

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents detail information in relating to how this study was conducted. It requires research design, setting and context, participant of the study, data collection and data analysis.

#### **3.1 Research Design**

The design of this study was descriptive qualitative method. Researcher only focuses on students' writing ability therefore it very influenced by the researcher. Furthermore, this study was conducted by instrument namely; document in form of students' writing draft, in probing students' writing the researcher attempt in revising students' writing to find the common error in students' draft. But here reseacher only focuses analysis students writing draft 1 because in students writing draft 2 and 3 were not giving additional errors.

#### **3.2 Setting and Context**

This study was conducted at X MIPA 1 at SMAN 11 Kendari for 4 weeks at the second semester of the academic year of 2019/2020. 36 students in the classroom are consisting of 17 females and 19 males. They undergo at least 3 years of education, with English as one of the courses at school and they use Bahasa Indonesia in their daily speech. Students were speaking English when the teacher asked them to speak English in the classroom even though there are some of them who haven't speak a foreign language in the classroom. In this case, the

difficulties of students learning English is still lack of vocabulary master to make create a sentence even though it related to their social life but it was a complicated task for them. Furthermore, group discussion also has applied in this class but before the teacher gave a little material which is giving comprehension for students. In the learning process most of students giving queries to teacher.

### 3.3 Participants

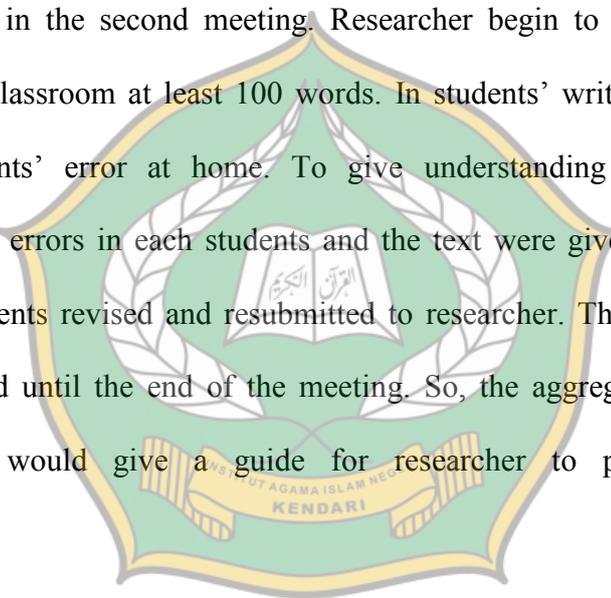
The participants of this study were students of class X MIPA 1 at SMAN 11 Kendari. It consists of 36 students in classroom. But, the researcher chose 15 participants in this research since only just 15 students who committed writing in the classroom until the last meeting. In order researcher only obtain 15 drafts in this research. Students did the task which is given by the teacher even though some of them still ignored for doing the task. They ignored it because they did not understand the instruction or do not know to begin their writing. However, there were some EFL learners also encourage themselves to go forward and write on the whiteboard. They were very confident even though they were still low in writing skills and still do not realize many mistakes in writing.

### 3.4 Instrument of the Study

Dealing to get the data there were instrument which is researcher used. Researcher collected using instrument namely;

#### 3.4.1 Students' writing draft.

This Learning was taking place four times the meeting. For the first meeting, the researcher would describe about the definition of recount text. To obtain the data, in the second meeting. Researcher begin to ask them make a recount text in classroom at least 100 words. In students' writing the researcher look into students' error at home. To give understanding for students the researcher found errors in each students and the text were give back to students later. Then, students revised and resubmitted to researcher. The students writing would be revised until the end of the meeting. So, the aggregate of all of the students' draft would give a guide for researcher to process the data.



### 3.5 Data Collection and Procedure

To get the appropriate data, it must be collected by using the appropriate method and technique. In the method used by the researcher, it was writing task for students to make a story based on students' experience. To make a short story researcher demanded each students to make at least 100 words in students' paper and this activity occurred for 45 minutes. Researcher was teaching on Tuesday at 12.25 pm. In Writing Task, to collect data used this technique is to give closed tests to students. The researcher was using this technique because researcher would know the common error of each students' writing. This research was going on for 4 meetings even though researcher only focuses analyse students' writing draft 1.

In addition, The researcher was teaching the students through recount text to get their writing. But before, the teacher was introducing to students the understanding about recount text. Through introducing, It made the students comprehended the text. So, the teacher began to give writing task for EFL Learners namely to make a story about their experience in the past which have as a theme "Holiday" and giving a code (^) as a sign an error. In addition, to get students' data the researcher taught at least three times in classroom. Students' writing would be checked by researcher at home.

Moreover, in students' writing would give big influence toward the development on each meeting in classroom. In this study, reseacher was giving out drafting to students three times, while for the first meeting reseacher was introducing to students about recount text. In addition, for the next meeting students' writing draft would be collected in classroom and the next meeting reseacher gave feedback to students each meetin



### 3.6 Technique of Data Analysis

Qualitative research which was implemented in this research is based on Alhaysony's (2012) who claimed that qualitative research is a form of emphasizing to describe the method of people interpret and make sense of their experiences to comprehend the social reality of individuals. So, it include the use of written sample. The data was analyzed in descriptive qualitative by identifying students' writing tasks by Ellis and Yuan (2004). The researcher used an error analysis method that consist of some procedure includes Paramita Kusumawardhani (Kusumawardhani, 2017).

In this case, the researcher analysed students' writing draft 1 where they have made a text which recites based on students' experience. Here the researcher controlled 15 papers with different stories on each student. Moreover, the researcher read students' writing accurately. The researcher looked for omission error types on students' writing. Students have many errors with all types but the researcher only focuses on omission error which is students writing was given a code (^) as a sign an error.