

## **CHAPTER III RESEARCH METHODOLOGY**

### **4.1 Research Method**

The research is categorized as qualitative research. According to Creswell (2014:32), qualitative research is handle for exploring and understanding the meaning individual or groups for a social or human problem.

This method of research used the descriptive qualitative as the method to analyze the students' error in translating simple present tense sentences which are commonly made by the student. In field research after the writer observed the location and knew about ability of the students, the writer would hold the result of the test simple present tense sentences by giving from the teacher to describe some data from the students.

### **4.2 Place of the Research**

The research was conducted on MTs Negeri 1 North Lampung which is located on Bukit Pesagi Skala Brak Kotabumi North Lampung. Especially at the eighth grade of MTs Negeri 1 North Lampung Academic Year 2017/2018.

### **4.3 Data Sources**

The data resource taken from students at the eighth grade of MTs Negeri 1 North Lampung. The eighth grade consists of VIII A until F and then the writer chose VIII C which consist of 33 students as a sample of research, because many students do error in translate. This research focuses on grammatical error in translating simple present tense sentences. To specify the data resource in this research, the data resources this research are focused on the tense form. It means that data which is collected in the research is in tense form.

Data in tense form was taken from documentation. Documentation denotes data which taken from students' task. In addition, the data of tense form in this research was taken from the test on Monday September 18<sup>th</sup> 2017 which had been given by the English teacher at eighth C grade students of MTs Negeri 1 North Lampung. In this test, the students translated 5 sentences of Indonesian into English using simple present tense and change to positive, negative, and interrogative sentences.

### **4.4 Research Instrument**

Research instrument is a tool to collect the data in order to make the works be easier and get good result (Arikunto, 2010:203). Many kinds of instrument which can be used in a research, such as test, questionnaires, interview, observation, and documentation. However, in this research to know grammatical error in translating simple present tense sentences the instrument which is used is

documentation. The document consist of 5 sentences in Indonesia language, the students change those sentences into English language in positive, negative, and interrogative form. The student was given 5 Indonesian sentence of simple present tense. the sentences are:

- 1) Rama mengunjungi perpustakaan setiap hari
- 2) Ayah saya pergi ke kantor setiap hari
- 3) Adik laki-laki saya bermain bola di sore hari
- 4) Ibu saya membuat kue di malam hari
- 5) Ari mengerjakan tugas rumah di malam hari

Then, the students were asked to translated in English based on 5 sentences above and change positive, negative, and interrogative sentence.

#### **4.5 Data Collecting Technique**

In this research, the writer used the document as the way to collect the data. According to Arikunto (2010:192), the data collecting technique are interview, observation, questionnaire, and documentation. In addition, according to Arikunto (2010:201), study of document is getting the data about the case or variable as notes, transcripts, book, magazine, and others.

The writer chose the document as the way to collect the data. Because, the writer would to collect the data about the students' grammatical errors in translating simple present tense sentences that is given by the teacher. There are 33 data about simple preset tense sentences. Then, the writer demands the result of the test that already done by the teacher. From the document, the writer knew what are types and dominant of error made by students.

## 4.6 Data Analysis

Sugiyono (2008:243) states that data analysis is a process of categorization, description and synthesis. Analysis of the data is the process of simplification of data into a form that is easier to read and interpreted. So, the analysis involves working with data, organizing them, breaking them into manageable limits, synthesizing them, searching for patterns, discovering what is important and what is to be learned and dealing what he or she will tell others.

In this research, the writer focused on error analysis in the usage of simple present tense sentences. Therefore, in analyzing the data, the writer made error analysis method that consists of some procedure includes the following steps Corder in Ellis (1999:48):

- a. Collection of a sample of learner language.
- b. Identification of errors
- c. Description of errors
- d. Explanation of errors
- e. Evaluation of errors

The data analysis was started after all the students' task simple present tense collected. The second step in analyzing students' errors was identification of errors. The identification was done by checking the wrong sentence in their writing task, boxing the errors and giving code by using alphabetical number, example STU (student), STC (sentence), omission (OM), addition (ADD), misformation (MF), and misordering (MO). The third step was description the errors according to Dulay's theory. The types of errors were omission (OM),

addition (ADD), misformation (MF), and misordering (MO). The result of the classification was calculated by the percentage of each error. The fourth steps called explanation error. This step was concerned with establishing the source of the error. That is accounting for why it was made and the last is evaluation errors. Many studies do not include step 5 and in fact the evaluation of learner errors has generally been handled as separate issue. But in this research, the writer used steps until sc. Because, the writer want to know about the types of error and the dominant of error made by the students.