CHAPTER III
METHODOLOGY

3.1. Research Design

This research examined the grammatical errors that the SMAS Budisatrya Medan students in the eleventh grade made when writing hortatory. Descriptive qualitative research is what this research is. According to Cresswell, "descriptive qualitative research is an investigation of the meaning that individuals or groups assign to a social or human problem that starts with an assumption, a worldview, the potential use of a theoretical lens, and the study of research problems". Words or pictures make up the several data sources for this study. Words, clauses, and sentences were used to present the findings of the analysis procedure.

3.2. Research Place and Time

This research took place at SMAS Budisatrya Medan which is located at Jl. Letda Sujono No.166, Bandar Selamat, Kec. Medan Tembung, Kota Medan, Sumatera Utara 20225. Time of this research was on May 2023.

3.3. The Data and Data Resources

The sources of data in this research are divided in two parts, they are:

1. Primary sources of data, the Eleventh Grade of students at SMAS Budisatrya Medan.
2. Secondary sources of data, to complete sources of data; the Headmaster and the English Teacher of SMAS Budisatrya Medan.

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3.4. Data Collection

The data was collected from SMAS Budisatrya Medan students in the eleventh grade. Marshall cites Gretchen B. Rossman's statement in Sugiyono that engagement in the context, direct observation, in-depth interviews, and document examination are the primary approaches qualitative researchers rely on for information collecting. The researcher will first interview both the teacher and the student. The researcher will then monitor SMAS Budisatrya Medan students, focusing on the eleventh grade, in order to collect data. However, the researcher will take part in class to collect all necessary data.

The instruments that follow are used by the researcher to collect data from the site:

1. **Writing Test**

    The researcher tested students to gather the data. the hortatory statement on the exam instrument. They wrote their opinions on the topic she gave them in hortatory. She then gave each student their test paper. When the students were finished, the papers were collected, and the writer checked for any grammatical errors.

2. **Interview**

    To get further information and data, the researcher conducted interviews with teachers and students. According to Esterberg in Sugiyono, "an interview is a meeting between two people to exchange ideas and information through questions and answers, leading to dialogue and cooperative meaning building about a certain issue".

3.5. Data Analysis

According to Corder, who was referenced by Mungungu, Error Analysis involves the following processes for data processing:

1. **The Collection of Errors**

    After reading the students' hortatory exposition text, the researcher tried to gather the errors that the students had made by circling them to make them clearer to see.

2. **The Identification of Errors**

    Following the gathering of the data from the students, the researcher concentrated on grammatical errors in hortatory exposition text and divided them into four subcategories using the surface strategy taxonomy.

3. **The Description of Errors**

    The researcher will analyze the errors after recognizing them and describing their characteristic.

4. **The Explanation of Errors**

    In the fourth step, the researcher will list each error and explain why it qualifies as an error.

5. **The Evaluation of Errors**

    In the final stage, the researcher will assess each sentence in their hortatory exposition text and make modifications and correction as necessary. Since gathering data is the first step, the researcher draws conclusions gradually or by tracking the development of data collecting.

The researcher collects the students' errors in grammar as they write hortatory exposition text while they analyze the data. The researcher also calculates the percentage of errors that students in hortatory exposition writing make. The researcher applies the following formula to determine the percentage of each error type:

$$P = \frac{f}{n} \times 100 \%$$

Noted:

P= Percentage

f= frequency of errors occurred

n= number of cases (total frequent/individual total)

Table 3. 1The Classification of Students Error

Student Initial	No	Sentence	Errors Types				Correct Sentence
			Om	Ad	Ms	Md	
	1.						

3.6. Research Procedure

The researcher followed a set of steps to carry out her research. The steps will be outlined in detail below:

1. The researcher sets up an instrument or test for the students. The task for the test is to write a hortatory text.

2. The researcher visited the school to get permission from the principal to carry out her research. The researcher may meet the English teacher to schedule a time to conduct the study after obtaining permission.

3. The researcher completed the research with students in the eleventh grade. She observed the teaching and learning process before administering the writing test. The students' English teacher explained to them what will be covered in the hortatory a text. The writer provided instructions and directions on how to complete the writing test after outlining the subject.

4. The researcher then gathered and reviewed the student writing samples.

5. The researcher then examined the writing portion of the examination to identify the most typical grammatical errors produced by students.

6. After calculating the total errors, the researcher created a table based on the classification of errors, and the writer then created a table with the results.

7. The author then descriptively interpreted all of the data.

8. The last step is writer made conclusion of her research.

3.7. Trustworthiness

Credibility, transferability, dependability, and confirmability are all components of qualitative research validity.

1. **Credibility**

   The degree of accuracy of the research design and the obtained results are key components of credibility. By extending observation, stepping up perseverance, and using several sources of information, qualitative data study can be made more credible.

   In this research, triangulation was utilized as a credibility check. Triangulation is a type of qualitative cross-validation, according to William in Sugiyono , "it determines whether the data are sufficient based on the convergence of various data sources or data collection techniques. Checking information from different sources in different ways and at different periods is referred to as triangulation in the context of credibility assessment".
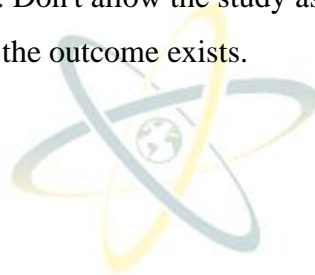
2. **Transferability**

   The degree of accuracy or applicability of the study's findings to the population from which the sample was drawn is referred to as transferability. The question to which the research's findings can be transferred or utilised in other contexts is related to this transfer value. Therefore, when writing the report, the researcher must provide a full description that is clear, methodical, and reliable in order for people to comprehend the results of qualitative research so that it is feasible to implement the results of the research.

3. **Dependability**

Dependability is achieved through auditing the entire research process. The research is not reputable or dependable if the research process is not completed but the data is.

4. **Confirmability**

Since the qualitative confirmability test is comparable to the dependability test, both tests can be run concurrently. Confirmability testing entails evaluating the findings of the research connected to the operation. Don't allow the study assume that the process doesn't exist but that the outcome exists.