# Chapter III

# Method of Research

## A. Research Design

Dealing with the problems and the objectives of this study, the design of the study was descriptive research design. It was designed to provide the description of phenomenon that occurs 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. Population and Sample

The population of this study was the Writing IV class of English Education Department of Tarbiyah Faculty in IAIN Sunan Ampel Surabaya. The choice of the population was made under the consideration that the students are studying English intensively concerning in proposal. In this subject, they learned skill of Academic English writing. There are 3 classes in English Writing IV of Education English Department of Tarbiyah Faculty contains 115 students. The study only took some students as a sample of them.



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

## C. Sources of Data

In this study, the sources of the data were the proposals that were written by Writing IV class of English Education Department of Tarbiyah Faculty in IAIN Sunan Ampel Surabaya.

The data was the writing produced by the students and checklist as the results of the classified and analyzed of the writing product.

## D. Research Instrument

Research instrument is a means to collect the data. In this study, the researcher took some proposals of writing class level 4 of English Education Students of Tarbiyah Faculty IAIN Sunan Ample Surabaya. The instrument that was used was checklist. The checklist (see appendix 1) was needed to classify the types of errors made by the students in their writing and identify the causes of errors they made.

## E. Data Collection Technique

The sources of the data were the students' writing products namely the proposals of the students that they had made as the task of final examination. The data of the errors was found in the students' writing composition. After collecting the students' original writing, the researcher checked them. Then the students' errors and the causes of the errors they made were presented by using checklist.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

## F. Procedure of Data Analysis

After collecting the data, the researcher analyzed the data. In analyzing the data, the writer used some steps in order to analyze the data easily. The steps were as followings:

1. Identification of errors.

   The researcher read and sought the errors. It was done by analyzing all sentences of paragraph that had errors. It was done in order to find out the errors were done by the students

2. Classification of errors

   The writer classified the error into type of error. The classification of error was based on linguistic category, surface strategy taxonomy and comparative taxonomy

3. Tabulation of errors

   Having classifying and finding the errors, then the writer counted and tabulated the frequency of occurrence of errors 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 were. The calculation of errors could be done by using the formula proposed by Arikunto[2] as follows:

---

[2] Suharsimi Arikunto.*Prosedur Peneltian suatu pendekatann praktik*..2006.PT Rineka Cipta Jakarta. P.195-196

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

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

**$f$ : The total of error of each type**

**N : The total of occurrences of error**

4. Error Evaluation

Related to the errors made by the students, the factors causing the errors could be interpreted. The factors could be categorized into Interlingua and intralingua factors. Interlingua factors are due to the students' native language interference, while the intralingua ones reflect the ignorance or incomplete knowledge of target language studied by the students.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id