

CHAPTER III

METHODOLOGY

This chapter presents the research paradigm and approach utilized in this study by discussing the methodology and the context in which the study took place. This chapter begins with a discussion of research design, elaboration of the students' current education setting as well as the current field setting, justification for the participants' selection, restatement of the research questions, and discussion of data collection methods, and elaboration of data analysis relative to the instruments used.

3.1 Research Design

This study used qualitative research where the method of content analysis was used to gather the research results. The content analysis was widely used in social sciences research (Nuruzzaman, Islam, & Shuchi, 2018). This research determined the qualitative analysis plan to be appropriate for the aim of study because, as Bailey & Nunan (1996) confirm, "Qualitative techniques enable us to summarize significant sources of data and promote connections beyond levels and over time". This research aimed to identify, count, and mapped student's errors into percentage table, the types and their frequency. In the end of the research, the students will request to make a reflection to comprehend the sources of error that they commit.

3.2 Setting and Context

The participants of this study are English Department major students at IAIN Kendari whom particularly in second semester academic year 2019/2020. This research is descriptive qualitative of 35 students of English Department major. Those participant were underwent English education at least six years in their former school and half year in collage with English major. They obtained English material only inside the class and used Bahasa Indonesia as their daily speech. The participant of this study rarely wrote English except, they had task or homework expecting them to write English inside the class. Thus, English is just a foreign language for them.

3.3 Participant selection

The participants of this study were 35 students from A class of second semester in IAIN Kendari at academic year 2019/2020. They were majoring in English Education Department consist eight males and 23 females. They were about 18 and 19 years old. Each participant had a different proficiency in writing skill.

3.4 Data Collection

Collecting the data is an important part in every research to know the information which needed in that research. In collecting the data, the researcher used writing test. This test conducted three times in three weeks then closed by making a reflection. The researcher toke a role to explain the rule as well as distributed and collected the test and reflection. Students did not get any

information regarding this test; they were requested to write 100 to 150 words with a common topic about descriptive text for each meeting such as “My favorite thing”, “A nice place I want to visit”, and “My dream house”. Considering the time that was given to the participant in doing this research is relatively short—it is for about 45 minutes; the researcher chose those topics because those are fairly easy topics for current participant’s knowledge.

To gather the data for this research, the researcher prepared: permission, the confirmation for time and place, and test sheet. Thus, the researcher set out into IAIN Kendari to meet the lecturer and authority then discussed and asked permission with the lecturer before doing observation. After the lecturer agreed with the researcher terms of research, the researcher came to the classroom to give the explanation for students regarding the topic that they have to write, the amount of time which given to them and how much words the need to make. Then the researcher collected the test after the participant finished the test.

The researcher came to the campus to do the same test for three times on three weeks in a row. When the researcher had collected the third test, the researcher distributed the reflection draft then requested the students to work on it. After the whole data are collected, the researcher analyzed the types of grammatical errors based on Olsher (1995) theory then tabelized the errors and calculated the dominant error based on the students work.

3.5 Instrumentation

Data is one of the most important to solve the problem of analysis. Mahsun (2007) states that data are a research that contained object of the study

and basically data are definitely about object of the study and context. The data in this study measured and mapped the frequency of students' grammatical errors within the text made by them. To get the appropriate data, the researcher requested the participant to write one or two paragraph without any intervention. Those students' papers were one of the instruments that needed in this study.

To answer the second research question, the researcher used reflection. This aimed to describe participant's feeling, condition, knowledge and awareness of their errors during the test which conduct three times.

3.6 Data Analysis

After collecting data, the following steps of error analysis specified by Olsher's (1995), were followed.

3.6.1 Analyzing the errors

First, each paragraph was examined word by word and sentence by sentence to ascertain the types and number of errors using Olsher's correcting symbol. Second, they were put under different categories by using thus symbols. The Olsher's symbols that used in this study are:

3.1 Correction Symbols (from Olsher 1995).

Symbol	Kind of error	Example	The right word
C	Capitalisation	My birthday is in january.	My birthday is in January.
P	Punctuation	It's a great movie?	It's a great movie.
sp	Spelling	We luve chocolate	We love chocolate.
pl/sg	Plural/singular	I have three sister.	I have three sisters.
s/v	Subject-verb agreement	She like swimming.	She likes swimming.
VT	Verb tense agreement	Last week we have a	Last week we had a

		great party.	great party.
ww	Wrong word	Turn write at the corner.	Turn right at the corner.
wo	Word order	I you see will later.	I will you see later.
#	Count/non-count mistake	How many money did you bring?	How much money did you bring?
Conj	Conjunction mistake	And we studied drama.	Then we studied drama.

3.6.2 Tabelizing the result

Once the errors were calculated and arranged, the researcher tabelized the result of the analysis. This table was meant to ease the identification of the percentage of each error. Therefore, the result of the analysis of the grammatical errors in writing committed by the students of English Education major in IAIN Kendari was presented in the form of a table.

3.6.3 Analyzing the reflection

The gathered students' reflection that contains students' answers concerning their experiences in making the test will be highlighted, collated and analyzed through coding and categorizing it in similar meaning. These two ways of analyzing are also proposed by Sadoski and Paivio (2001) in which cognition in writing consists of the activity of two coding systems of mental representation, one system specialized for language and one system specialized for dealing with non-verbal objects and events. The researcher used pattern coding in analyzing data which is explained by Saldana (2013) that pattern coding method suggested to the researcher who needs more exploration of participant actions/ processes and perceptions found within the data.