

CHAPTER III

METHOD OF THE STUDY

The method used in this study was a qualitative method. The qualitative data focuses on the definitions, meaning, and descriptions (Smith, 2009). According to Dabbs (2009, p. 174), qualitative data is about “what”, while quantitative data is about “how much”. It does not mean that qualitative does not deal with numbers at all. Since the study found out the tenses error that the eighth grade students of SMPN 1 Kembangbahu, Lamongan mostly made, it had to use the percentage as the number of times. Although the result of the study was in the percentage, it was still included in the qualitative data. The writer identified, described, classified, explained, and evaluated the tense errors that the eighth grade students of SMPN 1 Kembangbahu, Lamongan made. The use of percentage was only to make the result of this study clear.

The students are given English lesson for twice a week and one and a half hours every meeting. Also, they are taught four aspects of learning English such as listening skill, speaking skill, reading skill, and writing skill. The teacher used one main English lesson book and one student worksheet book. In every meeting, the teacher explained the material in the book and asked the students to do the assignment in the student worksheet based on the material given. Also, the teacher gave additional assignment from other books relating to the material given and syllabus. In fact, the teacher often more focused on giving the reading text to the students, but the topic of the text still relates to the material given. The teacher

assumed that the students will read many textbooks in the next grade. Therefore, the students have to use to read the text. As an additional, the teacher is very strict to the rule that the students have to speak in English during English lesson with correct pronunciation and tenses. The teacher also gave the point to the students whom able to speak English correctly in every English lesson.

The subjects of the research are twenty five students in the eighth grade of SMPN 1 Kembangbahu, Lamongan. The writer chose this school because the school is in the small town, Lamongan. Therefore, it is interesting to see the differences between Surabaya and Lamongan. Also, this school often participates in English competitions and some of them as the winner in the English competitions. The eighth grade students were chosen because the students writing exercises for a whole semester were ready to be taken as the data for doing research. Also, none has done the study to the eighth grade students in this school. It was highly recommended by the English teacher in doing the research in this grade.

3.1 TECHNIQUE OF DATA COLLECTION

There were four steps in collecting the data for the study that the writer took. The first step was searching the school for the subjects of observation. The writer searched the suitable school for the research to make the result of the study useful for the future. Then, the writer chose the school for the subjects of the observation. After that, she asked for permission to do the observation in SMPN 1 Kembangbahu, Lamongan. After having obtained the permission, she took the

students' writing exercises for a semester. The writing exercises contained the essays in using Simple Present tense, Simple Past tense, and Simple Future tense, because they have been taught for the three tenses so far. All of the writing exercises were included in the students' quiz mark to make the students do well and honestly.

The writer took the data for one semester in 2010/2011. Based on the theories that were explained in Chapter II, the writer used the students' writing exercises for one semester. There were three kinds of essays of writing exercises. They had twenty minutes to do the essay. First, it was about "Daily Activities". It focused on the using of Simple Present tense. Second, it was "The Unforgettable Moments". The students had to use the form of Simple Past tense. The last topic was "Planning". It was an essay in using the form of Simple Future tense. Those writing exercises were collected as the writer's data. As the result, the writer had seventy-five pieces of paper from twenty-five students.

3.2 TECHNIQUE OF DATA ANALYSIS

Having collected the students' written task, the writer began to analyze the data. In analyzing the data, the writer had seven steps. The first step was identifying the students' sentences as either correct or incorrect based on the English tenses theory. The writer wrote the sentence that contained the error and underlined or italicized the error. To make it clear, the writer presented the correct sentence. Then, the writer described and classified the error that the students made based on the three tenses. The writer divided them in each table. After that, the

writer explained the errors. In explaining the errors, the writer presented why they are included in error and the sources of those error. Next, the writer evaluated the error. In order to evaluate the error, the writer asked the English teacher to give the syllabus. Therefore, it can be evaluated the effect of errors for the students. The fifth step was counting the errors based on each kind of tenses and all of the errors. Next was transferring the number of the errors into the percentage based on the formula by Arikunto (1992, p. 195-196) as presented below:

$$\frac{F}{N} \times 100\% = n\%$$

Note: F = the number of errors in each type

N = the total number of errors

n = the percentage result

As the example, if the number of errors in each type is 10 and the total number of errors is 20, the percentage result will be $\frac{10}{20} \times 100\% = 50\%$. By having the percentage result, the tense error that the students mostly made was found. The last step was discussing the percentage result. The writer also used some tables in order to make the results clear. There were three tables about the errors made in the Simple Present tense, Simple Past tense, and Simple Future tense. Also, the writer presented the table about the percentage and rank of tense errors (see tables in Chapter IV). By having those tables, the writer could present the discussion clearly. Therefore, the data analysis could be done.

CHAPTER IV

DISCUSSION

