CHAPTER III

RESEARCH METHOD

In this method, the major components include research design, subject of the study, setting of the study, methods in collecting data, methods of data analysis, and trustworthiness of the data.

3.1. Research Design

Research design is the way to complete the data and search the result of the study. In this study, the writer refers to the qualitative research approach because it is appropriate to be used in describing the students' spelling errors. Moleong (2002:3) stated that qualitative research which yields the descriptive data in the form of written or oral words from observing people and behavior.

Moleong (2005:6) states that qualitative research is the research that is intended to understanding the phenomenon about what subject experienced holistically, descriptively in the form of words and language, in a special natural contexts with employing any nature method with make a researcher as a key of the instrument.

In this study, the writer describes about students' spelling errors on their writing recount text, the reasons of making errors, and also the effort of the teacher and students to reduce that problem.

3.2. Subject of the Study

In this study, the subject are students' writing recount text from the tenth grade of students at MA Darul Hikmah Tawangsari. The decision of choosing the subject of the study because they belong to the highest categories of making spelling errors in their class. Then, the writer wants to do interview about students' spelling errors on their writing recount text and how their effort to reduce that problem and got the documentation from students' paper on writing recount text. To

verify the data, the writer also collects the data from the teachers. Here, the teacher was as the informant of this study. The students and teacher provided the   information about the reasons of the students made spelling errors and their effort to reduce spelling errors on students' writing recount text.

3.3. Data and Data Source

The important information in research that should finding is data. Moleong (2011: 157) defined kinds of data are divided into words and behavior, written documents, photos, and statistics. Ary (2006: 454) suggested that the data collected in qualitative, the writer attempts to arrive at a rich description of the people, objects, events, places, conversations, and so forth. In qualitative, the data are in the form of words rather than number and statistics (Ary, 2002:425). The data must be accurate, relate, and appropriate with the research problem which is being observed.

The data in this study were selected information and students writing that consist errors on their writing recount text. In this study, the data were in the forms of statements of interview and descriptions about students' spelling errors in writing recount text which belonged to qualitative data.

In the qualitative approach, the data will be taken from some sources. Those can be from place, paper, and person. Arikunto (2006: 118) states that the sources of data are subjects where data can be gained. So, in this study the data was conducting by documentation and interview to tenth grade of students and the English teacher in MA Darul Hikmah. In this study, the data source was categorized as person and paper data source.

3.4. Setting of the Study

In this study, the writer chooses the setting of the study at MA Darul Hikmah Tawangsari. MA Darul Hikmah is located at Jl. KH. ABU MANSUR I, Kedungwaru, Tulungagung, East Java. The writer chose that place because this school is a boarding school which has implemented a system of two languages that must be applied in everyday conversation, namely Arabic and English. Basically, there are other school that implemented a system of two languages, but this boarding school have good management in demanding students to pay attention to the English and Arabic bilingual systems in daily communication (Samor : 2019). Besides, all of the students at MA Darul Hikmah Tawangsari must stay in boarding school. It means that, their received English not only in school but also in the boarding school. In addition, the students also get additional vocabulary which must mastery by them all every day, so that their language skills will improve. Therefore, it is significant to conduct research in this school.

3.5. Methods in Collecting Data

In this study, the data were collected through documentation and interview. The research instruments are students' paper and interview guide. Then, in this study the methods in collecting data are :

1. **Documentation**

   In getting the complete data, another method to get data about students' spelling errors on their writing recount text is documentation. According to Bogdan & Biklen (1998:57), document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all short that can be used as supplemental information as part of study whose main data source is participant observation or interviewing. In this study, the document that was

observed, checked, and learned by the writer is students' product writing of recount text. Document here helps the writer to describe the real process of students' writing spelling errors on their product of writing recount text.

2. Interview

According to Ary, et al (2010:438) interview is used to gather data from people about their opinion, belief, and feelings about the situation with their own words. Then, Interview can be defined as the conversation with certain purpose (Moleong 2011:186). In the context of this study, interview is addressed to ten students of X-B Social class, especially them who made many errors in their writing recount text and English teacher at MA Darul Hikmah Tawangsari in order to get information about the reasons of students made spelling errors on their writing recount text and how the effort to reduce that. The interview is conducted on Wednesday, 3rd June 2020. Then, there are many types of interview. Ari et al (2010) mentions three are kinds of interview as follows :

a. Unstructure interview. In this type of interview, direction of interview greatly is guided by respondents' answers. So, the direction of interview is difficult to be predicted.

b. Semi-structured interview. This interview starts by general idea from researcher but during conducting interview it does not use the questions that has been arranged previously.

c. Structured interview. The direction of interview is guided by general idea of researcher from question list that has been arranged previously.

Based on the types of interview explained before, the writer used structured interview. In this research, before conducting interview the researcher makes the general idea by making some questions prepared before. The targeted interviewees are the tenth grade students and English teacher at MA Darul Hikmah Tawangsari. The interview for students focused on their reasons of making spelling errors on their writing recount text and their effort to reduce it, while the interview for teacher only about the way how to decrease the students' spelling errors. Then, the steps of making interview guide for both of teacher and students was developed as follows :

1. Some related interview on factors affecting EFL students to make spelling errors in their writing English were reviewed and the review result was used to develop blue print.

2. The review guide was developed based on the blue print.

3. The items of interview guide was developed according to the blue print.

3.6. Methods of Data Analysis

After collecting the data through documentation and interview the next is the data will be analyzed. Bogdan and Biklen (1982: 248) state that data analysis is the process of systematically searching and arranging the interview transcript and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. The purpose of data analysis was to summarize and to simplify the data in order to interpret and draw a conclusion. The data analysis for the present study was done by applying the

procedures suggested by Miles and Huberman (1992: 23) covering data reduction, data display, and conclusion drawing.

1. **Data Reduction**

   Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data which appear in transcription. In this study, after the writer collected the data from documentation and interview, the writer reduced some part of the data. Along data reduction, the writer selected and organized the raw data. Moreover, the data which were relevant to the research problem were re-transcribed. Data reduction was done by transcribing the raw data and organizing based on the research problems.

2. **Data Display**

   The next step is data display which is an organized, compressed assembly of information which permits conclusion drawing and action (Miles and Huberman, 1992: 11). After collecting and reducing the data about the students' spelling errors on their writing recount text, the writer displays the selected data in the form of narrative or description.

3. **Conclusion Drawing**

   The last step of analyzing data is conclusion drawing or verification. In this step, the conclusion is drawn based on the data and the information gathered during the research conducted. The conclusion drawing related to the students' spelling errors on their writing recount text at MA Darul Hikmah Tawangsari. From the presented data taken

from got students' paper as documentation and interview to the students and English teacher at MA Darul Hikmah Tawangsari the conclusion is drawn.

3.7. Trustworthiness of the Data

The trustworthiness of the data can be defined as every situation that must demonstrate the right value, provide the basic to be implemented and allow the outside decision that can influence the consistency from its procedure and neutrality of the findings and decisions (Moleong, 2007). In qualitative research, the trustworthiness of the data has several criteria namely credibility, transferability, dependability, and confirmability. The credibility of the data was supported by the use of triangulation. The purpose of triangulation in qualitative research is to increase the credibility or validity of the result. Denzin in Patton (1990) states there are four kinds of triangulation namely data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. In this study, the writer used data triangulation and methodological triangulation. Data triangulation was proven by the use of different data sources. Meanwhile, in methodological triangulation the writer got the data by using different techniques. Both of the triangulation gave impact to make the data more credible. Here, the writer took the data from some different kinds or sources, they were tenth grade students at MA Darul Hikmah Tawangsari and took data document. The methods to get the methodological triangulation were the data gotten from observation, documentation and interview.
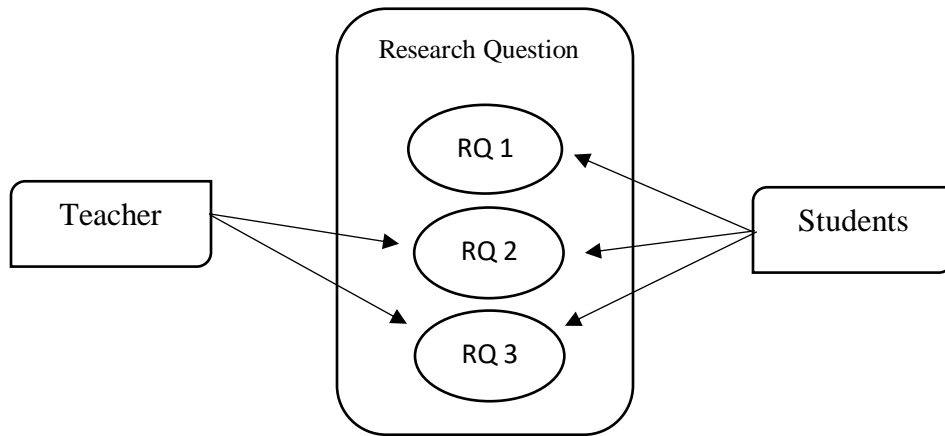
Figure 3.1 The Sketch of Data Source Triangulation.

The Figure 3.1 shows the visual overview in how the research questions are answered. The data of the research questions about the reasons of spelling errors made by the students and the effort to reduce that problem are collected from two different data sources; they are tenth grade students at MA Darul Hikmah Tawangsari as subject and the English teacher as the informant. Hence, the data of the research questions of this study are triangulated from data source point of view.
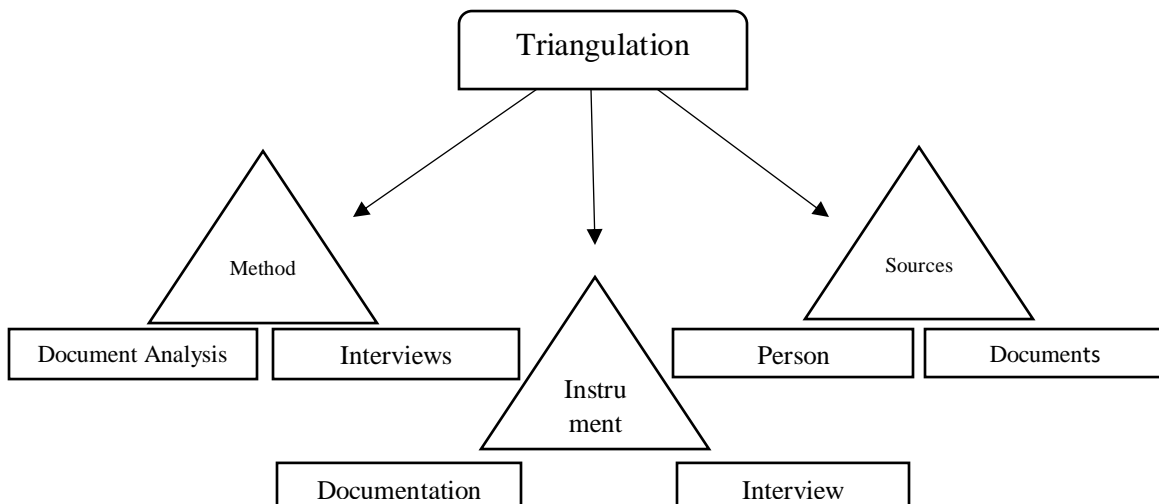

Figure 3.2 The Sketch of Methodological Triangulation.

The figure 3.2 showed visual overview in how the research questions answered. The data of the research questions are collected through documentation and interview. Thus, the data of the research questions are triangulated methodology.