CHAPTER III

RESEARCH METHODOLOGY

This part explained research design to answer the research questions proposed in Chapter I. This chapter also delineated participants of the study. There was also the explanation how the data were collected and analyzed. The last section of this chapter mentioned some strategies applied in testing reliability and validity of the study.

3.1 Research Design

Basically, this study applied a case study which constitutes a form of qualitative research. This qualitative research tried to find out a meaning, to examine processes, and to get insight in great detail understanding of an individual, group, or situation (Locido et al., 2006: 269; Nunan, 1992: 76). In terms of a case study, this study investigated a phenomenon to get a detail understanding of an individual about problems in writing a recount text.

Based on the case study, this study chose appropriately for one typical case or a few typical individuals, such as some students in the school, to research, to assess, and to analyze their recount texts including their text organization and language features (Walliman, 2006: 45; Fraenkel, Wallen, & Hyun, 2012: 440). This study was conducted to find out what kinds of errors made by students in writing a recount text based on text organization and language features. So, the

result of this study could not be used to represent students from other school's mastery of writing a recount text. It was only relevant to the second grade students at one junior high school in Bandung for the academic year of 2011/2012 and their mastery of writing a recount text.

3.2 Participants of the Study

3.2.1   Sample

Fraenkel, Wallen, & Hyun (2012: 91) and Walliman (2006: 106) reveal that a sample is any part of a population or the group on which information is gained. The population of the second grade students in the school is 282 students. The samples of this study were about 9 students in second grade at one junior high school in Bandung. The students were taken in 3 students with the highest grade point averages in the class, 3 students with the middle grade point averages in the class, and 3 students with the lowest grade point averages in the class. From the samples, the text organization and language features constructed by the students in their recount texts were analyzed. The reasons why this study were conducted was because this issue was found out there and it became a phenomenon or a problem that was faced by the students at the school about how to write a recount text properly.

3.2.2   Sampling Technique

The sampling technique of this study was a purposive sampling. The study chose to consider a 'typical' sample based on specialist knowledge or selection criteria. The sample is known as a purposive sampling (Walliman, 2006: 79),.

In terms of the perception of qualitative research, non-probability sampling tends to be a typical. One of the non-probability samplings is purposive sampling, sometimes; it can be called *judgmental sampling*. In some examples, purposive samples are chosen after field investigations are on some group for making sure certain types of individuals that show certain features in the study (Berg, 2001: 32). Fraenkel, Wallen, & Hyun also explain

purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need. (2012, p.100)

Based on example of purposive sampling (Fraenkel, Wallen, & Hyun, 2012: 100), this study chose 9 participants and the sampling technique taken was 3 students with the highest grade point averages in the class, 3 students with the middle grade point averages in the class, and 3 students with the lowest grade point averages in the class. The sampling was performed as the source of the data for testing validity in quasi-statistics (Alwasilah, 2002: 179).

3.3 Data Collection

To collect the data, this study applied nine students as participants to find out the errors on forming past tense by students in writing recount texts. There are several ways in collecting information which are used to collect data, such as documents, observation, interviews, visual materials, etc (Creswell, 2003: 186). This study is associated with particular data collection instruments:

3.3.1 Collection of students' recount texts

The sources of the data in this study were the students' recount texts (see appendix C). In the texts, the students were asked to write their personal experiences in about 100 words. Then, all data could be analyzed what kinds of error made by them. Before collecting the data, the researcher taught the students by reviewing some learning materials about how to write a recount text and past tense. Referring to the teaching method that was used, there was no correlation with this study because this study focused on an error analysis.

3.3.2 Conducting Interview

After submitting the data of students' recount texts, some open-ended questions were distributed in order to obtain thoughts and opinions from the participants, in this case is the students, (Creswell, 2003: 187; Lacido et al., 2006: 121), especially the students' problems in writing a recount text. The interview aimed to support the data from the students' text. This study used face-to-face interview with the nine students as

representatives of all participants related to the issue of the material learning. The interview sessions were carried out in a situation such as at the school. (The interview transcripts can be seen in Appendix-D)

In this study, interview guide was used to find out the following ideas about the students:

1. Concerning students' attention toward writing a recount text. The example of questions are "*have you ever been taught about a reount text by your teacher?*" and "*do you understand how to write a recount text?*"

2. Concerning students' external factors English writing. The example of question is "*how did your teacher teach a recount in the class?*"

3. Concerning students' English grammatical difficulties in writing a recount text. The example of question is "*what kinds of difficulties did you face in writing a recount text?*"

4. Concerning students' strategies toward writing a recount text. The example of question is "*how did you write a recount text?*"

3.4 Data Analysis

In analyzing the data, this study used error analysis method. As suggested by Ellis (1997: 15-20); Saville-Troike (2006: 39); and Grass and Selinker (2008: 103), this study took the following steps to conduct an error analysis research:

a. Identifying errors

In this step, after acquiring the data, the study was purposed to find out the errors in text organization and language features as suggested by Emilia (2011) and Dulay, Burt, and Krashen (1982) in underlying the errors and to analyze the data as objective as possible. The errors that have been found were being grouping and stating the classes of the errors in language features based on Surface Strategy Taxonomy by Dulay, Burt, and Krashen (1982), such as omission errors, addition errors, misformation errors, and misordering errors.

b. Describing errors

There were two ways of doing this step. One way was to classify errors into text organization, such as orientation, sequence of events, and reorientation, and language features about relating to specific participants, use of action verbs, use of simple past tense, use of first person pronouns, etc. Another way was to identify general ways in which the students' utterances differ from the reconstructed target-language utterances, such as including omission, addition, misinformation, and misordering.

c. Explaining errors

The identification and description of errors were preparation to task of trying to explain why they occur. This step also tried to explain the different source of the errors, such as interlingual and intralingual.

d. Error evaluation

For purpose of analysis, there was a need to evaluate errors. Thus, this step tried to evaluate the errors with error correction which was needed to explain the errors.

3.5 Reliability and validity of the study

This study needed a validity to prove the evidence of the result correctly. As stated by Alwasilah (2002: 169), correctness and honesty in a description, conclusion, explanation, interpretation, and all kinds of report can be called validity.

Fraenkel, Wallen, & Hyun (2012: 458) explain "in qualitative research, validity refers to the appropriateness, meaningfulness, and usefulness of the inferences researchers make based specifically on the data they collect, while reliability refers to the consistency of these inferences over time, location, and circumstances". From the validity and the reliability, the result of the study can be avoided from hesitancy or threats about the data that are collected tend to be accurate or inaccurate and complete or incomplete.

The following are procedures for checking or gaining validity and reliability that are used by this study include the following (Fraenkel, 2012; Maxwell, 1996; Alwasilah, 2002):

- Recording personal thoughts while conducting interviews. Responses that seem unusual or incorrect can be noted and checked later against other remarks.

- Asking one or more participants in the study to review the accuracy of the research report as a member checking.

- Using quasi-statistics to assess the *amount* of evidence in the data that proves on a particular conclusion or threat.