

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher shows the research method. It divided into six elements; they are research type, subject and object of the research, data, data source, method of collecting data and technique for analyzing data.

#### **A. Research Type**

In doing this research, the researcher uses qualitative research. Qualitative research means the kind of research which does not use number in analyzing the data. The research takes qualitative research because the researcher wants to identify the types of morphological, syntactic, discourse error, the frequency from writing recount text made by the eighth grade students.

The aim of this research is to conduct error analysis in writing recount text by the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016.

#### **B. Subject of the Study**

The subject of the study is the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016. They are three classes, and each class consists of 30 students. They are thirteen years old. They have Indonesian of language background.

#### **C. Object of the Study**

The research object of this research is the erroneous composition made by the students. The researcher classifies the error made by the students which uses linguistic category and surface strategy taxonomy.

#### **D. Data**

The data of the study are all erroneous sentence and paragraph made by the students writing recount text by students of eighth grade of SMP Muhammadiyah 4 Surakarta.

### **E. Data Source**

The data source of the study is composition made by students of eighth grade of SMP Muhammadiyah 4 Surakarta. They are consist of 60 students' sheet.

The researcher will use the documentation as the data source. There are three classes of six classes and each class consists of 30 students.

### **F. Method of Collecting Data**

The researcher uses elicitation method in her collecting data. Elicitation method is the method to elicit students to produce language. According to Nunan (in Fauziati, 2002), "elicitation technique is vary enormously in scope, aim, and purpose."

The steps of collecting the data in this research are as follows:

- a. Requesting the learner to make recount text with the theme that has given.
- b. Reading the recount text which made by students.
- c. Finding and marking error in the recount text.
- d. Dividing the error into the types of error based on linguistic category and surface strategy taxonomy.

### **G. Technique for Analyzing Data**

In the technique for analyzing data, the writer analyzes the data by using following steps:

- a. Identification of errors

Labeling with varying degrees of precision depending on the linguistic sophistication brought to bear on the task with respect to the exact nature of the deviation);

- b. Classifying into error types

The writer classify the error based on linguistic category and surface strategy taxonomy

c. Describing the frequency of error

The next steps are describing the frequency of errors. The writer would like to describe the frequency of errors using formula:

$$\text{Error percentage} = \frac{\text{The Numbersof Error}}{\text{The Total Number of Error}} \times 100\%$$

d. Describing the dominant type of error

After describing the frequency of errors, the writer analyzes the dominant type of error. It describes the calculation of error percentage.

e. Analysis of the sources of error

The writer analyzes the sources of error based on theory by Brown (2000, 224) there are four of sources of error; they are interlingual transfer, intralingual transfer, context of learning and communication strategies.

f. Describing the purposed remedial teaching

The last steps, the writer describes the purposed remedial teaching and it will give to the students.