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CHAPTER III

RESEARCH METHOD

This chapter focuses on the methodology of the research. It presents the design of the research, location and the time of the research, subject and the object of the research, population and the sample of the research and then continues to techniques of the data collection and technique of the data analysis.

A. Research Design

The study was a descriptive research consisting of one variable that was the students' errors in writing recount paragraph at eighth grade of State Junior High School Kampar Kiri Hilir. It aimed at describing and analyzing the students' errors in writing recount paragraphs by using percentage of students' errors, and also finding out the factors that influence the students' error in writing recount paragraphs.

B. Time and Location of the Research

The location of this research was in State Junior High School 5 Kampar Kiri Hilir at Nangka Street, SP 4 Pir. This research was conducted on August 2017.

C. Subject and Object of the Research

The subject of this research was the eighth grade of State Junior High School 5 Kampar Kiri Hilir and the object of this research was an analysis of students' errors in writing recount paragraphs.

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D. Population and Sample of the Research

1. Population of the Research

The population of this research was the eighth grade of SMPN 5 Kampar Kiri Hilir. It consisted of 2 classes. The number of the eighth grade students of this school was 62 students.

Table III.1
Total population of the eighth grade students at State Junior High School 5 Kampar Kiri Hilir.

No	Class	Male	Female	Total
1	VII ¹	19	13	32
2	VII ²	18	12	30

Based on the Table III.1 above, it is clear that there were 62 students at eighth grade consisting of 37 male and 25 female.

2. Sample of the Research

Fraenkel & wallen (2009) stated that a sample in a research study is the group on which information is obtained (p. 91). In this study, the researcher used purposive sampling technique. Besides, Sugiono (2009) demonstrated that purposive sampling or another word census is to determine the sample if chosen one of the populations is used as sample (p. 68). Based on recommendation of the teacher, this class had low score then the other class. So in this research, the researcher took 30 students.

E. Technique of Collecting Data

In order to get the data, the researcher applied the test and questioners to collect the data. According to Arikunto (2006), test is used to measure the ability of object being researched (p.223).

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1. Writing Test

The researcher used written test as instrument. The test was administered to 30 at the eighth grade at State Junior High School 5 Kampar Kiri Hilir. The written test of recount paragraphs is to find out of the errors that students made in recount paragraphs. The test was instruction that researcher asked students to write about short recount paragraphs. Topics of recount paragraph were unforgettable experience, and their holiday. They had to write at least 50 words around one to two paragraphs with at least five to seven sentences in each paragraph, for about 80 minutes. They were free to create their own writing and develop a short recount paragraphs. Their writing was analyzed for errors based on *Surface Strategy Taxonomy* (Ommition, Addition, Misformation, and Misordering).

2. Questionnaires

The students were given 18 questionnaires. The questionnaires were about health in positive concept emphasizing social and personal resources, as well as physical capacities. Health problem give effect in motivation and ability students to learn. Number of items for health in this research were 6 and 12. Intelligent is the ability to learn, understand and think in a logical way about something. So, intelligent is the ability to acquire and apply knowledge and skills. Number of items for intelligence in this research were 2, 5, 10 and 18. Interest is feeling that someone want to know and learn about something. Number of items for interest in this

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research were 1 and 16. Motivation is one of the most important factors in second language acquisition if students have low motivation in learning will make their to achievement low because motivation is an essential factor in learning. Number of items for motivation in this research were 8 and 11. Learning style is the way in which each individual learner begins to concentrate on, process, absorb, and retain new and difficult material. Number of items for learning style in this research were 3 and 17. Parents or family situation affect the success of children in family. These include economic stability, changes in family relationships, parental attitudes toward education and incidents of child abuse. Number of items for learning style in this research were 4 and 15. Social, if society consist of educated people, especially their children are high school and good moral, it will encourage children to study hard. Number of items for social in this research were 7 and 13. And environment, a supportive environment effects directly to learners' language competency. Number of learning style in this research is 9 and 14. (Djaali 2011, p. 99), the influential factors in learning. Questionnaires were used to find out which factors that most cause students' errors in writing recount paragraphs.

F. Validity and Reliability

1. Validity of Test

Hughes (2003) stated that a test is said valid if it measures accurately what it is intended to measure (p.26). In this research, the researcher used content validity. According to Sugiyono (2013), content

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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 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 textbook that the students learned. It was recount paragraphs.

2. Validity of Questioners

To analyze the validity of data, the researcher used Ms. Excel. The researcher consulted with r_{table} at significance level of 5% ($\alpha = alpha = 0.05$). There were 30 students, meaning that $N=30$ with $df = N - 2 = 30 - 2 = 28$. The writer took df 28, so r_{table} acquired was 0.374. it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

Based on the try out result of the instrument validity to the 18 items, it showed that all of the items were valid. It means that the instrument questionnaires could be used in this research. The following table is the result of the instrument questionnaire.

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Table.III.2
Data of Validity Questionnaire

Number of Item	r_{item}	r_{table}	Result
1	0.611699	0.374	Valid
2	0.520406	0.374	Valid
3	0.453667	0.374	Valid
4	0.725357	0.374	Valid
5	0.505308	0.374	Valid
6	0.616397	0.374	Valid
7	0.484753	0.374	Valid
8	0.502004	0.374	Valid
9	0.446471	0.374	Valid
10	0.525853	0.374	Valid
11	0.530727	0.374	Valid
12	0.521427	0.374	Valid
13	0.492074	0.374	Valid
14	0.472412	0.374	Valid
15	0.496484	0.374	Valid
16	0.612896	0.374	Valid
17	0.635292	0.374	Valid
18	0.705588	0.374	Valid

3. Reliability of Test

Creswell (2012) said that reliability means that scores from an instrument are stable and consistent (p.159). Henning (1987) 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 (p.83). 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.

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Table III.3
Reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
.784	2

The reliability value of the test was 0.784. It was categorized into reliable level.

4. Reliability of Questioners

A test must be reliable as a measuring instrument. Realibility is a necessary characteristic of any good test. Brown (2004, p. 20) said that a reliable test is consistent and dependable. It means the test should have similar results when the tester gives the same test to the same respondent on two different occasions. According to Cohen et.al, (2007, p. 522), the guidelines for reliability is 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	Unacceptably low reliability

In this research, the researcher used software SPSS 23 version to calculate the reliability of test. The result of test reliability is as follows:

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Table.III.5
Reliability of Questioners

Reliability Statistics	
Cronbach's Alpha	N of Items
.863	18

The reliability value of the questionnaire was 0.863. It was categorized into high reliable level.

G. Technique of Data Analysis

The researcher used descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with number of cases. The data analysis of this research was researcher used percentage. To count the percentage of students' errors and factors that cause students' errors, the researcher used the following formula:

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

Notes:

P: Percentage

F: Frequency of errors

N: Number of students