CHAPTER III
RESEARCH METHOD

This chapter discussed the method used in this research. This chapter comprises research design, data source, instruments, data collection techniques, and data analysis techniques.

A. Research Method

This research used a descriptive qualitative research method. Satori (2011) states that qualitative research is conducted because researchers want to investigate phenomena that cannot be quantified but are descriptive, such as a process of a work step, formula of a recipe, characteristics of goods and services, pictures, styles, models, and physical artifacts, and so forth.

According to Koentjaraningrat (1993: 89), qualitative research is a type of research that has three formats. There are three types of research: grounded, verifiable, and descriptive. One of the more effective types of study for irregular research was qualitative. Considering that it was patterned, you may use this design to aid your research. Descriptive research describes natural and artificial phenomena, including activities, characteristics, changes, relationships, similarities, and differences between one phenomenon and another (Sukmadinata, 2017: 72).

Based on the data and facts in the previous paragraph, the writer used a descriptive qualitative. The researcher choose descriptive qualitative research because the data are sentences. First, the researcher found the phenomenon of writing errors in

3rd-grade students of Vocational High School of Ngadirojo that collected descriptive text for the researcher. Then, the result of the study was calculated by the researcher how many errors were made by each student. Then, the researcher analyzes the factors that make students make errors in writing. This research was focused on exploring the students' writing errors in the descriptive text of 3rd-grade students in Vocational High School of Ngadirojo, Pacitan.

B. Data sources

The data were obtained from 3rd-grade students in Vocational High School of Ngadirojo for the academic year 2021/2022. The data was taken from a writing test of descriptive texts. The respondents were about thirty-two female students. They were 17-19 years old. The theme of the writing test is "My Mother." The writing rules were made in two paragraphs, each consisting of seven sentences. The students were given time to rest for at least 30 minutes. Then the result was submitted to the researcher.

C. Research Instruments

1. Writing Test

The test was an instrument used to assess a variety of difficulties in writing, performance in writing, and the other factors of report. This test included students must write the theme. The theme was "My Mother." The test was written on a piece of paper. The rule of the test was for the students to write descriptive text according to the theme had been given by the researcher. Then the students write in two paragraphs. Each paragraph consists of seven

sentences. Then the student was given time to finish at least thirty minutes. Last, the students submitted the test to the researcher.

D. Data Collection Techniques

In this research, the researcher used the following technique for collecting the data:

1. Implementing writing test

Students were given a writing test by the researcher in which the theme to be written was determined by the researcher first.

2. Finding the error

After the students completed the writing test, the students submitted the test results to the researcher to examine the students' writing errors.

3. Underlining the error

In identifying the students' errors, the researcher underlines the errors in the students' writing.

4. Classifying the errors

The next step was the researcher classifying the errors that existed in the students' writing.

5.   Counting the errors

Then, after completing the process of classifying students' writing errors, the next step is to count each student's errors, such as punctuation, grammar, and others.

6.   Explaining the error

Then the researcher explained the writing errors in the students' writing.

7.   Finding conclusion

Finally, the researcher gave a conclusion from the data obtained and the number of errors in writing made by third-grade vocational high school students in Ngadirojo

E. Data analysis technique

In this study, researchers use data analysis techniques that consist of three steps:

1. Data reduction

The researcher would collect data by asked students to write descriptive text with a predefined theme. Then, the data was analyzed by underlining the errors. After that, the researcher classified the errors and calculated how many.

2. Data Analysis

   In this stage, the researcher would display the data in a chart to show the study's results.

Number	Kind of errors	Frequency	Percentage
1.	Tenses		
2.	Punctuation		
3.	Typos		
4.	Coherence and Cohesion		
5.	Subject-Verb Agreements		
6.	Incorrect Capitalization		
7.	Incorrect use of articles		
8.	Word Choice		
	TOTAL		

3. Conclusion

   Based on the data that had been displayed. Researchers draw conclusions based on the data that had been reduced and displayed. This conclusion was in the form of an image and a description.