

CHAPTER III

RESEARCH METHODS

3.1 Research Method

This research used a descriptive research method. According to Haryanto (2018) descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible. Based on the theories above, the researcher assumes that this research is accordance with the characteristic of descriptive research. In this research, the researcher wants to describe what types of errors and most dominantly error made by male and female students in writing recount text. Therefore, researcher will apply this approach in this research.

3.2 Place of the Research

This research was carried out at SMA Negeri 1 Abung Selatan, North Lampung. This school is located at Lintas Sumatera Street Simpang Propau, Bandar Kagungan Raya, North Lampung. The reason for choosing SMA Negeri 1 Abung Selatan as the research location because this school has the right criteria to be used as a place for research and also this school has B accreditation.

3.3 Data Source

Arikunto (2010) said that the subject from which data can be acquired is the data source regression in research.. In this research data will be taken from students. The data source in this research taken from tenth grade students of SMA Negeri 1 Abung Selatan, consisting of four classes with a total of 107 students. However, the researcher take the tenth grade of social 1 which consists of 24 students, because from the interview result during preliminary research observation and also with

consideration from the English teacher who recommended tenth grade of social 1 because when giving a writing test to take assignment score on recount text writing, tenth grade of social 1 was a class whose ability to write recount text was low.

To obtain the information and data needed, researcher used purposive sampling techniques. Sugiyono (2019) stated that purposive sampling is a technique for sampling data source with certain considerations. This particular consideration, for example is the person who is considered to know best about what we hope, or maybe she is a ruler so that will make it easier for researcher to explore the object/social situation being research. To start the research, the researcher took all students from tenth grade of social 1 as a source of data for research.

TABLE 1
SAMPLE OF RESEARCH

No	Gender	Total of Students
1	Male	11
2	Female	13
TOTAL		24

Initially the data source was 24 students, however when the research carried out only 19 students were present with 8 male students and 11 female students. This was because this research was carried out exactly one day after the end of semester exam, which usually means that after the exam students have no more class time so there were several students who were absent even though it had been coordinated by the English teacher.

3.4 Research Instrument

To measure variables, researcher used research instrument as a tool. According to, Elshandidy et al (2021) a research instrument is a tool that is used to measure, obtain, and analyze data subjects. Besides that, Arikunto (2010) research instruments are tools or facilities that researcher use to gather data for their work, with the goal of producing better results that are easier to analyze and more accurate, comprehensive, and systematic. Human instruments are used to choose the study topic, choose information sources for the data collection, gather data, evaluate the data's quality, analyze the data, interpret the data, and come to a final conclusion. Sugiyono (2019) in qualitative research the instrument is a person or human instrument namely the researcher himself. Besides that, Arikunto (2010) state that there are several types of research instruments such as tests, questionnaire, interview, observation, rating scale, and documentation. The instrument that will be used in this research are recount text writing test.

a) Researcher

Qualitative research is characterized by the presence of the researcher. Therefore, the main instrument used in this research is the researcher. The quality of research is determined by the researcher abilities. The more and wider the information and knowledge that researcher have, the higher the quality of research they want to achieve. Apart from that, data will be obtained by means of written test.

b) Test

Arikunto (2010) state the test is a series of question or exercises as well as other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or group. Researcher will collect data by giving

recount text writing test with “holidays” as a theme, this is because basically recount text tells about events that have happened in the past, and holiday is an event that has already happened and is suitable for recounting its excitement.

This analysis used the surface taxonomy strategy in classifying errors in four aspects, they are omission, addition, misformation, and misordering as specification of students’ errors in writing recount text test.

TABLE 2
SPEIFICATION OF TEST STUDENTS’ ERRORS IN WRITING
RECOUNT TEXT TEST

Variable	Aspect	Indicator
Students’ Errors in Writing Recount Text	Omission	A characteristic of omission error is the absence of something that has to happen in a well-formed utterance.
	Addition	Addition error are the reverse of omission error. The item that must not show in a well-formed utterance is what distinguishes them.
	Misformation	A characterized of misformation error is the incorrect morpheme or structure is used.
	Misordering	A characterized of misordering errors is the incorrect placement of a morpheme or group of morphemes in utterance.

3.5 Plan of Testing Validity Instrument

This research is needed to test the validity of the instrument, according to Arikunto (as cited in Istanti et al. 2020) validity is a measure that shows the levels of validity of an instrument, a valid instrument has a high validity and is able to measure

what is desired and vice versa, an instrument that is less valid means to have low validity so it is unable to measure what is desired and researched. So the validity test is used to find out whether the instrument created can measure.

The instrument used in this research was writing test. Before being used to test research subjects, the instrument must be validated by experts. In order to validate the instrument in this study, the researcher used expert judgement. An expert is a person with extensive and profound knowledge, abilities, and experience gained via training and work in particular profession. Expert testing of the instrument was carried out to see the suitability of the writing test instructions and could be used to conduct this research. The following experts name and job position:

TABLE 3
EXPERTS JUDGEMENT

NO	VALIDATOR'S NAME	JOB POSITION
1	Dr. Li. Sigit Suharjono, M.Pd.	Senior Lecturer of English Education Study Program of Universitas Muhammadiyah Kotabumi
2	Dewi Sartipa, S.Pd., M.Pd.Ing	Senior Lecturer of English Education Study Program of Universitas Muhammadiyah Kotabumi

3.6 Data Collection Technique

According to Mahmud (2022) data collection techniques is technique or methods used to collect data to be researched. The researcher conduct field research to collect data, and to obtain the results the researcher go directly to tenth grade of social 1. Researcher gave test to students to determine the extent of students abilities in writing recount text using language features of recount text such as tenses: simple past tense, past continuous tense, past perfect tense, and past perfect continuous. Temporal conjunction: then, before, after. And actopn verbs: went and stayed. Apart from that,

the researcher asked English teacher for information regarding knowledge, curriculum, and methods used in learning English.

3.7 Data Analysis Techniques

Data analysis in this research was carried out in four stages. According to Miles & Huberman (as cited in Sugiyono, 2019) interectively and constantly until the task is finished, qualitative data analysi activities ensure that the data is saturated. In analyzing the students errors which are made, the researcher used surface strategy taxonomy which includes omission, addition, misformation, and misordering. In analyzing the data, the researcher used the following steps:

- 1) Collect data is the process of collecting data after a written test is conducted by the research sample.
- 2) Analyze the data using the Grammarly and Grammar Check applications for more accurate results.
- 3) Identify errors is a stage carried out to find the types of errors that will be studied.
- 4) Classification errors is a method used to distinguish between types of errors by assigning codes, such as omission (OM), addition (AD), misformation (MF), and misordering (MO).
- 5) Quantifying errors is performed to determine the number of errors.

Before conducting research, researcher conducted pre-research observations to determine research samples. After determining the sample to be studied, the researcher will give a recount text writing test.

3.8 Plan of Testing Validity of Research Data

To obtain more detailed information, and also to guarantee the validity of the data collected, the research data must be tested. In this research, researcher collected data using research instrument that have been prepared so that appropriate advice can be given to support the validity of the research data. To test the validity of the data that researcher collected in qualitative research, researcher used peer debriefing.

In this research, peer debriefing was employed by the researcher to verify the veracity of the data in order to guarantee its reliability and validity. According to Lincoln & Guba (as cited in Amin et al. 2020) peer debriefing is a technique used to establish a study's credibility. It involves the researcher exposing oneself to a disinterested peer who would examine aspects that may remain implicit in the researcher's mind. In upholding the validity of research, triangulation (qualitative research) and peer review are mandatory, while peer debriefing is the initiative of the research concerned. So the difference between the three is clear. Peer debriefing is complement to increasing the validity of research through providing debriefing by external colleagues. Similiar to the external validity of quantitative research. Peer debriefing is indeed a curcial process in qualitative research that enhances the credibility and validity of the study. By seeking feedback and insights from impartial and independent peers who have no personal stake in the project, researchers can gain valuable perspectives on their methods, findings, and interpretattions. In qualitative research, researcher used this technique to investigate the processes and establish credibility in the research. The researcher chose Mrs Rulik Setiani, S.S., M.Pd. as the peer validated the research data validation.