

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the writer presents research design, population, sampling and sample, place of the study and time of the research, data and data sources, the methods of collecting data and instruments, and data analysis.

#### **A. Research Design**

According to Arikunto (2006:51), research design was plan or setting; this was made by the researcher as the orientation that would be conducted. It meant that in a research the researcher needed to decide the design as a plan which wanted to apply in a research related to the research objectives. In addition, Suryabrata (1983:37) said that in conducting a research, everyone could use any kinds of methods and research designs based on the purpose, characteristic, the problem, and other alternative used. This study made research design as approach guideline to carry out the research. Therefore, in this research, research design was truly needed to get the research result.

Before going further to any explanation about the research design, it's necessary to know that this research was conducted to uncover the research problems proposed in which the data studied were the college

students' writing in narrative text (in more general term those were classified into document). Such kinds of data are classified into qualitative ones (Ary, 2006:49). Hence, this study is categorized into a case study by using quantitative descriptive approach. Merriam in Nunan (1992: 77) stated that the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data resources. In other words, qualitative case study is an empirical enquiry that investigates a contemporary phenomenon within its real life context, and in which multiple sources of evidence is used. In short, the research design of this study is case study with Quantitative descriptive approach.

Because of this research was case study, the result of this research could not be used to represent the other college students' writing ability in narrative text. It was only relevant to the first year at IAIN Tulungagung in academic year 2014/2015

## **B. Population, Sampling, and Sample**

Cohen (2007:72) explains that the small group that is observed is called a sample and the larger group about which the generalization is made is called a population. In other words, sample is small group of participant taken from the greater group called population. Consequently, the population of this

research is the first year students of English department at IAIN Tulungagung.

Because there is a limited time from college to conduct the research, the researcher used purposive sampling to take sample from the population. According to Best (1981:57) purposive sampling is sampling technique which researchers do not consider strata, random or area when they handpick a subject. This sampling was chosen based on some considerations such as the limitation of time energy, and money. As a result, by using purposive sampling, she decided the sample of the research which was the first year students of class C, D and E from English Department. The researcher chose ten students of each class randomly from that college. The college students of those classes wrote narrative texts, and then those were analyzed by the researcher in this research

### **C. Place of the Study and Time of the Research**

This study was conducted at IAIN Tulungagung, so the college is the setting of this research. On April 18<sup>th</sup>, 2015, the researcher asked permission to the college and the lecturer to conduct the research. Then, on April 20<sup>th</sup>, 2015 to April 25<sup>th</sup>, 2015, she obtained the documents from the college. In addition, she analyzes all documents qualitatively. On April 26<sup>th</sup>, 2015 to April 27<sup>th</sup> 2015, she interviewed the college students to know the sources of errors in writing narrative text.

#### **D. Data and Data Sources**

Because this research was quantitative descriptive research, data and data sources of this research was concerned with the kinds of data going to be collected and analyzed and from which sources the data were obtained. Generally, the data source of qualitative research could be categorized into event, place, person or informant and artifact. Thus, data sources in this study were the college students' documents in writing narrative text, and the college students as informants. In other words, the data sources of this research were in the form person or informant and artifact. Therefore, related to the data sources, data used by the researcher were any information found in writing or so-called documents, and interview data.

#### **E. The Method of Collecting Data and Instruments**

Data collection method is the method that is used by the researcher to collect data, and instrument is the tool that is used to get the data (Arikunto, 2006:160). It means that the researcher needed instruments to collect the data. Therefore, the researcher used documents and interview to collect the data in this research.

There are three research problems are stated by the researcher on chapter I. Thus, the researcher used documents and interview data to answer those research problems. Documents were used to answer research questions number one and two. Therefore, she knew kind of grammatical errors made

by the college students and the highest and the lowest error frequency of each error. In addition, interview data were used to carry out the research problem number three, so she was able to identify the sources of error or the causes of error in this research.

## **F. Data Analysis**

In this research, error analysis was the methodology used in analyzing the data. The error analysis was used since it fit to the characteristics of the data and the nature of this research. Corder (1967:160) explains that error analysis can deal effectively only with learner production; speaking or sentences, not with learner reception; reading and listening. Its compatibility was then strengthened by the fact that this study tried to uncover the errors occurring in language construction made by a specific group of learners and the error analysis itself. Based on Gass and Selinker (1994:67) is a type of linguistic analysis that focuses on the learners' error make. It means that the errors analysis here focused on the grammatical errors made by the first year at IAIN Tulungagung in narrative text.

There were some steps in applying the error analysis to analyze the data. The following steps were based on the procedure stated by Corder as quoted by Ellis (1994: 48). The steps are presented below:

**Table 3.1. The Procedures of Error Analysis**

No.	Steps	Explanations
1.	Collection of samples of learner language	Deciding what samples of language learner to use for the analysis and how to collect these samples
2.	Identification of errors	Identifying the errors by underlying the errors the learner made
3.	Classification of errors	Grouping the errors that have been found and stating the classes of the errors
4.	Explanation of errors	Explaining the errors by establishing the source of the errors and calculating how often the errors appear
5.	Evaluation of errors	Evaluating the errors step involves tabulating the errors and drawing conclusion

Referring to the steps of error analysis method above, the data will be analyzed as follows:

#### 1. Identification of errors

In this step, the researcher studied the gained data and tried to find out the grammatical errors by underlying the errors. She tried to analyze the data as objective as possible.

## 2. Classification of errors

Once the errors have been identified, she classified them in the following categories of grammatical rules, for example:

- a. errors in using verb forms
- b. errors in agreement between subject and verb
- c. errors in the use of article
- d. errors in the use of preposition
- e. errors in pluralization
- f. errors in the use of pronoun
- g. errors in the use of conjunction
- h. errors in the use of adverb

## 3. Calculation of errors

In this step, she calculated the errors in order to know how frequent those errors have been made by the college students of first year at IAIN Tulungagung. In calculating the frequency of each error, she employed the following formula:

$$P = \frac{n1}{\sum N} \times 100\%$$

In which,

P: percentage of each error

N1: total of the given error

$\Sigma N$ : total of the whole errors

By calculating the frequency of each error, she could identify the most frequent error and the least frequent error made by the college students.

#### 4. Tabulating result

Once the errors were calculated and arranged, she tabulated the result of the analysis. This table was meant to ease the identification of the percentage of each error. Therefore, the result of the analysis of the grammatical errors in narrative text made by the college students of IAIN Tulungagung was presented in the form of a table.

#### 5. Drawing a conclusion

The last step would be drawing a conclusion based on the analysis. In this step, she had to make a valid conclusion in the form of a brief error description.