

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted by using qualitative research. According to John W. Creswell and J. David Creswell (2012) Qualitative research is a situated activity that locates the observer in the world. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of reporting the complexity of situation. So, in qualitative research, regardless of the individual or group, qualitative also relates to the processes and procedures in a study.

Based on the qualitative research, researcher choose a descriptive qualitative method. An approach that is carried out by attaching question about who, what, where, and why of object to be described based on experience is called qualitative description studies. Thus, the purpose of qualitative description research is not only to explain, understand, explore, describe a process of experience expected in phenomenology (Doody & Bailey in Bradshaw, Atkinson, & Doody, 2017, p.3 in Umi Umayah). tells that qualitative methods are appropriate and helpful for

achieving a variety of the research goals – either on their own or in complementary relationship with other research methods.

The researcher used a qualitative research in descriptive method. This was because the researcher thoroughly describe the phenomena and problems were faced by the researcher. The researcher found the problems faced by the students in writing descriptive text. This writing descriptive text, the students were asked to describe an object completely, namely about animals into students' descriptive writing product. After that, the researcher analyzed the errors found in writing descriptive text, especially in using simple present tense. Therefore, the researcher used descriptive qualitative method to describe thoroughly and completely the errors were made by students in using simple present tense, such as addition, omission, misinformation, and misordering.

B. The Subject of the Study

The subject of this research was the sentences from the writing descriptive text. The writing descriptive text was obtained from the students of English Education Study Program class A6 students of STKIP Persada Khatulistiwa Sintang.. The researcher took the class A6 based on the English subject.

After that, the researcher analyze the errors found in the sentences of the writing descriptive text. Then, the writing descriptive text was analyzed in using simple present tense. The sentences of simple present tense was analyzed the types of errors found, the most common errors

found, and the causes of students' errors in writing descriptive text. In addition, the writing descriptive text was very effective, so the students can easily write Basic English sentences properly and correctly.

C. Data Collection Technique and Instrumentation

According to Creswell, (2012, p.9) collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. Qualitative data collection is more than simply deciding on whether you will observe or interview people. Five steps comprise the process of collecting qualitative data. You need to identify your participants and sites, gain access, determine the types of data to collect, develop data collection forms, and administer the process in an ethical manner, Creswell (2012, p.204). While the data collection instrument or the same as tool was a tool that was used by a researcher to simplify and obtain data in research. The researcher used the data collection technique as a method that was used to collect the data and the data collection instrument as the tool was used to obtain the data. Therefore, the data collection technique was used in this research was documentation. While, the data collection instrument was used in this research in document sheet..

The following was an explanation of the data collection technique and instrumentation, as followed:

1. Data Collection Technique

a. Documentation

Documents consist of public and private records that qualitative researcher obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters (Creswell, 2012, p.223). The documentation is a method used by researcher to collect the data in research in various forms, such as field note and students worksheet. The technique in this research uses the documentation. The tool that is used in this documentation is document sheet in the form of writing descriptive text. Writing descriptive text is taken based on the technique or method is used by a researcher in taking and processing data in research to analyze the using of simple present tense. Therefore, the technique is used in this research is documentation and the tools use a document sheet.

2. Data Collection Instrument

a. Document sheet

Document sheet s one of the instruments uses by researcher in collecting data. A plan sheet of documenting a data to direct the reader in obtaining the existing information is called a document sheet. This document sheet can also be used in descriptive qualitative research. This is intended, the researcher uses a document sheet to analyze the errors found in writing descriptive

text. Therefore, the researcher uses this document sheet to analyze the writing descriptive text, especially in using simple present tense. The forms of the document sheet are the writing descriptive text of English Education Study Program class A6 students at STKIP Persada Khatulistiwa Sintang

D. Data Analysis

According to Prateek Bihani and S.T Patil (2014, 95) Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision, making. Data analysis has multiple facets and approaches, encompassing diverse techniques under variety of names, in different business, science, and social science domains.

1. The Procedures of Errors Analysis

In analysis data, researcher must know how to conduct the data. Therefore, the researcher should know the steps of error analysis. There are four steps to analyze the learner's errors in writing:

a. Identifying the errors

Identifying the errors is one of the stages in analyzing grammatical errors in English sentences. At this stage, researcher needs to find and classify analysis in using simple present tense that found in writing descriptive text using coding. This is done to make it easier for researcher to identify errors in writing

descriptive text based on classifying the errors from the coding table.

b. Describing the errors

Describing the errors is one of the stages in analyzing the errors by describing the forms of errors based on the grammar in English sentences. At this stage, the researcher must explain in detail, complete, and clearly about the forms of errors found in writing descriptive text that are classified in the previous stage. This is intended so that the reader can understand the explanation of the errors found in writing descriptive text.

c. Explaining the errors

Explaining the errors are one of stages in analyzing the errors by explaining the errors more concretely based on the grammar in English sentences. At this stage, the explanation of the error found in writing descriptive text must be broader and deeper. This is intended so that readers can understand and use the grammar is used in English writing according to their respective function. Therefore, at this stage the explanation is more detailed than the describing stage.

d. Evaluating the errors

Evaluating the errors is one of stages in analyzing the errors by evaluating the grammar in English sentences. At this stage, researcher is required to evaluate item, errors, and most likely

errors in writing descriptive text. This need to be done in order to make it easier for researcher to correct errors are very necessary after going through the stages of identifying, describing, and explaining the errors.

2. Technique analyzing of the students worksheet

In this step, the researcher carries out error analysis from students' worksheet. Error analysis is one of methodologies used to assess incorrect speech or written output of second/foreign language learners. Errors analysis is a number of procedures that define, describe, and explain students' mistake in learning a foreign language. In this research the researcher followed the procedures in Error Analysis by Corder as cited in Ellis and Barkhuizen, the procedures for error analysis as follow :

1. Collection of a sample of learning language

At this stage the researcher focused on the used of the simple present tense in the students' worksheet.

2. Identification of errors

In this stage, the researcher tries to find the error that students make in using the simple present tense in the text of the students' worksheet by underlining the errors.

3. Description of errors

4. After the researcher find simple present tense errors in the students' worksheet. The researcher tries to classify the

incorrect clauses using the Surface Taxonomy Strategies by using the following table to simplify the analysis process.

5. Explanation of errors

After the researcher classifies and describes student errors based on the surface taxonomy strategy, in this step the researcher tries to calculate the error data that has been taken and make a percentage in each category.

According to Sudijono (2010) here is the formula :

$$P = \frac{F}{N} \times 100\%$$

Notice :

P = Percentage of errors

F = Frequency of errors

N = Number of cases (Total Word)

6. Evaluation of errors

In this step, the researcher explains about causes of simple present tense error made by students. The researcher evaluates the errors and must assess the error criterion that corrected.

After analyzing the interview guideline and students' worksheets the researcher found the reason why students make error and what is the dominant error in understanding simple present tense. Therefore, the researcher can get the conclusion in this research.