

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research methodology which has been briefly introduced in chapter one. In detail, this chapter involves research design, the respondents of the study, setting, procedures of data collection, and data analysis.

#### **2.1 Research Design**

This study observed the common grammatical errors in writing English composition of past experience. The subjects of this study were the students of second grade of BPP Vocational High School. That was why describing past experience was chosen for this study, because describing past experience had been taught in second grade, just like in standard competence/basic competence that was declared by the Government.

This study was qualitative one, in order to get more objectives and reliable data, in accordance with Sugiyono (2007:3) that qualitative research was desired to gain meaningful data; the data that covered a true condition.

There was characteristic in qualitative research. According to Bogdan and Biklen (1982 in Sugiyono 2008:21), “qualitative research is descriptive. The data collection was in the form of words of picture rather than number.”

The writer used a case study as the method because it was in the line with the objectives of this research which was to reveal the students’ grammatical errors in writing English composition and the factors causing the students’ errors. Gay (1987) states that a case study is the in-depth investigation of an individual,

group, or institution, while in education, case studies were typically conducted to determine the background, environment, and characteristics of children with problems.

## **2.2 Settings**

The research was conducted in SMK BPP Bandung located on Jalan Van De Venter No. 14 Bandung. The place was chosen because SMK BPP is the one of best Vocational High School in Bandung, so this research was willing to see the writing ability of SMK BPP Bandung students; whether they faced grammatical errors in writing English composition of past experience or not and what kinds of factors causing the students' error.

## **2.3 The Respondents of the data**

Population of this study was the students of second grade of SMK BPP Bandung. The population engaged in this study were 21 students of class XI-2.

It was the second grade students of SMK who were chosen to be the population because the Standard Competence of second grade students of SMK level, which consists of the learning of describing past experience was appropriate with this study.

This research used purposive sampling as a sampling technique. According to Sugiyono (2008) noted, "Purposive sampling is one technique of collecting data with certain consideration and objectives in mind."

The consideration was taken in this research because of the limitation of time, energy and fund. There were 13 students who were purposively chosen to be the sample of this research.

## **2.4 Procedures of Data Collection**

This part discusses the way of gathering and searching some data. The data collection was taken using instruments and steps of data collection. The instruments used were writing test and interview.

The writing test was conducted to get the grammatical error writing that students made. The interview was also conducted to get deeper data about the factors that the students faced in writing skill especially in describing past experience which cannot effectively be structured into multiple choice formats. Each data collection method will be described below:

### **3.4.1 Instruments**

The instruments used in data collection were writing test and interview. The instruments were used to get description about students' grammatical common error in writing English composition of past experience and the factors that causing those errors. Bellow is the description of the instrument.

#### **1. Test writing**

Writing test was distributed to the students. The students were asked to write their past experience in their life on specific topic, such as personal experience or job experience. The personal experience was chosen because it related to the use of the tense (past tense) in standard competence of vocational high school. The allocation time was 90 minutes. It was analyzed by seeking out the error of students' writing made in past experience.

## 2. Interview

Primary source could provide firsthand information by interview. By conducting interview, interviewer could gain more detailed information and asked for clarification from the interviewee because interview involves two-way communications. It could also use follow up the question. The interview was conducted to students. The use of interview technique was due to its benefits as proposed by Susan Stainback (1988), “Interviewing provides the researcher a means to gain a deeper understanding of how the participants interpret a situation or phenomenon than can be gained through observation alone.”

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

1. concerning students' motivation toward English writing. The example of question is “*menurut anda, apa manfaat dari belajar writing?*”
2. concerning students' external factors English writing. The example of question is “*bagaimana cara guru anda mengajar grammar di kelas?*”
3. concerning students' English grammatical difficulties. The example of question is “*menurut anda, hal apa yang paling sulit yang anda temui ketika belajar grammar?*”
4. concerning students' strategies toward English grammar. The example of question is “*menurut anda, bagaimana cara meningkatkan kemampuan grammar anda?*”

### 3.4.2 Steps of Data Collection

There were several steps used to get the data collection. They are: (1) giving writing test; (2) recording; (3) analyzing; and (4) concluding.

#### 1. Giving writing test

Writing test was one of the instruments of data collection. The researcher gave the writing test to students as the beginning step of the research. The time for them to write was also allocated, which was 90 minutes.

Writing test was given as the source of students' writing that later would be analyzed by the researcher by making the error correction.

#### 2. Recording

The interview of students and teacher was recorded first, in order to simplify the process of interpreting the data by the researcher. The kind of interview was informal interview in order to make the interviewees feel relax and more comfortable.

The process of recording used tape recorder and a cassette.

#### 3. Analyzing

After the researcher got all the data collection, such as students' writing test and the recording of the interview, the researcher analyzed those data inductively by making the error correction and using the simple computational percentage.

#### 4. Concluding

Conclusion was made in accordance with the data that were collected and the data findings that were analyzed.

## 2.5 Data Analysis

The result of this study appeared in the form of data gathered from the writing test. The grammatical error was evaluated in the students' writing test. The interview was recorded and analyzed by using inductive analytical approach.

### 3.5.1 Data Analysis on Writing Test

Grammar was the important rules in construction a composition. Students' writing past experience was analyzed by using grammar aspect such as, tense, preposition, article, pronoun, subject and verb, verb agreement, part of speech. However, other grammar items could also be the evaluation standard, depending on the errors the students made.

The following steps will be used to analyze the data:

1. Having collected the students' writing test, the writer then checked and rewrote all the error that students made.
2. Classifying the error made by the students and making the error correction of the writing test.
3. Calculating the frequencies of the difficulty occurrence in the students provided in percentage-calculating display.
4. Analyzing and interpreting the data. The writer analyzed and grouped in the tables form, the type of common error found in the students' writing test depending on the errors the students made.

### 3.5.2 Data analysis on Interview

The interview was analyzed by listening to the recorded conversation. Then, the data were classified based on the categories of interview questions. The result of the interview was narrated into paragraphs to figure out the answer of research questions.

The interview covers students' opinion about learning writing skill in classroom, as follows:

- concerning students' motivation toward English writing. The example of question is "*menurut anda, apa manfaat dari belajar writing?*"
- concerning students' external factors toward English writing. The example of question is "*bagaimana cara guru anda mengajar grammar di kelas?*"
- concerning students' English grammatical difficulties. The example of question is "*menurut anda, hal apa yang paling sulit yang anda temui ketika belajar grammar?*"
- concerning students' strategies toward English grammar. The example of question is "*menurut anda, bagaimana cara meningkatkan kemampuan grammar anda?*"