CHAPTER III

RESEARCH METHODOLOGY

This chapter presents methodology used to conduct the research. They include the research design, setting and subject of the research, data and data collection, technique of collecting data and the data analysis technique.

3.1 Research Design

Error analysis is considered as qualitative research. Mubarok (2015:14) stated that qualitative research emphasizes the analysis of the deductive and inductive inference process as well as on the analysis of the dynamics of the relationship between the observed phenomena, using scientific logic. The data in qualitative research was in descriptive form which meant that the data were more in the form of words rather than number.

Arikunto (1990: 310) argues that descriptive research was not purposed for examine some hypothesis, but only describe the reality about kinds of variable, sometimes the condition of the research also demanding about proving a hypothesis but it is unusual. According to Creswell (2012:3), research is a process of steps used to collect and analyse information to increase our understanding of a topic or issue. In addition, Creswell (2012: 16) states that the characteristics of qualitative research were as follows:

1. Qualitative researches are exploring a problem and developing a detailed understanding of a central phenomenon.

2. Qualitative researches are having the literature review play a minor role but justify the problem.
3. Qualitative researches are stating the purpose and research questions in general and broad way so as to the participants' experiences.
4. Qualitative researches are collecting data based on words from a small number of individuals so that the participants' views are obtained.
5. Qualitative researches are analysing data for description and themes using text analysis and interpreting the larger meaning of the findings.
6. Qualitative researches are writing the report using flexible, emerging structures, and evaluative criteria, and including the researchers' reflexivity and bias.

In this research, the researcher used descriptive analytical research. Descriptive analysis is a method in which the researcher collected the data needed and analysed the data.

3.2 Setting of the Study

This research was conducted at SMP Islam Raudhotut Thalibin Jambusari. It is located at Jl. Sekuro-Kawak Km. 02 Jambu Timur Kecamatan Mlonggo. It will be conducted on the second semester in the academic year of 2018/2019.

3.3 Subject of the Study

The subject of this research was the eighth grade students of SMP Islam Raudhotut Thalibin Jambusari. The total students in this class are 25 students which are divided into 19 males and 6 females.

3.4 Technique of Collecting data

Arikunto (2006: 222) stated that data collection is the method that used by the researcher to collect the data, and instrument is the tool that used to get the data. Furthermore, the researcher used documents paper to collect the data in this research in order to use document analysis technique. The researcher collected the documents paper from students' writing test of recount text. Document paper used to answer research questions. Therefore, it was helpful for researcher to know kinds of grammatical errors made by the students and the highest and the lowest error frequency of each error.

3.5 Technique of Data Analysis

After collecting the data, the researcher then analyzed the data. In analyzing the data, the researcher employed the procedure of error analysis proposed by Corder (1974) in Ellis & Barkhuizen (2005:57), those were: collecting a sample of learner language, identification of errors, description and explanation of errors, and error evaluation. The following were the detailed procedures:

1. Collecting a sample of learner language

   The first step was to collect the sample. The sample was the composition of recount text made by the students. The students were asked to write a recount text based on the topic given by the researcher and then the result is collected by the researcher as the data that needed to be analyzed.

2. Identification of error

In this step, the researcher read the result of students' writing as the data thoroughly to find or to identify the error made by the students. Here, the researcher compared the sentences made by the students that have error in it to the correct form of sentence to identify what kind of error is made.

3. Description & explanation of errors

After all the errors have been identified, the next step was to describe them. Here, the errors were classified into types of errors classification based on Betty S. Azar (singular-plural, word form, word choice, verb tense, add word, omit a word, word order, spelling, punctuation, capitalization, article, meaning not clear, incomplete sentence, and run on sentence), and put into table of observation checklist for each student.

Beside of identifying and classifying the errors found, the researcher also explained why errors were occurred. The explanation was by classifying the errors based on the sources of errors. In this case, the writer analyzed the error only whether it came from the Indonesian language as the first language (interlingual transfer) or came from English as the target language (intralingual transfer). In this step, the researcher also classified the errors based on the sources of error for each student and puts them into table.

4. Error evaluation

In this step, the researcher made the recapitulation of the types of errors occurred and the source of the error. It was to know the total of the types of error occurred and also the total of the sources of the error.

Then after making the recapitulation, the next step was to count the percentage. The formula is by Allan in Asni & Susanti (2018:137) as follows:

Percentage of each type of error:

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

Note:

P = percentage

F = frequency of error occurred

N = number of cases (total frequency of error occurred)

Percentage of each source of error:

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

Note:

P = percentage

F = frequency of the source of error

N = number of cases (total frequency of the source of error)