

## **CHAPTER III**

### **METHODOLOGY**

This chapter covers the methodology used in the present study. As mentioned in Chapter I, this study seeks to investigate slips of the ear among Indonesian students, particularly in the lexical and syntactical errors. The rest of this chapter presents the research design, subject of the study, data collection, data analysis, and example of data analysis.

#### **3.1 Research Design**

This study applied a descriptive qualitative approach because this study analyzed data by observing misperception which has made by students. A qualitative approach is relevant to this study since it focuses on the observation in which the data are in descriptive narratives forms such as notes, pictures, videotapes, and recordings (LeCompte & Preissle, 1994). Qualitative research involves non numerical data such as interview research. In addition, it is concerned with opinions and experiences of individuals (Dörney, 2007). It also involves collecting, classifying, evaluating and interpreting (Cohen, Manion, & Morrison, 2000). Descriptive research is concerned with the description of data and the goal is the acquisition of factual, accurate, and systematic data which can be used in averages, frequencies, and similar statistical calculations (Schmidt, 2002). The purposes of the study are to investigate the slips of the ear that happen when students listen to selected music and which sounds are misperceived most by the students. The data are analyzed by using Bond's (2005) theory to examine which part of the lyrics that student misperceived.

#### **3.2 Subjects of the Study**

The respondents of this present study were ten students from English Education Department, Indonesia University of Education. The purposive sampling was used in this study and the participants who were purposively chosen were based on the following criteria: male and female students, students from 9<sup>th</sup> and 11<sup>th</sup> semester, and

students who have minimal 500 Toefl test score. Ten students selected purposively from different semester since they are considered to have different skill in listening and the results will have more variation. The decision of not selecting more participants is intended to avoid sampling error as suggested by Oppong (2013).

The students were asked to transcribe the lyrics of the songs, which are “Guns and Horses” by Ellie Goulding and “Out of the Woods” by Taylor Swift. The songs were chosen because the lyrics contains familiar vocabularies and the songs are not very famous so the students are “pushed” to use their listening skills. The results are identified, classified, and analyzed based on the type of the errors.

### **3.3 Data Collection**

The data were collected from the students’ misperceptions of song lyrics. There were two songs used as the objects of the study, they are “Out of the Woods” by Taylor Swift and “Guns and Horses” by Ellie Goulding. The songs lyrics were taken from official websites of Taylor Swift and Ellie Goulding.

The data of this study were collected by following steps. First, the respondents were asked to transcribe the lyrics by listening to the songs. Second, the data were analyzed by finding and identifying the error by using the theoretical framework proposed by Bond (2005). Third, the errors were classified into lexical and syntax categories.

### **3.4 Data Analysis**

After the data were collected, they were analyzed through several processes. The first step in analyzing the data was identifying sentences which consist of slips of the ear by comparing the actual lyrics and the respondents’ perception. The second step was categorizing data which contain slips of the ear based on the Bond’s (2005) types of slips of the ear. The errors were classified into two categories which are lexical level and syntactical level. The errors were classified into lexical level where the errors occur in short phrases or only affect words. In addition, when the errors occur in long

phrases, the errors were classified into syntactical level. The last was drawing conclusion from the analysis of the study.

In order to determine the percentage of each error in lexical and syntactical level, the researcher needed to compute numerical data by using a simple scaling composed by Thorsten (1992 in Salma, 2013, p. 35).

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

Note:

P = Percentage

F = Frequency

N = Overall Number

### 3.5 Examples of Data Analysis

The examples of the analysis can be seen as follows:

Table 3.1 Misperception of Lexical (Non Words)

No.	Actual Speech	Perceived Speech
1.	You're on time	You're <i>untield</i>
2.	You're on time	You're <i>untilted</i>
3.	Let's join forces	Let's <i>joil</i> forces

It cannot be denied that sometimes listeners fail to perceive and try to recover the words as close as what have been said. This also can cause to non words. In the number 1 and 2, the students misperceived the word *on time* into *untield* and *untilted*. Those two words do not exist in English vocabularies and have no meaning. In the number 3, the students fail to perceive the final sound /n/ and perceive it as the sound /l/. The word *joil* doesn't exist in English vocabularies.

Table 3.2 Misperception of Lexical (Morphology)

Respondent	Actual Speech	Perceived Speech
1	I would	I will

Widayanti, 2015

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<b>5</b>	Are we in the clear yet?	Are we in the <i>clearer</i> ?
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The student [1] misperceived the word *would* into *will*. The student perceived the word as the present form of *would*. While the student [5] misperceived the free morpheme *clear* as *clearer* which consists two morphemes. The student failed to perceive the word “yet” at the end and recovered it as suffix *-er* which is indicating comparative.

Table 3.3 Misperception of Syntax

<b>Respondent</b>	<b>Actual Speech</b>	<b>Perceived Speech</b>
<b>2</b>	Door wide open heaven knows	Tho I know they never knows
<b>3</b>	Door wide open heaven knows	Though wide open never knows

In Table 3.3, respondent [2] misperceived the whole sentence except the last word. However, by looking at the student’s perception, the sentence is ungrammatical. The student used the word *they*, as pronoun of the third person plural, while the verb was still perceived for the singular noun. It is different from the student [2], the student [3] only misperceived the noun *door* as a conjunction *though*. As the result, the perceived speech which made by the student [3] did not have subject. It makes the sentence ungrammatical since a sentence has to have subject.

### **3.6 Concluding Remarks**

This chapter discusses the method used in conducting this study. The subjects of the study, research design, subject of the study, data collection, and data analysis have been discussed clearly. Further explanation about data presentation and data analysis are presented in chapter IV.