

CHAPTER III

METHODOLOGY

This chapter will discuss the method of this study. It consists of research design, research site and participant, data collection, and data analysis. The discussion will be begun by identifying the research method of this study. Afterwards, the setting, participants, and data collection techniques covering analyzing students' argumentative essays, analyzing students' multiple-choice test result and analyzing the data from the interview will also be discussed.

3.1 Formulation of Problem

The main point of the study was to investigate the grammatical errors made by the students of the English Education Department in one of state universities in Bandung. Therefore, this study focused on answering the formulated question as follows:

- a. What kinds of grammatical errors made by the undergraduate students of the English Education Department in one of state universities in Bandung in writing an argumentative essay?

3.2 Research Method

3.2.1 Research Design

To answer the questions on what kinds of grammatical errors made by the undergraduate students of the English Education Department in one of state universities in Bandung in writing an argumentative essay, this study used qualitative method in order to identify, analyze, describe, and interpret the data to reflect how much the students understand and absorb the knowledge of Basic English Grammar and how good the students implement it in writing an argumentative essay with good grammar accuracy. Descriptive qualitative method is an ideal method as it is fundamentally interpretive (Creswell, 2012). Besides, Creswell (2012) defines qualitative research as any kind of research that has no

means of statistical procedures or other means of quantification. Besides, Fraenkl and Wallen (2012) describe qualitative research as the method to investigate the quality in terms of relationships, activities, materials, or situations and conditions.

This study particularly used descriptive design. Best and Khan (1989) cited from Suherman (2011) state that descriptive method is to describe, record, analyze and interpret circumstances that appear in particular group. Moreover, according to Gay (2003), descriptive method determines and reports just how the ways things are, while the researcher has no control over the variable that was being researched. Meanwhile, Fraenkl and Wallen (2012) give an explanation about descriptive method as a method used to explain, analyze and classify something by using several techniques, such as; survey, interview, questionnaire, observation and text.

3.3 Data Collection

3.3.1 Research Participants

The study was conducted in one of state universities in Bandung. The participants involved in this study were 9 students from the English Education Department. All students' essays were analyzed in terms of the grammatical errors. The samples were only taken nine students since in qualitative design, the quality of the samples itself becomes the more essential major than the quantity of samples itself (DePaoulo, 2000).

3.3.2 Instrument

In collecting the data, triangulation method, which involves several techniques, was used. According to Cohen and Manion (2005), triangulation can be defined as the use of two or more than two methods of data collection in order to gain more information, data, and explanation from more than one standpoint.

3.4 Research Procedure

In this study, the method of collecting data used was triangulation. The triangulation method employed three methods of collecting data. The first and main method was by collecting students' argumentative essays. Then next additional methods were by employing and collecting data through multiple-choice test and interview. Each of those data collection technique will be further discussed below:

3.4.1 Collection of Students' Essays

The students' argumentative essays were collected and documented, then next would be supported by the other data collection methods; multiple-choice test and interview. The number of essays collected was nine students' argumentative essays written in an hour by the students who have taken Basic Foundation Grammar course previously. The students' essays were sent through email.

3.4.2 Multiple-choice Test

The nine students as participants taken from the English Education Department students, who have taken Basic English Foundation Grammar course, were given a set of multiple-choice exercise about grammar. The exercise consisted of 10 numbers and was already tested its validity and reliability toward 30 students of English Department students from the other class. The multiple-choice test was given right before the interview was held.

3.4.3 Interview

The last method of collecting data used in this study was interview. It was used specifically to gain more information related to the issue and also to find out what the participants think or feel about something (Fraenkel and Wallen, 2012). Moreover, it could also create trust and build relationship between the respondents and the interviewer, and might also get the information that sometimes the

respondents would not reveal by using other collecting data techniques (Gall and Borg, 2003).

Among several kinds of interview techniques, this study used a semi-structured interview. It involved asking a series of structured questions and investigating deeply into getting more additional information by using open-form questions (Gass and Mackey, 2005).

The interview was conducted and recorded once by using one-on-one technique. The total number was 10 questions. The questions covered, more or less as follow:

1. What is the most difficult thing in learning grammar?
2. What do you know about sentence structure?
3. What do you know about pronouns?
4. What do you know about present tense?
5. What do you know about singular/plural?
6. What do you know about articles?
7. What do you know about active and passive voice?
8. What do you know about subject-verb agreement?
9. What do you know about prepositions?
10. What do you know about word choice?

3.5 Trustworthiness

According to Alwasilah (2002) the word ‘trustworthiness’ is derived from description, conclusion, interpretation, and any other kinds of report. In doing this study, there might happen to be some biases. Thereby, to provide the trustworthiness of qualitative data, this study applied triangulation method as Cresswell (2008, p.266) stated:

”Qualitative inquires triangulate among different data sources to enhance the accuracy of the study. Triangulation is the process of corroborating evidence from different individuals (e.g. principal and a student), type or

data (e.g. observation fields notes and interviews), or method of data collection (e.g. documents and interview) in descriptions and themes in qualitative research.”

Therefore, this study used more than one techniques in gathering the data and information, they were writing an essay, multiple-choice test and interview.

3.6 Data Analysis

The data analysis was conducted based on the instruments used in this study. First, the data obtained from writing the argumentative essay (which finally would be analyzed), then the data gained from the multiple-choice test, and last but not least, the data gained from the interview.

3.6.1 Analysis of Students' Essays

The analysis of students' essays was conducted to answer the research question. Each text was analyzed in terms of the grammatical errors that the students made. Nevertheless, this study would focus on the grammatical errors made by the ESL students in their writing, based on the categories shown in table 2.1 which are taken only some of the important and most common error categories: articles/determiners, subject-verb agreement, noun, word choice, and pronouns. Those categories then will be analyzed using theories proposed by Brooks, Pinson and Wilson (2013).

3.6.2 Analysis of Student's Multiple-choice Test

The analysis of students' multiple-choice test was conducted to give additional information towards the data collection. The result of students' multiple-choice test was seen based on how many errors made by the students' and then analyzed as how much the students understood about grammar.

3.6.3 Analysis of Students' Interview

The data from interview were analyzed by using some steps as proposed by Alwasilah (2002) as follow:

- a) Transcribing the interview into write-ups form
- b) Categorizing the write-ups
- c) Reducing inappropriate data
- d) Interpreting the data and drawing conclusions

3.7 Validity

Validity is important for the effectiveness of a research, either in qualitative or quantitative research (Cohen and Manion, 2005). The instrument quality in a research is very essential, thus researchers need to use some procedures in order to obtain a valid and reliable data (Fraenkel and Wallen, 2012). Fraenkel and Wallen (2012) define validity as something refers to appropriateness, meaningfulness, correctness, and usefulness from the inferences that a researcher makes. Meanwhile, Hammersley (1992; 71) cited from Cohen and Manion (2000) suggests that the internal validity elements for qualitative research should cover:

- a. Plausibility and credibility;
- b. A great enough number of evidence (the greater the claim, the more trusting the evidence is for the claim);
- c. Clarity on every claim made in the research (e.g. definitional, descriptive, explanatory, theory generative).

In this study, the researcher has tested the validity of the multiple-choice instrument before it was given to the nine chosen students as participants. The validity test was done twice. The test was given to 30 students in the same semester of the nine chosen participants, but from another class. The result was checked and counted by using SPSS 22.0 for windows type. The first one was not valid, though reliable. Then, the second one was finally both valid and reliable. The validity data can be seen in Appendix D.

3.8 Reliability

Aside of the validity importance in a research, reliability is also required significantly. According to Fraenkel and Wallen (2012), reliability refers to how the consistency of scores obtained from one set of items to another can be constant. If there is a student who gets high score at the first test, then he may not get the same identical score the next time he takes the test. Though the score would not be identical, but the score might be close.

In this study, the researcher has tested the reliability of the multiple-choice instrument before it was given to the nine participants. The reliability test was done twice along with the validity test. The test was given to 30 students in the same semester of the nine chosen students as participants, but from another class. The result then was checked and counted by using SPSS 22.0 for windows type. The first one was reliable but not valid yet. Then, the second one, it was both valid and reliable.

The result of Croanbach's Alpha Computation showed that the reliability of the instrument is 0.566 and the degree of freedom (df) of pilot test is 28. Meanwhile, the rTable is 0.374 at the level of 0.05 (based on the critical values of r at the 0.05 level to line df = 28). That means the instrument reliability is higher than the rTable ($0.566 > 0.374$). Overall, the reliability value was good for the test and the test instrument was also valid to be tested on the research.