

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is a Descriptive research. To found out the students mastery ellipsis, the researcher administered a test as an instrument.. The researcher concerns present all data and facts during analyzing the data by applying ellipsis in the test. The test is divide into several kinds of ellipsis. Halliday and Hasan (1985: 146-225) mention that ellipsis can be divided into three kinds: nominal, verbal, and clausal ellipsis. The test was adopted from Wilza Hira (2002) .

This study was held in the classroom. The researcher came to the classroom to provide guidance and set up some questions that were given to students in a test, to know the students mastery in ellipsis as a part of grammatical. Students were asked to complete the answers to the following question with full forms, using the words between brackets and give the complete form of the underline words.

3.2 The Location and Time of the Research

This research was done on September 2018 at Teacher's Training and Education Faculty (FKIP) at Islamic University of Riau. It is located on Khairudin Nasution street no. 133 Pekanbaru – Riau Province. The reason the researcher takes the Teacher's training and Education Faculty in this research, because the researcher is an English students in FKIP UIR Pekanbaru , and the researcher interest to know how is ellipsis knowledge of the Third year students at English Study program of FKIP of Islamic University of Riau in the academic year of 2017/2018.

3.3 The Population and Sample of research

3.3.1 Population

Population had a main role that could be a target of investigation and the objective the process of data collection of the research. According to Salkind (2015:95) a population is a group of potential participants to whom you want to discover a result of the study. It means that, the group of students will be participated in the research.

The population of this Research was Third semester students at English study program of FKIP UIR Pekanbaru. There are six classes of the fourth year students: A,B, C, and D.. Each class consists of 30-35 students. The total number of the population is 134 students.

Table 3.1 Population of Third Semester Students at English Study Program
2017/2018 Academic year

Number	Fourth Semester	Population
1	Class A	30
2	Class B	29
3	Class C	40
4	Class D	35
	TOTAL	134

3.3.2 Sample

The researcher selected the sample by applying Cluster Random Sampling. Cluster random sampling is used when the population is very large. It means that the sampling in which groups, not individuals, is randomly selected. Meanwhile, random here means that every students have the same chance chosen as sample according to their cluster. This is in line with Kothari (2004:60) stated that random sampling refer to the sample that same composition and characteristic in population.

Based on the explanation above, the researcher makes lottery to take the sample. First, the researcher writers all class names in piece of paper and put one of them and the researcher gets B class as the sample where the number of student is 35. Thus, the sample of this research involves 35 students of B class of The English study program of FKIP-UIR.

3.4 Data Collection Technique

In collecting the data, the researcher constructed an essay test. Nigel (2006) Essay test is a test that require the students to compose responses, which is meant to measure the knowledge of grammatical form.

The test was administered to 35 students. The time given was 45 minutes. The researcher gave the test to the students and explained that the test did not influence their grades and was not reported to their lecture.

The test had 35 items. It contained three kinds of ellipsis that was nominal, verbal, and clausal. There are 3 items for each type of the ellipsis.

The test consisted of instruction I, and II. There were 20 items in the instruction I and 15 items in the instruction II.

Table of Specification of the Test Items:

Table 3.2 Instrument of Research

No.	Type of test	Sub-Type of test	Number of items	Number of test item
1.	Verbal Ellipsis	Lexical	5	1,2,3,4,5
		Operator	5	6,7,8,9,10
2.	Clausal Ellipsis	Modal	5	11,12,13,14,15
		Propositional	5	16,17,18,19,20
3	Nominal Ellipsis	Deictic	5	21,22,23,24,25
		Numeral	5	26,27,28,29,30
		Epithet	5	31,32,33,34,35,
TOTAL			35	

Instruction I

Complete the answers to the following question with full forms, using the words between brackets.

Examples :

1. A : Would you like some apples?

B :(Yes)

The right full answer is “Yes, I would like some apples”.

Instruction II

Give the complete form of the underline words

Example :

2. The parents could not be traced. Apparently both were abroad

The complete form is: both of the parents.

After that, the researcher calculated the data by using formula. Finally, the data were analyzed based on the indicators.

3.4 Data Analysis Technique

This research was intended to analyze student’ knowledge about ellipsis in context at the Third semester in English Study Program of FKIP-UIR on 2017/2018 academic year. After distributing a set of test to the sample, the researcher analyzed the data in order to know the scores of the students; the researcher used the following formula:

$$FV = \frac{R}{N}$$

Where:

FV : Facility Value

R : Correct answer

N : The number of the students (Heaton, 1975:172)

An item test was accepted if FV was 0.30 – 0.70 and it was rejected if FV was between 0.00 – 0.60 (difficult) and 0.60 – 1.00 (easy). (Heaton,1975; 178)

In order to know the scores of the students, the writer used the following formula:

Where:

$$FV = \frac{R}{N} \times 100\%$$

Note: FV = Difficulty Level.

R = the Number of Correct Answer.

N = Number of Respondent.

Heaton (1975:172)

The scores of the respondents were interpreted as follows:

Table 3.3 Classification of students score

Test Score	Level of mastery
90% – 100%	Excellent
80% – 90%	Good
70%– 79%	Fairly Good
60% – 69%	Fair
≤59	Poor

(Heaton,1975; 98)

To know the percentage of students who correctly answered of each type of ellipsis the following with formula is used:

Where:
$$P = \frac{\sum x}{S_m N}$$

Note:

P = Proportion

$\sum x$ = Students' score for each type

N = the number of students

S_m = Number of test item in each type

(Nahjiah 2015:122)

Table 3.4 Difficulty Index

Number of index	Easy or Difficult
0,60 – 1,00	Easy
0,30 – 0,60	Difficult

(Nahjiah 2015:123)

After the data had been ready to be analyzed, then the researcher interpreted the data into percent by following the formula:

Where:
$$\sum P \times 100\%$$

Note:

$\sum P$ = Total of Proportion

(Nahjiah 2015:122)