

CHAPTER III

RESEARCH METHOD

A. Research Design

This research belongs to descriptive statistic research. This research belongs to descriptive because the objective of the research is to describe the phenomena from the data that are derived from observational situation. The researcher describes the phenomena of the obtained data naturally and objectively.

“Descriptive research is a type of study referring to investigations which utilize existing data or a non-experimental research with a preconceived hypothesis” (Shohamy, 1989: 117).

The purpose of the study is to analyze the errors of writing English thesis abstract according to Dulay et all’s theory. The researcher analyzed the research based on the surface strategy taxonomy. The researcher was interested in error analysis of grammatical because grammar are believed to contain valuable information on the strategies that learners use to acquire a language.

B. Subject of The Study

The Subject for this study was obtained from the thesis abstracts of Non-English Education Department from Faculty Tarbiyah and Teacher Training who graduated in 2020. The researcher took 5% of the abstracts

in 11 majors that were available in the repository. The sample, on the other hand, is the content of the abstract that the researcher will analyze. The content is in form of sentence. A sentence may contain one error or more, and then they were analyzed separately.

C. Research Instrument

In this research, researcher will use Document Analysis guideline as proposed above to analyze the document. During the research, the researcher will use the Oxford English dictionary to look for grammatically correct words. And, if at all possible, the researcher consults a qualified person, in this case an English Department lecturer, to double-check the analysis.

Burns (1999:140) states that “documents are readily and accessible source of data which helps researchers to complement other observations by building a richer profile of the classroom or the institutional context for the research”.

D. Method of Data Collection

The data needed in this research were the grammatical errors that taken from thesis abstract of Non – English Department from Faculty Tarbiyah and Teacher Training who graduated in 2020. The researcher took 5% of the abstracts of each of 11 majors.

Due to the Covid-19 outbreak, the researcher will collect the data by visiting the repository system and also, if necessary, contacting the

owner of the thesis abstract. The thesis author name will be censored and the abstract name is replaced with code instead for privacy. The selected abstracts are in form of (*.doc) document.

E. Method of Data Analysis

The procedure of error analysis proposed by Ellis and Barkhuizen (2005) comprises the following five steps: (1) Collection of samples, (2) Identification of errors, (3) Description of errors, (4) Explanation of errors, (5) Errors evaluation.

1. Collection, the researchers collected the abstracts, which were then analyzed using Dulay's theory. The samples were taken from abstract in non – English department on Faculty Tarbiyah of Teacher Training which graduated at 2020. There are 11 available major and researcher will take 5% on every major.
2. Identification, the abstracts were identified sentence by sentence by the researcher. Read the statement carefully, then look up the correct words in the dictionary. If any errors are discovered, the researcher will mark them and insert them into the table. A sentence may contain one error or more, and then they were analyzed separately. After one abstract has been completed, the researcher will reread the checked abstract to ensure that no errors have gone overlooked.
3. Description, Following the discovery of the errors, the researcher will categorize them and insert them into a table.

The classification is based on the work of Dulay et al (1982). Each form of error has its own categorization, and tables were utilized to present the errors, which were sorted by category. After gaining the categorization, researcher will classify the error into primary categories of grammar. The table is illustrated as follows:

Table 3.1 Error Analysis Table illustration

Abstract (Code)			
NO	Sentence Code	Sentence	Explanation
1			
2			

The table shows the abstract code, the sentence code, the sentence which contains errors, and explanations of the errors.

After the errors were put in the tables, they were grouped according to the errors, and then inserted to a new table that sums the result. The table is illustrated as follows:

Table 3.2 Error Analysis Result Illustration

OMISSION/ADDITION/MISFORMATION/MISORDERING TABLE			
NO	Sentence Code	Sentence	Explanation
1			
2			

The tables show the number of each error based on the corresponding abstract.

After the errors were grouped, they will be classified into primary categories of grammar. The table is illustrated as follows:

Table 3.3 Summary of Grammatical Errors Illustration

No	Primary categories of grammar	Sentence Code	Total
1	Noun		
2	Verbs		
3	Adjective		
4	Adverb		
5	Pronoun		
6	Preposition		
7	Conjunction		
8	Determiner		

After the error were classified into primary categories of grammar, they will put at table below to calculate the percentage in form of chart.

4. Explanation, the fourth was explaining some errors that found in abstract in detail in form of paragraph.
5. Evaluation, the last step was errors evaluation by finding the causes of error that occur in the abstract.