

CHAPTER III

RESEARCH METHOD

This chapter presents research design, data and data source, technique of data collection, technique of data verification and data analysis.

A. Research Design

Before going further to any explanation about the methodology, it is necessary to know that this research was conducted to uncover the research problem proposed in which the data studied were in the form of students' writing (in more general term those were classified into document). Such kind of data is classified into qualitative ones (Ary, 2006:490).

In this research, the researcher used a qualitative research design. This type of the research does not apply the detail arithmetic calculation or statistic. It contains sentences or description of the objects. It refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.

More specifically, the approach used in conducting this research was descriptive research. As Best stated (in Cohen 2007: 205), descriptive research is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive

research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event.

By reviewing those references, it gave belief that descriptive research perfectly fits this research.

B. Data and Data Sources

This research was conducted in English Department of IAIN Tulungagung. That was the place where the researcher looked for most of the data. The researcher took the students' writing on Wednesday, 13 May 2015 in the paragraph writing class. The subject of this research was the A class of the first semester students of English department of IAIN Tulungagung academic year 2013/2014. The students of A class was convinced as selected students. Their competence was better than the other class. So, the errors they made were truly errors, not mistakes.

The data source was the writing product of the first semester students of English department of IAIN Tulungagung or so called documents. There are 37 students; 27 girls and 10 boys. So, there was 37 students' writing. The data in this research were any errors found in the students' writing.

C. Technique of Data Collection

The researcher met the lecturer of paragraph writing class to get the students' writing. Since the data source was students' writing or document, the researcher used document analysis as the technique of data collection. Ary (2010: 442) stated as follows:

The term *document* refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or of non-written records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.).

Document analysis is conducted because documents are stable and rich sources which open an opportunity to enlarge knowledge about something observed (Guba and Lincoln in Moleong, 2009:201). For this reason, document analysis is preferred.

The analysis in this research concerns on grammatical errors find in the students' writing. The analysis is based on surface strategy taxonomy. To guide analyzing obtained documents (read: students' writing), the researcher made guidance as follows:

- a. Read the students' writing two to three times to find grammatical errors in their writing.
- b. Write down the grammatical errors in a table which represents one analyzed students' writings.

- c. Each grammatical error which occurs will be noted in the table according to its classification.

D. Technique of Data Verification

Maxwell in Yin (2011: 79) highlights the issues of validity by referring to “the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account”.

Maxwell also has compiled and summarized at least seven ways for addressing validity challenges. They are *intensive long-term [field] involvement*, *“rich” data*, *respondent validation*, *search for discrepant evidence and negative cases*, *triangulation*, *quasi-statistics*, and *comparison*.

The researcher decided to use *triangulation* to strengthen the validity. The principle of *triangulation* comes from navigation, where the intersection of three different reference points is used to calculate the precise location of an object. In research, the principle pertains to the goal of seeking at least three ways of verifying or corroborating a particular event, description, or fact being reported by a study. Such corroboration serves as another way of strengthening the validity of a study. The type of triangulation chosen is *Theoretical triangulation*. This type draws upon alternative or competing theories in preference to utilizing one viewpoint only.

The first theory comes from Brown (2007:259) who stated that learners do make errors and these errors can be observed, analyzed, and classified to reveal something of the system operation within the learner. At the same idea as Gass (2008:102) who stated that error analysis is a type of language analysis that

focuses on the errors learners make. It is supported by Dulay (1982:139) that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors.

From those theories, it is appropriate for the researcher to analyze the students' errors.

E. Data Analysis

In analyzing the data, the researcher used error analysis method. The error analysis was used since it fits the characteristic of the data and the nature of this research. It was strengthened by Gass and Selinker (2008:102) that error analysis is a type of linguistic analysis that focuses on the errors learners make.

Then, Gass and Selinker (2008: 103) there are a number of steps taken in conducting an error analysis.

1. *Collect data.* Collecting the students' error in writing
2. *Identify errors.* Identifying the types of errors made e.g.: omission, addition, misinformation or misordering
3. *Classify errors.* Grouping the errors that have been found and stating the classes of the errors e.g.: error of plural maker, error of conjunction etc.
4. *Quantify errors.* Explaining the errors and calculating how often the errors appeared
5. *Analyze source.* Analyzing the sources of errors
6. *Remediate.* Based on the kind and frequency of an error type pedagogical intervention is carried out.

Referring to the steps of error analysis above, the researcher analyzed the data as follows:

1. Identification of errors

In this stage the researcher found out any deviation which possibly could be found in students' writing. That could be omission, addition, misformation and misordering.

2. Classification of errors

Then the researcher classified the errors which have been found based on their grammar aspects, such as third person singular verb, to be and so on.

3. Tabulating the errors

The next, the researcher calculated the frequency of each type of errors and their grammar aspects.

4. Analyzing the errors

This step dealt with deeper analysis of the errors found and the sources of errors in the students' writing.

5. Drawing a conclusion

After analyzing the errors, the researcher made a conclusion based on what have been found.