

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher provides some steps on how to conduct this research. There were research design, the subject of the study, data collection technique, instrumentation and data analysis.

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

The researcher applied a method of descriptive qualitative as the research design to conduct the research. Based on Creswell (2018:41), an approach of investigating and comprehending the significance that people or organizations assign to a issue of human or social is the definition of qualitative research. In addition, Christensen et al., (2015:46) claimed a qualitative research study is one in which non-numerical data is collected to address a research issue. Non-numerical data includes things like a person's statements during an interview, written documents, photos, attire, or observed behavior. Qualitative research is an interpretive research approach that relies on multiple types of subjective data and investigates people in particular situations in their natural environment. (Denzin & Lincoln as cited in Christensen et al., 2015, p.68).

According to Denzin and Lincoln (as cited in Lodico et al., 2010:33-34):

Qualitative research is includes of a collection of interpretive, making the world accessible. They divided the world into a set of

representations, such as field notes, interviews, dialogs, photos, voice note, and self-memo. Qualitative research at this stage entails an interpretative, naturalist approach into the world. This implies qualitative researchers investigate phenomena in their natural environments, aiming to understand or interpret occurrences in terms of the meanings individuals assign to them.

Referring to the statements above, the researcher used a qualitative method to find out the types of error found in the students writing descriptive text products and to identify the dominant types of errors that happen in the students writing descriptive text products. The qualitative data in this research were in form of students' writing products. After that, the researcher would describe and discuss the result of the research.

#### **B. The Subject of The Study**

The subject of the research was the students' writing descriptive text products written by eighth grade students of SMP Joseph Khatulistiwa Sungai Tebelian in the academy 2021/2022. The researcher applied purposive sampling in collecting the sample of the research. The researcher choosed the eighth grade students that amount 10 students consists of 5 females and 5 males at SMP Joseph Khatulistiwa Sungai Tebelian.

### **C. Data Collection Technique and Instrumentation**

Data collection technique and instrumentation were two units used in collecting and analyzing the data. In this part described the tools and methods used to collect and analyze the data, namely students' writing products.

#### **1. Data Collection Technique**

According to Christensen et al., (2015:70), data collection technique is a way how a researcher collects empirical data to answer his or her research questions. In addition, Christensen Et al. (2015:70) stated that the primary method of data collection is tests, interviews, observations, questionnaires and secondary data. It is supported by Lodico et al. (2010:112), qualitative researchers use a range of tools, although they frequently use the observations, interviews, and document analysis (for example, data from school or public records, documents, pictures, or artifacts). Setting the study's limits through sampling and recruiting; gathering evidence by applied semi-structured or unstructured observations and interviews, documents, and the other materials; and defining the technique to record information are all phases in the data collection steps. (Creswell, 2018, p.262).

The data analyzed using qualitative and the data collection technique which used in this research, there is:

a. Documentation

Based on Creswell (2018:263), the researcher may gather qualitative documents during the research process. These can be public or private documents (e.g., newspapers, meeting minutes, government reports) (e.g., personal journals and diaries, letters, e-mails). It supported by Ary et al. (2010:442), documentation as follows: To get an understanding of the phenomenon under investigation, qualitative researchers may utilize written documents or other artifacts. The personal papers, such as autobiographies, diaries, and letters; official documents, such as files, reports, memos, or minutes; and popular culture materials, such as books, films, and videos.

The data documentation in this research was students' writing descriptive text products which was written by the eighth students of SMP Joseph Khatulistiwa Sungai Tebelian. The students writing products had been taken by the teacher. The topic of descriptive text focused on describing person around their life.

The data collection procedure is:

- a. First, the researcher took a permission from the teacher to implement the research at that school.
- b. Second, the researcher collected the students writing descriptive text products from the teacher.

- c. Third, the researcher analyzed the students' writing product to find out types of students' error and to identify the dominant types of students' errors in writing descriptive text.

## 2. Instrumentation

Based on the data collection techniques above, the researcher used some tools of data collection to collect the data, namely: documents.

- Documents

A document is a tool of data collection from documentation. As claimed by Creswell (2018:263), personal journals and diaries, letters, e-mails). In the researcher may gather qualitative documents during the research process. These can be public or private documents (e.g., newspapers, meeting minutes, government reports), this research, the researcher used students' written tasks in writing descriptive text. In order to analyze the students' error in writing descriptive.

## **D. Validity**

The definition of validity based on Lodico et al. (2010: 93) validity, on the other hand, is concerned with verifying that the instrument is measuring what it purports to be measuring. In other words, validity refers to the instrument's accuracy. This research used theory triangulation of validity to emphasize the finding of the research are true and certain with strong evidence by using some theory from the experts. As indicated by Denzin and Lincoln (as cited in Lodico et al., 2010:35), in the same

research, qualitative researchers utilize more than one method of data collecting and compare the results acquired using these different approaches. This is known as triangulation, and it adds to the study's thoroughness, richness, and depth of understanding. Triangulation, can improves the validity of a qualitative research.. This research used Triangulation validity.

#### **E. Data analysis**

This research used qualitative data were collected from documentation of students' writing products. After collected the data, the researcher started to analyze the data. According to Corder (as cited in Ellis, 1999:48) there are four stages of error analysis to analyze the data in qualitative research, they are:

##### **1. Collection of A Sample of Learner Language**

This is the first step in analyzing the data. In this stage, the researcher gathered entire of the data that had been acquired from documentation of students' writing descriptive text products.

##### **2. Identification of Errors.**

After collecting the data which form of the students' writing products. In this stage, the researcher identified the students' errors in writing descriptive text by using surface strategy taxonomy. Dulay et al. (1982:150) claimed four categories of errors based on surface strategy taxonomy: (1) omission, (2) addition, (3) misformation, and (4) misordering.

### 3. Description of Errors

In this stage, after identified the students' errors using surface strategy taxonomy. The researcher described the errors by coding the data.

**Table 3.1 Codes of the errors.**

No	Codes	Description	Examples
1.	OM	Omission	She best person in my life.
2.	ADD	Addition	She is a kind and polite.
3.	MISORD	Misordering	She is a beautiful girls young
4.	MISFOR	Misformation	Her hobby is song
5.	SS	Suffix s/es	She like pizza and orange juice
6.	AA	Articles a/an/the	she has got big and pointed nose
7.	CO	Conjunction	Her nose is big flat
8.	TB	Tobe ( is, are, am)	She short and thin
9.	PN	Pronoun	Tika and me go to church together
10.	AUX	Auxiliary	She got a big and pointed nose.
11.	NV	No Verb	Tika and I church together
12.	DPN	Double Pronoun	She is he is a kind person
13.	DAD	Double Adjective	She has got big and brown blue eyes
14.	NO	Noun	Her nose is flat nose and small nose.
15.	NOBA	Noun Before Adjective	She is a beautiful girl young.
16.	NN	No Noun	She has got big and brown blue.

#### 4. Explanation of Errors

After identified the students' errors by using surface taxonomy strategy and describe the error by using coding. In this stage, the researcher calculated the errors into percent and after that explained the students' types of errors in writing descriptive text and the dominant students' types of errors in writing descriptive text written by the eighth grade students of SMP Joseph Khatulistiwa Sungai Tebelian.

Percentage formula:

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

F = Frequency

N = Number of Students

100 = Constant Value