

According to H. Douglas Brown (2003:19), reliability has to do with accuracy of measurement. Reliability is also a crucial component in a test. This kind of accuracy was reflected in obtaining similar results when measurement was repeated on different occasions or with different instruments or by different persons. We can say that the test was reliable when an examinee's results were consistent on repeated measurement. To obtain the reliability of the test, it must be known quantifying each percentage of error in the test, to find out if the test is reliable or not.

Henning (1987:83) explained that if rating of students' result of the test is rated by two or more judges or raters, the correlation between raters should be inter correlated. He adds that inter-rater reliability is a method of estimating the reliability of independent ratings.

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' writing.

**Table III.2**  
**Category of Reliability**

No	Reliability	Category
1	>0.90	Very highly reliable

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2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

In this research, the researcher used software SPSS 22 version to calculate the reliability of test.

The result of test reliability is as follows:

**Table.III.3**  
**Reliability Test**

Cronbach's Alpha	N of Items
.836	18

The reliability value of the test was 0.836. It was categorized into highly reliable level..

#### G. The Techniques of Data Analysis

The researcher used data which were analyzed by using procedures in doing error analysis. The procedures consisted of four steps based on Dulay's theory. They are collecting of the sample, identification of error and describing student's errors. This step attempts to account for why the errors occur. It means to determine the sources (causes) of the errors based on Dulay's theory. Beside that, the writer used interview as supporting data.

The procedure is evaluation of the error which means that the errors will be corrected, so the learner, who made an error, will not be stressful of getting correction. To do the last step which is quantifying each percentage of error, the formula below is used, Bluman (2004:68):

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

Note:

P: Percentage

f: Frequency of a type of error

n: Number of total errors occur

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