

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

Concerning with the statements of problems and the objectives of this study. The design of this study was descriptive research design. According to Saifudin Azwar MA descriptive research is doing an analysis on description standart, it analyzes and presents the fact systematically, so it can be understood and concluded easily, and most of the processing data is based on the precentage and trend analysis¹.

This research described the grammatical errors in the students' writing of Hortatory exposition text for the final test made by the students of the eleven grades of SMAN 1 Baureno Bojonegoro. It was also designed to provide the description of phenomenon that happened in the students' writing. Then it used statistic description in order to interpret the result of the research to make the thesis more significant.

B. The Subject of the Study

The subject of the study of this research was the students of the eleven grades of SMAN 1 Baureno Bojonegoro. As the sample the researcher took the students of XI-IA 3 class that consisted of 17 students as the main focus, because it was known as the special class which the students had the higher score in every subject than

¹ Azwar.Saifudin MA.2003.*Metode penelitian* .pustaka pelajar :yogyakarta.page 6

The researcher read and detected the errors intensively. It was done by analysing all sentences of Hortatory exposition writing for finding the errors that were produced by the students.

2. Classification of Errors

The researcher grouped the grammatical errors that had been found as what the researcher had been classified them into some categorizes which consider that the researcher chose them because they were used and occurred commonly in the students' writing of hortatory exposition text, they were:

- a. Simple present tense
- b. Article
- c. Conjunction
- d. Preposition
- e. Singular and plural, and
- f. Passive verb form
- g. sentence structure

The researcher found the errors in these descriptions categorizes, for example the category of error on the simple present tense on the sentence; "I studies English in University of IAIN Sunan Ampel Surabaya". That sentence should be "I study English in University of IAIN Sunan Ampel ". The tense in that sentence used the simple present tense, and the faulty generalization was on the verb "study", so the kind of error on that sentence was named by simple present tense. And the other categorizes depended on the grammar concept of each category itself. Then the

researcher arranged the errors finding based on some categorizes above into some types of error.

And then the classification of error types was based on surface strategy taxonomy and comparative taxonomy which had been explained clearly in the review of literature.

3. Tabulation of Errors

After the writer classified and found the errors of student's writing of Hortatory eposition text, then the writer counted and made the tabulation of the errors frequencis that were occurred on each type of errors. In this case the writer presented it in the form of percentage to know how many percentages of the students' errors made in each type of errors. The calculation of errors were done by using the formula proposed by Arikunto ² as follow:

$$\frac{f}{N} \times 100 \%$$

N

f : The total of errors of each type

N : The total of occurances of errors.

For example; the researcher found $f=259$ and $N=290$, so the solution of that finding was:

$$\frac{259}{290} \times 100 \% = 89.3 \%$$

290

² Suharsimi arikunto.procedure penelitian. Suatu pendekatan praktek..jakarta:rieneka cipta.2006,p.195-196

