

CHAPTER III METHODOLOGY

3.1 Research Method

A research method may be understood as all those methods or techniques that are used in the research. In other words, all those methods which are used by researcher during the course of studying her research problem are termed as research methods. The research method which is used is descriptive qualitative method. According to Basrowi and Suwandi (2008:1), qualitative research is a research that produce findings which cannot be achieved by statistical procedures or other quantification ways. Furthermore, Moleong (1988:5), “the qualitative descriptive study is the method of choice when straight descriptions of phenomena are desired”. In addition, according to Creswell in Noor (2012: 34), qualitative research as a complex describe, research the words, detailed reports of respondent views, and conduct studies on natural situations. Qualitative research is descriptive research and than to use analysis with inductive approach. The description research is the analysis of students’ grammatical errors in translation narrative text.

3.2 Place of the Research

This research was conducted in SMA Hang Tuah North Lampung academic year 2017/2018 which is located on Prokimal KM 11 North Lampung.

3.3 Data Resource

In this case, data resource in this research was taken from the second year students of SMA Hang Tuah North Lampung. The writer chose this grade because they have studied the past tense and have been taught several types of writing, especially translation narrative text at the first year. Based on the data which is gotten from administration staff, the number all the students of second year students of SMA Hang Tuah is 180 students. The writer chose XI.2 Social Class as the representative of the all second year students because in this class the students' motivation in studying English especially in translation ability is still low, the students have lack vocabulary to practice translation narrative text, having lack of grammar in other class. In addition, this class consists of 36 students. The researcher chose SMA Hang Tuah North Lampung as a place of research because they have the problem in the translation narrative text.

According to Rossman in Sugiyono (2010:309), "The fundamental methods relied on by qualitative researchers for gathering information are participation in the setting, direct observation, in-depth interviewing, document review." The data source was taken by the writer from the students' document of writing narrative text. The document is obtained from the teacher, which is the task of translating the narrative text from the result of the students's daily task that analyzed by the writer. By using the data resource, this research is expected to give clear description about the types of students' grammatical errors In narrative text. The types grammatical errors to be analyzed by the writer consists of omission, addition, misformation, and misordering.

3.4 Research Instrument

Research instrument is important that should be considered in carrying out a research. The instrument is the generic term that writer uses for a measurement device (test, interview, questionnaire, document, field note, etc). Research instrument is a tool for measuring, observing, or documenting the data (Creswell, 2012: 151). The use of instrument in a research will determine the quality of the data of the research. Research instrument is important to get information or data about the object taken from subject of research. According to Arikunto (2010:265) “The instrument is a tool that is selected and used by researchers in conducting it is activities to collect data so that activities become systematic and facilitated by her/him self.” Furthermore, Sugiyono (2010: 306) said, “In qualitative research, the is key instrument”. Besides, Lincoln and Guba in Sugiyono (2010:306) states “The instrument of choice in naturalistic inquiry is the human. The other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product.”

The function of human instrument to define the focus of research, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data and drawing conclusions on the findings. In that human instrument assisted by using data card. Therefore, in this research, the writer collected the data of the research by data card.

3.5 Data Collecting Technique

In this research, the writer used the document as the way to collect the data. According to Rossman in Sugiyono (2010:309), “the fundamental methods relied on by qualitative researchers for gathering information are participation in the setting, direct observation, in-depth interviewing, document review. There are also non-human sources, non-human resources, such as documents, photographs and statistical materials should be given due to attention. Furthermore, documents consist of personal writings such as life histories, letters and official documents. Document is the past event note (Sugiyono, 2010:329). Document usually written note, monumental creation from someone.

There are some steps that done by the writer in collecting the data. The first, the writer came to SMA Hang Tuah North Lampung to collect the data from the teacher that is document of writing the narrative text from the result of the students’s daily task. The second, the writer correct the data especially in grammatical error translation narrative text. After the data has gotten, the writer analyzed grammatical errors in narrative text based on surface strategy taxonomy classification by using codes as follows: Omission (OM), Addition (ADD), Misformation (MF), and Misordering (MO). The last, tre writer will record the data in data card.

3.6 Plan of Testing Validity and Reliability of the Data

Plan of testing validity and reliability is used to give more detailed information and also to convince that the data which has been collected is valid and reliable. To increase the validity level in qualitative research, in this research

peer debriefing is going to be used According to Moleong (1998:332), peer debriefing a qualitative cross-validation. This technique is done by discussing it with other people. That is exposing the interim results or the final results obtained in the form of analytic discussions with peers. The function of this method is to enrich the data which is collected and to help the writer in making conclusion to be more accurate.

According to Moleong (1998:333), This technique contains several purposes as one of the data validity checking techniques. The first, to make the researcher maintain an open attitude and honesty. Researchers as leaders of the discussion should be fully aware of the position, circumstances, and processes that are carried out so as to obtain the expected results. The second, this peer discussion provides a good initial opportunity to start exploring and testing work hypotheses that arise from the minds of researchers. Basically there is no definitive formula on how to hold discussions. The participants should consist of colleagues who have the same knowledge about what is being studied, so as to review the perceptions, views and analysis being carried out, the result is: testing the working hypothesis, helping to develop the next step, serving as a comparison. Based on the previous theory that the writer used peer debriefing to validate the data, means that is the writer discussed it with her both advisors.

3.7 Data Analysis

Data analysis is the process of looking for the data in a systematic way, it can be obtained from test, interview, and other materials, so it can be easily to inform others. In this research, the writer uses qualitative research. Qualitative

analysis is justifiably wary of creating an unduly reduction or mechanistic picture of an undeniably complex, iterative set of processes. The writer have adobted the framework developed by Miles and Hurberman in Sugiyono (2010:337) to describe the major phases of data analysis: data reduction, data display, and conclusion drawing and verification.

First, the mass of data has to be organized and some how meaningfully reduced or reconfigured. Miles and Hurberman in Sugiyono (2010:338) describe, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription. Not only do the data need to be condensed for the sake of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed. In this step the writer will selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.

Data display is the second element or level in Miles and Hurberman in Sugiyono (2010:341) model of qualitative data analysis. In qualitative research, display data is done in the form of brief descriptions, flowcharts, and the like. According to Miles and Hurberman in Sugiyono (2010:341) “the most frequent form of display data for qualitative research data in the past has been narrative text.” Besides that, a display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data.

Data displays, whether in word or diagrammatic form, allow the analyst to extrapolate form the data enough to begin to discern systematic patterns and

interrelationships. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. From the perspective of program evaluation, data display can be extremely helpful in identifying why a system (e.g., a given program or project) is or is not working writer and what might be done to change it.

Conclusion drawing and verification activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verified these emergent conclusion. “The meanings is emerging from the data have to be tested for their plausibility, their sturdiness, their ‘confirmability’ – that is, their validity” (Miles and Huberman in Sugiyono, 2010:345). Validity means something different in this context than in quantitative evaluation, where it is a technical term that refers quite specifically to whether a given construct measure what it purports to measure. Here validity encompasses a much broader concern for whether the conclusions being drawn from the data are credible, defensible, warranted, and able to with stand alternative explanations.

In analyzing the the students’ errors which are made, the writer used surface strategy taxonomy which includes omission, addition, misformation, misordering. In analyzing the data, the writer used the following steps:

1. Identifying the students errors by underlining the errors items. Data from the result of the students’ document of writing narrative text. The

document is obtained from the teacher, which is the task of writing the narrative text from the result of the students's daily task that was analyzed in data analyzed process. After giving the task and collecting the data, writer checked the students' work to recognize the errors.

2. Classifying the errors based on surface strategy taxonomy classification by using codes as follows:
 - 1) Omission (OM),
 - 2) Addition (ADD),
 - 3) Misformation (MF), and
 - 4) Misordering (MO).
3. Classifying the errors for document used codes as follows:
 - 1) The instructions code for the document used code "D",
 - 2) The instructions code for the paragraph is used "Ph",
 - 3) The instructions code for the lines is used "L".
4. Conclusion.