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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

This is a descriptive quantitative research, which has only one variable. In this research, the variable is students' errors in understanding simple past tense in narrative text. According to Cholid (2013), descriptive research aimed at trying to express the existing problems based on the data. The variable is analyzed and investigated to know the errors made by the students at the tenth grade of SMAN 1 Hulu Kuantan.

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

This research was conducted in April 2019. The location of the research was at Senior High School 1 Hulu Kuantan located in Sampurago, Hulu Kuantan, Kuantan Singingi Regency.

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

1. The subject of this research is the tenth grade students of Senior High School 1 Hulu Kuantan in the academic year 2018/2019.
2. The object of this research is the students' errors in understanding simple past tense in narrative text.

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

##### 1. Population of the Research.

The target population of this research was the tenth grade students of Senior High School 1 Hulu Kuantan. There were 189 students consisted

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7 classes. The specification of the population can be seen on the table below:

**Table III.1**  
**The Population of the Research**

Class	Number of Students
X. MIA 1	27
X. MIA 2	27
X. MIA 3	27
X. IIS 1	27
X. IIS 2	27
X. IIS 3	27
X. IIS 4	27
<b>Total</b>	<b>189</b>

**2. Sample of the Research**

According to Arikunto (2006), if the amount of the subject was more than 100 it is better to take 10-15%, 20-25% or more than it and if it is lower than 100 subjects, it must be taken all. So, the sample of this research was 37 students chosen 25% of population.

To take the sample, the researcher used simple random sampling. Freenkle, Allen, & Hyun (2012) stated that simple random sampling is every member of the population has an equal and independent chance of being selected as the sample. Then, to be equal for each class, it was taken 6 people randomly or 25% for each class.

The specification of the population can be seen on the table below:

**Table III.2**  
**The Sample of the Research**

Class	Number of students	Sample
X. MIA1	27	6
X. MIA 2	27	6
X. MIA 3	27	5
X. IIS 1	27	5
X. IIS 2	27	5
X. IIS 3	27	5
X. IIS 4	27	5
<b>Total</b>	<b>189</b>	<b>37</b>

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## E. Technique of Collecting Data

In this research, the writer used a test as the technique for collecting the data. According to Brown (2007, p.3), a test means a method of measuring of a person's ability, knowledge or performance. The writer used the test to find out the ability and errors of the students in understanding simple past tense in narrative text. It was determined by having some questions dealing with simple past tense in narrative text. To collected the data from the sample, the writer used Gap-fill/ fill in the blank form of paragraph which they have to choose one correct answer to fill the gap. This kind of test is best used to measure the students' errors in understanding simple past tense in narrative text since the learner can use their knowledge of vocabulary to fill the gap where the gap may be used as an additional clue to the answer.

**Table III.3**  
**Blue Print of the Test**

No	Aspects	Number
1	Omission Error in understanding Past tense in Narrative texts	1,5,9,12,16, 22
2	Addition Error in understanding Past tense in Narrative texts	2,6,13,17, 19, 23
3	Misformation Error in understanding Past tense in Narrative texts	3,7,10,14, 20, 24
4	Misordering Error in understanding Past tense in Narrative texts	4,8,11,15,18, 21

### 1. Validity of the Test

Cresswell (2011) stated that validity is the individual's score from an instrument that make sense, meaningful; enable you, as the researcher, to draw conclusion from the sample you are studying to the population. It means that validity is the extent to which inference made from assessment results are appropriate, meaningful, and useful in the terms of the purpose of the assessment.

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To analyze the validity of the test, the researcher conducted a try out to 28 items by handing them to 37 students who are not included in the research sample. The researcher used SPSS 21.0 program to analyze the data. The researcher compared  $r$  value to  $r$  table at significant level of 5% is 0.325. The  $r$  value of each item should be higher than the  $r$  t to be considered as a valid question. If the value of  $r$  on the analysis of less than  $r$  table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected items accepted or valid and the others were rejected or invalid, 24 questions are valid and the rest are dropped. The dropped items are statement number 19,21, 25, 28. These items were dropped because the scores are under 0.325 as displayed the table below. Thus, there are 24 items of the test used to test students' errors in understanding simple past tense in narrative text.

**Table III.4**  
**The Result of Validity Analysis**

Item No.	R value	R table	Status
Question1	0.434	0.325	Valid
Question2	0.798	0.325	Valid
Question3	0.561	0.325	Valid
Question4	0.785	0.325	Valid
Question5	0.706	0.325	Valid
Question6	0.784	0.325	Valid
Question7	0.770	0.325	Valid
Question8	0.766	0.325	Valid
Question9	0.674	0.325	Valid
<b>Question10</b>	<b>0.080</b>	<b>0.325</b>	<b>Invalid</b>
Question11	0.594	0.325	Valid
Question12	0.748	0.325	Valid
Question13	0.594	0.325	Valid
Question14	0.636	0.325	Valid
Question15	0.768	0.325	Valid
Question16	0.798	0.325	Valid
Question17	0.738	0.325	Valid
Question18	0.455	0.325	Valid
<b>Question19</b>	<b>0.172</b>	<b>0.325</b>	<b>Invalid</b>
Question20	0.737	0.325	Valid
<b>Question21</b>	<b>-0.084</b>	<b>0.325</b>	<b>Invalid</b>
Question22	0.721	0.325	Valid
Question23	0.710	0.325	Valid
Question24	0.798	0.325	Valid
Question25	0.760	0.325	Valid
Question26	0.594	0.325	Invalid
Question27	0.792	0.325	Invalid
<b>Question28</b>	<b>-0.249</b>	<b>0.325</b>	<b>Invalid</b>



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## 2. Reliability of the Test

According to Cohen (2000), reliability is basically a synonym for consistency and replicability over period of time, over instruments, and over groups of defendants. Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. The characteristic of reliability is sometimes termed consistency. The reliability of instrument in this research was measured through internal consistency reliability. According to Cresswell (2012), internal consistency reliability is the instrument administered once; using one version of the instrument. The table below is the categories of reliability test used in determining the level of reliability of the test.

**Table III.5**  
**The level of Acceptable Reliability**

No	Reliability	Level of Reliability
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion, & Morison, 2007, p.506)

To obtain the reliability of students' errors in understanding simple past tense in narrative text, the researcher used SPSS 21.0 Program to find out whether the questionnaire was reliable or not.

**Table III. 6**  
**The Reliability Statistic of the Test**

Cronbach's Alpha	N of Items
0.922	24

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From the table above, it can be seen the value of Cronbach's alpha is 0.942. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is very high.

## **F. Technique of Analyzing the Data**

In this research, the writer analyzed students' errors in understanding simple past tense in narrative texts at the tenth grade students of SMA N 1 Hulu Kuantan. Students' answers were checked after they answered the questions given by the researcher and the researcher also analyzed the percentage errors by using the list of errors, the two formulas as follows:

- 1) To calculate students' score for each student in understanding past tense, the formula according to Sudijono (2010) as follows:

$$\text{Total score} = \frac{\text{correct number}}{\text{number of items}} \times 100$$

- 2) To know the percentage of students' errors in understanding simple past tense for each type of errors, the following formula was used.

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

P = Percentage of error

F = Frequency of error made by the students

N = Total number of error.