

CHAPTER III

RESEARCH METHODOLOGY

In this chapter consists of method, which was including of research design, the subject of the study, data collection technique and instrumentation, and data analysis.

A. Research Design

This research used a qualitative research. According to Saldana (2011, p.3) qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life. In addition, a relational research in which data were grouped by connecting one another, namely between the researcher and the participant was called qualitative research (Tracy, 2013, p.6).

Based on the qualitative research, researcher chooses 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 (Neergaard et all in Bradshaw, Atkinson, & Doody, 2017, p.3). Thus, the purpose of qualitative description research is not only to explain, understand, explore, describe a process or experience expected in phenomenology (Doody & Bailey in Bradshaw, Atkinson, & Doody, 2017, p.3). However, this descriptive qualitative research remains an important framework in showing the quality of research so that it can still be applied in a research by researcher (Lincoln & Guba in Bradshaw, Atkinson, & Doody, 2017, p.6). Tracy (2013, p.5) tells that qualitative methods are appropriate and helpful for achieving a variety of 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 will 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 at class X of SMA Nusantara Indah. The total numbers of writing descriptive text were 29 students. The researcher took the class X based on the English subject in the syllabus. The syllabus explained that there were English subject about descriptive text at class X. This can also be proven in LKS which included materials about descriptive text at class X. This descriptive text material was described in detail and full in LKS at class X. Therefore, the researcher took the research subject at class X from the writing descriptive text.

After that, the researcher will 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 at class X was very effective, so the students can easily write Basic English sentences properly and correctly. This was beneficial of the implementation of the syllabus at the school, making it easier for students to write English which was further and more difficult in the next class.

C. Data Collection Technique and Instrumentation

According to Creswell, (2012, p.9) collecting data means identifying and selecting individuals for a study, obtaining, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. Data collection technique was a method that was used by a researcher to obtain and collect information data effectively in the form of tests, questionnaires, interviews, observations, and document analysis (Goktas et al., 2012; Karadag, 2010; Uzonboylu & Asiksoy, 2014 in Fauzi & Pradibta, 2018, p.124). 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 and interview. While, the data collection instrument was used in this research in document sheet and interview guideline.

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

1. Data Collection Technique

a) Documentation

Documentation is a technique used by a researcher to obtain the data in the form of newspapers, reports, official letters, journals, books, email, document, and students' worksheet (Creswell & Creswell, 2018, p.298). 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. This 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.

b). Interview

Interview is one of the techniques in data collection which is done by communicating directly by two people between the researcher and the subject is observed. In general, interviews are used in descriptive

qualitative research. This interview has two types, namely unstructured interview and structure interview.

Unstructured interview is where the subject is given the opportunity to speak freely about the topic being discussed in the interview. While, the structure interviews are the subject is limited in responding to the topics being discussed in the interviews. The purpose of this interview is also to get answer to the questions given the researcher, but not to test hypothesis and not to evaluate. In addition, the purpose of this interview is also to understand the experiences of the subjects themselves and the meanings they make from those experiences (Seidman, 2006, p.9).

The researcher used interview in this research as a technique in collecting data. This interview was used to answer research question about the factors that caused students to make errors. The researcher used non probability sampling technique in this qualitative research to explore, collect, and describe the data completely and clearly. This technique was a technique that did not provide equal opportunities for every participant was interviewed. The participants were interviewed that were the students at class X in SMA Nusantara Indah. The numbers of the students at class X were taken as many 8 students. The number of students was taken based on certain considerations consisting of 4 students who got the higher score, 2 students who got the middle score, 2 students who got the low score. Based on this, the researcher used the type of sample in the

form of purposive sampling. A technique in sampling is used by a researcher based on certain consideration is called purposive sampling technique (Sugiyono in Auditya, Pramono, & Soegiyanto, 2020, p.272).

2. Data Collection Instrument

a) Document sheet

Document sheet is 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 (Wiley, 2016, p.80). 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 the students at class X in SMA Nusantara Indah.

b) Interview guideline

In this qualitative interview, the researcher creates and prepares a question guide that will be used during the interview process. This needs to be done to make it easier for researcher to conduct interviews with the subject under research in order to get the answers expected by the researcher, but still based on the ideas and experiences of the subject itself. Therefore, researcher needs an interview guideline in the form of an unstructured interview to guide during the interview process. The

interview guideline is a list of questions asked by the researcher himself based on important points in the same context as the research title. This is reinforced by the expert, which states that a list of topics or questions ask by the interviewer is needed to guide the process during the interview which is called an interview guideline (Decarlo, 2018, p.366).

The interview guideline uses in this research is the type of unstructured interview. Therefore, the interview guideline must go straight to the main that is very important ideas are still related to the topic of the problem is studied by the researcher. Where the participants are still given the opportunity to express their own ideas and words according to the topic being studied when providing answer the researcher's question. The result of the answer gives by the participants will affect the interview process during the interview.

Based on the discussion above, as the researcher must prepare carefully in advance for the question and answer they will ask later in the field. The question or interview guideline can be tasted in advance by preparing the answer directly. This was done to find out and made it easier for a researcher how wide the range of answers that will be given by participants to their questions, so that researcher was ready to respond and ask questions back to these participants. Therefore, the interview must be skilled in responding and listening the participants were interviewed so that the interview continues so that the interview results

were saturated and no new problems were found during the interview process.

D. Data Analysis

Saldana (2011, p.89) declares that data analysis is often given short shrift in introductory textbooks on qualitative research. In this data analysis, researcher followed the procedures of error analysis and the procedure of coding.

1. The Procedures of Error Analysis

In analysis data, researcher must know how to conduct the data. Therefore, the researcher should know the steps of error analysis. According to Ellies in Auliya (2017, p.6) 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 errors 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. The Procedures of Coding

According to Bryman, Strauss, and Corbin in Qureshi and Unlu (2020, p.2) in the Straussian approach, there are three stages in coding, namely as follow: open coding, axial coding, and selective coding. The following is an explanation of three stages as follows:

- 1) Open coding is one of the stages in coding by which researcher analyzes data in all directions that are still related to the problems in the research. Open coding is the first stage used to analyze the data as a whole from beginning to end. The parts analyzed at this stage are in the form of codes, concepts, and categories from the data that is obtained.
- 2) Axial coding is one of the stages in coding by which researcher interacts in analyzing contextual and consequent data. Axial coding is the second stage used to map the main idea. Therefore, at this stage the researcher reviews the data by providing knowledge about coding codes, concepts, and specific categories related to the data in this study.
- 3) Selective coding is one of the stages in coding by means of which researcher analyzes the relationships contained in the data. Selective coding is the third stage used by researcher in finding the relationships that occur in the data that is made in the opening stages. The researcher will refine, develop, strengthen, and expand on the code, concept, and categories of the data in this research.