CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher want to see the error made by the students of SMP-IT Al-Barokah. Futhermore, the author uses a descriptive qualitative research. According to Sugiyono qualitative is a method used to examine the condition of natural objects where the researcher is designated as a key instrument, the results of qualitative research emphasize the meaning more than generalization.[1] Then, Arikunto said that descriptive research is to describe the situation.[2] In this study, the researcher uses descriptive qualitative research to obtain an overview of the status of phenomena that arise in the current situation. Researcher come to the field to obtain information about students' error, describe them and then analyze their findings based on omission, addition, substitution, and permutation. By descriptive qualitative research, the researcher was describe the students' error in translation recount text. Therefore, the researcher will identify, classify the error in their translation made by the students.

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[1] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2013), 9.

[2] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Pragmatik* (Jakarta: Rineka Cipta, 1993), 209.

B. Data and Data Source

The data in this study is essay test made by the researcher. Then, the data source is the students' answer sheet in translating the recount text from English into Bahasa Indonesia. The students consist of 15 students in VIII A and 10 students in VIII B. In this study, the researcher took eighth grade students in SMP-IT Al-Barokah on year 2020-2021.

C. Instrument

In conducting research, research instruments have an important role to support research. Sugiyono state that main instrument of qualitative is a researcher itself. Then, other instrument of this study is test. Test is an instrument that is used in evaluation. It is used to measure the ability of the students. According to Brown H. Douglas, test is a method used to measure the ability, knowledge, or an individual's performance.[3] It means the test can be measure the ability of students according to the knowledge and skill of the student, because students use all of their knowledge and skill for doing the test.

Data collected through a written test (translation test). In this study the students were asked to translate the English recount text into Indonesian to show some translation error. The test aimed to find out and analyze the kinds of translation errors in translating a text English into Indonesian.

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[3] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2003), 3.

D. Technique of Collecting Data

In this research, data collection was carried out with student answer sheets. The writer distribute test papers to students. Then, students translate the recount text. Answer sheets were collected to make it easier for researchers to identify translation errors made by students in translating English texts into Indonesian. The test consists of English recount text taken from a book.

E. Techniques of Data Analysis

After the data is collected, the data is analyze to achieve the research objectives. In analyzing the data, the researcher used the following five steps :

1. Collecting the students' answer sheet and analyse their errors. The writer focuses of this study is only on translation errors.

2. The writer analyze the students' error based on classification of Error analysis by Keshavarz (2011). The writer analyzing and identifying the students' errors by marking the errors item. To find the errors, the writer read the students task and identyfing the students errors by using code: omission (O), addition (AD), substitution (ST), and permutation (PT).

3. Classifying their error based on types whether it is omission, addition, substitution or permutation.

4. Explaining the students errors.

5. Calculate the total amount and the percentage of each type of error to find out the common items of error. By using the following formula :

$$\text{Error percentage (\%)} = \frac{\text{The number of error of each category}}{\text{The total number of error}} \times 100\%$$