CHAPTER III

METHODOLOGY

This chapter presents the research design, settings, participant selection, data collection, instrumentation, validity and reliability and the last data analysis.

3.1 Research Design

This research used a descriptive qualitative method. It is used to describe phenomena about students' writing of personal recount text that focus on the grammatical errors in students writing at one of the vocational schools in Kendari.The researches choose the qualitative method since it means that it just gives descriptions about content of this research and it does not calculate the data of this research.

3.2 Settings and Context

This research was conducted for approximately two months, from March to April 2019 and the research location was at one of the vocational schools in Kendari.The researches used as a research location because the school is not far beside the main road, making it easier for researchers to collect the data, moreover there are many students from Wawonii, the area where the researcher came from, making it more easier to communicate between students and researchers. In terms of the context, English taught as integrated skills teaching in which writing is taught in one package of English language subject in the school. Alloted time for this subject is 3x40 minutes, once a week, and English is as the comulsory subject at the school.

3.3   Participation

The participants of this study were students of one of the vocational school in Kendari, who were registered in the academic year 2019. Following this further, the researcher chose the students in second grade as the object of the research. There are 23 females and seven males. However, the researcher used only chose ten (10) participants for the sample in order to make it easier for the researcher to explain the grammatical errors in each assignment the researcher gave.

3.4   Data collection

In data collection, researcher used students' documents. Before writing personal recount text, teacher gave students some instructions and examples of recount text in English. After students understood by writing recount text, then the teacher intrigued to write down their experiences. Then, the teacher collected and corrected any errors in the language structure of the text (omissions, addition, misinformation and Disordering). After the teacher finished correcting the students' writing, the teacher sharedtheir writing again and explained where the students made mistakes. The documents by some correction or feedback by teacher also examined by the researcher in collaboration with another grammar practitioner as the inter-rater doing the assessment. It would be ended by the last coding about the errors of writing by the researcher.

3.5   Instrumentation

The instrument that was used in this research was the students' document. The teacher asked the students to write recounts text about their experience. The teacher identifies the errors making by the students in using omission, addition, misinformation and Disordering. Students' document were calculated into

percentage and categorized then elaborated qualitatively based on the theory of error. Dulay at.al (1987). The participants are in written by initial name. Here are the sample of recapitulation table for students' errors.

Table 3.1 The Recapitulation of the Students' Errors

No	Students' Name	Types of Error			
		Ommision	Addition	Misinformation	Disordering
1	L A	-	-	3	1
2	A W	-	-	3	1
3	R P	-	-	3	-
4	D S D	-	1	1	-
5	E S	1	-	-	-
6	B A	3	-	2	-
7	M J	3	2	3	1
8	S L	1	-	-	-
9	N F	-	-	-	-
10	I S	-	-	-	1
	Total of each error	8	3	15	4
	Total of all errors	**30**			

The percentage results above illustrate the results of the research tests of each student. The researcher analyzed the data fromwritten test. First, the researcher corrected the errors of each student. The researcher classified the errors based on their location. After the errors were classified, the researchercalculated each total error. The documents displayed how many errors of omission, errors of addition, errors of selection and errors of missordering the students have. The last the researcher calculated the total of errors.

Besides, reliability refers to how consistently a method measures something. If the same result can be consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable. According to Howit and Cramer (2000) Reliability is the extent to which the measure will give

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the same response under similar circumstances. In other words, reliability shows a measure of consistency in measuring the same phenomenon. The document reliability test in the study was conducted three times. In the three tests, the total number of students who submitted until end the assignment was only 65% which should have been 100%. This happens because some students do not collect assignments and some students are not present in class when giving assignments.

3.6   Data analysis

Data analysis is a very important part of the scientific method, because by analyzing the data can be given meaning and useful meaning in solving research problems. The data analysis method used in writing this scientific work is descriptive qualitative analysis, in which the researcher besides processing and presenting the data also conducts qualitative data analysis. This is intended to be able to synergize between some of the data that has been obtained with various literature and other data have been prepared.

The common error patterns were extracted from the sample articles as following: First, collecting error samples. Second, errors identification. Third, describing theerrors. In this paper, the error patterns frequency and percentage are presented in a table and figure. All these procedures were done with Dulay's theory   (1983).