CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research design, (2) operational definition, (3) subject of the study, (4) data collection and (5) data analysis.

3.1 Research Design

This study was use qualitative research, and the method to analyze the data was descriptive. This method tried to solve the problem nowadays, which had actual characteristic. Because of this characteristic, I did not use the hypothesis as temporary answered to solve the problem. The work way of descriptive qualitative is collecting, arranging and interpreting the data.

Qualitative research is concerned with description. According to Lambert and Lambert (2012), qualitative research is a comprehensive summarization, in everyday terms of specific events experienced by individuals or groups of individual.

Every research had its own method which depended on the aim of the research and the nature of the topic. The researcher classified and identified the students' errors based on the Surface Strategy Taxonomy proposed by Dullay, Burt and Krashen in 1982. The description in this research was about the students' grammatical errors of ending s/es in their descriptive writing. The analysis was based on the data taken from the students' writing product.

3.2 Operational Definition

The title of this study is "An Error Analysis on the Use of Ending S/Es in Descriptive Writing Done by the Eleventh Grade Students of MA Muhammadyah 1 Palembang". To avoid misunderstanding of selected terms between the researcher and the readers of this study, the following terms were defined:

Error refers to the failure of the students where they could not aware that they did the failure. Error analysis referred to an investigation about what types of errors made by the students and how many errors they made. The analysis is based on Surface Strategy Taxonomy proposed by Dulay, Burt and Krashen (1982).

Simple present tense is a tense to explain the habitual action of someone in the past, present and also in the future and the third singular person such as *he*, *she* and *it* need suffix -s or -es for the verb. Descriptive writing is an activity that describes someone, place, or thing through written sentences.

Ending S/Es for verbs in descriptive writing referred to the students' activity in writing descriptive text to find out their contribution of ending s/es for verbs errors in their writing.

3.3 Subject of the Study

According to Fraenkel, Wallen and Hyun (2011), population is the larger group to which one hoped to apply the results. Creswell (2012) states that population is a group of individuals who had the same characteristic. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. As these example illustrated, population could be small or large. The population of this study were all of the eleventh grade students of MA Muhammadyah 1 Palembang.

According to Creswell (2012) sample is a subgroup of a target population that the researcher planned to study for generalizing about the target population. Fraenkel, Wallen and Hyun (2011) state that a sample in a research study is the group on which information is obtained. In this study, I use convenience sampling. According to Sedwick, P (2013), convenience sampling is a sampling technique which is easily

accessible to the researcher. Its chosen this technique because to decrease the biased sample, moreover, this technique represents the population.

Table 3. Population and Sample of the Research

No	School	Class	Gender		Total
			Male	**Female**	
1	MA Muhammadiyah 1 Palembang	XI	21	10	31

Source: Staff Administration of MA Muhammadyah 1 Palembang 2017

3.4 Data Collection

In collecting the data, one instrument had applied to elicit students' grammatical errors. The instrument was writing test. The reason why I use writing test as the instrument was that through writing the students can create their sentences naturally and really put their knowledge of structures on their writing.

The students are assigned to write a descriptive text. The instrument was expected to be in line with the scope and function. The test was used to gather the data accurately on students' writing. In this case I were gave a writing test to the students by giving a topic, which is: (1) My pet, (2) My Favorite Place, and (3) My Idol. They had to make a composition in the form of descriptive text writing. The students are assigned to write a descriptive text that should contain approximately 100 - 250 words or around three paragraphs with at least five sentences in each paragraph. The students are assigned to write the text in 45 minutes.

3.5 Data Analysis

After the data ware taken, then the errors were analyzed by using Surface Strategy Taxonomy proposed by Dulay, Burt and Krashen (1982). Then, to find out the most frequent type of errors, the percentage of errors was measured.

3.5.1 Analyzing Types of Errors

Based on Ellis (1997), in analyzing the types of errors, the procedures are (1) identifying errors, (2) describing errors, (3) explaining errors and (4) evaluating errors.

1. Identification of Errors

   After the students did their writing test, the errors had identified by underlining them in order to know the use of simple present tense with verbs or ending s/es and the grammatical errors in students' descriptive writing.

2. Description of Errors

   After doing identification of errors, I was analyzed the errors and then the researcher classifies the use of simple present tense with verbs or ending s/es by describing them into a table whether the tense is use in correct forms or errors. After that, each error is classified by using surface strategy taxonomy proposed by Dulay, Burt and Krashen in 1982. Then, I ask the raters to check the identification and description which is done by the researcher.

   In identifying and describing simple present tense with verbs or ending s/es errors in students' writing, researcher will apply following steps:

   a. Selecting the sentences which contain simple present tense with verbs or ending s/es errors in the students' writing, and then circling them.

   b. Rewriting down the error sentences on the table.

   c. Classifying the errors into the types of the errors based on Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982).

3. Explaining the Errors

   After the errors are described, the errors was explained in the context of the sources of errors.

4. Evaluating the Errors

Then, the errors was evaluated to know which errors which are considered more serious than others.

After that, each error was classified by using Surface Strategy Taxonomy proposed by Dullay, Burt and Krashen in 1982. There were four classifications, they were:

1. Omission Error

    Omission error was characterized by the absence of an item that must appear in a well-formed utterance. Language learners omitted grammatical morphemes much more frequently than content words.

    Example: My mother a teacher.

2. Addition Error

    It was the opposite of Omission. They were characterized by presence of an item, which must not appear in a well-formed utterance.

    There were three types of addition of error:

    a. Double Marking   : She doesn't goes to school

    b. Regularization   : Buyed for bought , childs for children

    c. Simple Addition   : The fishes doesn't live in the wate

3. Misformation

    Misformation errors was characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

    a. Regularization errors: The dog eated the chicken.

    b. Archi-forms: I see her yesterday. Her dance with my brother.

    c. Alternating forms: I seen her yesterday.

4. Misordering error

Misordering was a wrong placement of morpheme or a group of morphemes in an utterance. Example: I don't know what is that.

3.5.2   Calculating the Percentage of Errors

After that, I determined and explained the most frequent to the least frequent error type as the result of the errors in using simple present tense with verbs or ending s/es in students' descriptive text writing by using percentage, calculating the data and making the percentage in each category. In calculating the data in each error, I used the following formula:

$$P = \frac{n1}{\Sigma n} \times 100\%$$

P   = Percentage of error

n1   = Total of the given error

ΣN   = Total of the whole given

By calculating the frequency of error, the researcher could identify the most common errors made by the students.