

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter described the method that used by the researcher to conduct the research. It aimed to answer research questions referring to the problem of the study. This chapter comprises of research design, subject of the study, data collection technique and instrumentation, and data analysis.

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

Research design is a plan or strategy that will be used in conducting the research. Creswell (2014, p. 31) claimed that research design is the plan and procedure that include steps from broad assumptions to detailed method that will use in the study. In this study, the researcher used qualitative research as the research plan. Qualitative inquiry can be defined as a research which comes from an assumption of problems that researcher found. Moreover, qualitative inquiry is the study which means using natural methods to recognize the phenomena experienced by the subject. It was an approach to explore and understand the meaning that convey by individual or group about social or human problems.

Qualitative inquiry is the study that used to describe the data. It because qualitative inquiry is a kind of research that collects, classifies, analyzes, and draws conclusions based on the data without making generalizations. In this research, the researcher wants to analyze the errors of students in simple past tense used in writing recount text written by Eighth Grade students at SMP Negeri 1 Kelam Permai. In this case,

qualitative descriptive is the design that the researcher used to describe the data. Qualitative descriptive is related to this research because this research was analyzed the error of students and also to find out the dominant of error in writing recount text. Because it followed the research objectives and focuses on the error of students in simple past tense used in writing recount text.

#### **B. Subject Of The Study**

The subject of study has the important roles in the study. The researcher chose the student from Eighth Grade students of A class at SMP Negeri 1 Kelam Permai as the subject of the study . The number of students in this class were 23 students. It consists of 9 males and 14 females. The researcher would analyzed the results of the students' work which was provided by the English teacher. And the students' error in simple past tense used in writing recount text as the object of this study. The researcher used purposive sampling to determine the sample according to the criteria that needed to conduct this research. In purposive sampling, the researcher consciously selects individual and location to study or understand the central phenomenon. It implies that the researcher selected a subject as a sample referring to the data needs of the study (Cresswell, 2008, p. 206).

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

The researcher needs to choose the right technique and instrumentation that would be used to conduct the research. Therefore, the

researcher used several techniques and instrumentations in order to collect the relevant data in the field.

#### 1. Data Collection Technique

Data is the important tools in the research. It takes from the phenomena that occurs in the field and their numbers. Data collection must be relevant to the research problem so that the data collection is accordance with the data obtain from the field. Data collection technique was the strategy that researcher used to gather the data. The objective of this research study is to collect the data that would be analyzed. Kumar (2011, p. 133) argued that several strategies can be utilized to gather essential data. The selection of a strategy depends on upon the purposed of the study, the resources accessible and the skills of the researcher.

Furthermore, Creswell (2014, p. 239) stated that the data collection technique consists of setting the limitation for the study, gathering information through unstructured or semi structured observations and interviews, visual materials, and documents as well as establishing the protocol for recording information. Then, there were some various of data collection technique in qualitative research. They were qualitative observation, qualitative interviews, qualitative audio and visual materials, and qualitative documents. This research used documentation and qualitative interview as the technique to collect the data from the field. Those are follows as:

#### a. Documentation

The documentation is the formal paper that provide information based on the substantiation. There were two types of documentation, namely general documents such as minutes of meeting, newspapers, and official reports and personal documents such as personal journal and diaries, letters, and e-mails (Cresswell, 2014, p. 241). The researcher collected the documents at the research site to obtain relevant data. The type of document was the result of students' writing.

#### b. Interview

There were three types of qualitative interview according to Creswell (2014, p. 241) namely, face-to-face interview, telephone interview, and focus groups interview. In this study the researcher used face-to-face interview to gather the data to get the profound data from the participants of this study. The researcher used open-ended questions in which to obtain views and opinions from participants. The researcher would conducted the interview with 10 participants in which would take from the sample.

### 2. Instrumentation

Instrumentation is an extremely important aspect in conducting the research. The instrumentation given the input to a study and thus a quality and validity of the output, the discoveries are exclusively dependent upon it. Creswell (2008, p. 157) argued that an instrument to

measure the variables in the study may not be available in the literature or commercially. In this research, the researcher used interview guidelines and document. The detail explanation as follow:

a. Document

In this study, the researchist used document as one of the instrumentation. The researcher gathered the data from all students who write recount text in their learning outcomes in Eighth Grade of A Class at SMP Negeri 1 Kelam Permai. The students' writing would take from English teacher in that school. The researcher would analyzed the learning outcomes to find out the students error and the dominant error in the simple past tense used in writing recount text.

b. Interview Guideline

In this research, the researcher used purposive sampling to selects the students that will be a sample for this study. The researcher would interviewed the understudies about what the error that they found in simple past tense used in writing recount text. The researcher would interviewed 10 students, it consists of 5 females and 5 males to find out more information referring to their error in simple past tense used in writing recount text.

#### **D. Data Analysis**

Data analysis is a process for grouping, making comparisons, similarities and differences on the data that is ready to be studied. In this stage, researcher would analyzed the data that she has obtained in the field.

The researcher used error analysis procedures according to Ellis' theory to analyze the data (Ellis, 1994, pp. 48-63). There were five stages of error analysis procedure, they are as follows:

#### 1. Collection of a Sample Language Learner

In this stages, researcher would collected the data from the field in order to be analyzed. The data that would be collected in the form of recount text written by the students. Data collected by the researcher would be obtained from the teacher who teach in that schools. In this case, researcher would take all the data that needed to be analyzed. That means the reseacher would analyzed all texts written by the students.

#### 2. Identification of Errors

After collected the data, the next stage was identify the error. In this stages, researcher identified the errors of students in simple past tense used in composing by using surface strategy taxonomy. There are four of error categories in surface strategy taxonomy namely omission , addition, misinformation, and misordering. The researcher red all the students' writing product and then underlined the error. They researcher also analyzed the common structure of recount text in order to confirm their competence in composing recount text. There were three common structures of recount text namely, orientation, event, and re-orientation. The researcher did it even though the researchist focused on the errors of students in simple past tense because they were interrelated.

### 3. Description of Errors

At this stage, researcher classified the error referring to surface taxonomy that proposed by Dulay, Burt, and Krashen (1982, pp. 150-162). There were four classifications of error referring to surface strategy taxonomy, namely omission, addition, misformation, and misordering. After classified the error, the researcher made codes for every types of error into the table. A code could be a word or brief prahase that typically allots a summative of language based or visual information.

Saldana (2013, p. 4) claimed a code is a reseacher-generated construct that symbolizes and thus attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, theory building, and other analytic processes in qualitative data analysis. Coding is refers to the process of categorizing the codes in order to classify or identify the data. In this research, researcher used manual coding and refers to the types of error. The researcher made two kinds of codes in this research. The first codes used to identified the errors of students in simple past tense used and the second codes used to analyzed the common structure of recount text. The following codes into the table below:

Table 3.1 Codes of the Errors

| No | Codes | Description                                     | Examples (Error)                                      | Examples (Correct)                                  |
|----|-------|---|---|---|
| 1. | OM1   | Omission of<br><i>-ed/d</i>                     | We play<br>basketball<br>yesterday.                   | We <b>played</b><br>basketball<br>yesterday.        |
| 2. | OM2   | Omission of <i>to</i><br><i>be</i> (Was/were)   | I here last night.                                    | I <b>was</b> here last<br>night.                    |
| 3. | AD1   | Addition of<br><i>-ed</i>                       | I readed this<br>book last night.                     | I <b>red</b> this book<br>last night.               |
| 4. | AD2   | Addition of <i>to</i><br><i>be</i> (Was/were)   | We were played<br>football<br>yesterday.              | We played<br>football<br>yesterday.                 |
| 5. | MF1   | Misformation<br>of<br>irregular/regular<br>verb | The cat eated the<br>mouse.                           | The cat <b>ate</b> the<br>mouse.                    |
| 6. | MF2   | Misformation<br>of <i>to be</i><br>(Was/were)   | We was in that<br>restaurant last<br>night.           | We <b>were</b> in that<br>restaurant last<br>night. |
| 7. | MR1   | Misordering<br>verb and object                  | Last week<br>flowers we<br>bought at Jl<br>malioboro. | Last week, we<br>bought flowers<br>at Jl Malioboro. |
| 8. | MR2   | Misordering of<br>subject                       | In his bag I<br>found a history<br>book.              | I found a history<br>book in his bag.               |

In this research, the researcher also made a codes to identify the common structure of recount text. It used to confirm the students' competence in writing recount text using the correct generic structure. The following codes into the table below:



Tabel 3.2 Codes of the Generic Structures of Recount Text

| No | Codes | Description    |
|----|-------|----------------|
| 1. | O     | Orientation    |
| 2. | E     | Event          |
| 3. | RO    | Re-orientation |

#### 4. Explanation of Errors

After classified and described the error by using coding, researcher calculated the error in a suitable way. Researcher calculated the error by using statistical calculation that adaptep from Walizer and Wiener cited in (Maolida and Hidayat, 2021, p. 339) as follows:

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

Note:

P = Percentage of error

F = Frequency of error

N = Total of error

100 = Constant Value

After calculate the error, researcher would identified the dominant error referring to the result of error's calculation. Then, the result would be defined in the interpretation form.

## 5. Evaluation of Errors

For the last stages, researcher would interpreted the error's types and the dominant error that found in students' writing. After that, researcher presented the data into the figures form.