

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the research methodology applied in the study including research design, research site and respondents. Besides that, it also elaborates data collection of this study which are collecting students' descriptive texts. Furthermore, data analysis on the students' texts is also described in this chapter.

3.1 Research Design

This study employed a qualitative approach using case study as the research design. As Creswell (2009) claims, a case study is a qualitative strategy in which the researcher explores a program, event, activity, process, or one or more individuals in detail. Moreover, the purpose of a case study is "to achieve as full an understanding of the phenomenon as possible" (Merriam, 1988, p. 10). This design was chosen since it is beneficial to examine events or phenomena. Thus, this study was aimed at finding out the types of intralingual and developmental errors in the students' descriptive texts as well as the causes of the errors.

3.2 Research Site and Respondents

The research site for this study was one of the vocational schools in Sumedang. The respondents involved in this study were the tenth grade students. There were thirty students who participated in this study. They were chosen as the respondents because the students in this grade are the beginners which is known as the novice level in learning English. It means that they are in beginning-level English language learners. In this level, they tend to make many errors in their writing. Thus, the tenth grade students are suitable for this study.

3.3 Data Collection

In collecting the data, the study applied research instrument which was the students' descriptive texts. There were also several steps done by the researcher as the research procedures in this study. The research instrument and procedures used in this study are as follows.

3.3.1 Research Instrument (The Students' Descriptive Texts)

The research instrument used in this study was document data consists of tenth grade students' descriptive texts.

The data in this study were collected from tenth grade students' descriptive texts. The data from the students' texts are sample of the learner language. Ellis (1994) suggests that there are two main purposes in collecting and analyzing samples of the learner language: 1) to describe the linguistic systems that learners build at different phases of development, and 2) to explain the processes and factors engaged in acquiring an L2 (Ellis & Barkhuizen, 2005, p. 15).

The descriptive texts were obtained from thirty students. The students' descriptive texts written based on several topics given by the researcher. The variety of the topics was given to the students in order not to limit the students' ideas in writing a descriptive text. The topic given to the students are as follows.

1. *My favorite idol*
2. *My hometown*
3. *My precious thing*

3.3.2 Research Procedures

The following are the steps done by the researcher for collecting the data. The research procedures of the study are as follows.

1. Explaining descriptive text to the students briefly because they have learned descriptive text in their first semester and eight grade.
2. Asking the students to write a simple descriptive text in one paragraph based on the topics given by the researcher.
3. Analyzing the student's descriptive texts based on Richards's classification in intralingual and developmental errors (1971) by using the error analysis procedures of Ellis (1997). Further explanation of the analysis of the students' descriptive texts was presented in the next sub-topic, Data Analysis.

3.4 Data Analysis

The result of this study was from the data analysis on the students' descriptive texts. The procedures of error analysis by Ellis (1997) was used in analyzing the students' descriptive texts. The procedures involved four phases, namely collection of a sample of the learner language, identification of errors, description of errors and explanation of errors.

In the first phase, the researcher collected the data consists of students' descriptive texts. In the next phase, the data collected from the students' texts were examined. The steps in this phase were to determine discreetly whether or not errors occurred in the student's texts and to determine which parts in the students' texts were errors. In the third phase, the errors found were given a label whether the errors emanated from such a category that constituted Richards's categorization of error types in intralingual and developmental errors (1971). The frequency of the errors occurred in each subcategory was presented as well. In the last phase, the data from the students' texts were analyzed to determine the errors' source and why the errors were made.

Referring to intralingual and developmental errors, Richards (1971) categorizes intralingual and developmental errors into six classifications, namely (1) errors in the production of verb groups, (2) errors in the distribution of verb groups, (3) miscellaneous errors, (4) errors in the use of preposition, (5) errors in

the use of articles, and (6) errors in the use of questions. Tables in appendices section, appendix 2, present further explanation in the classifications as well as the examples of the errors in sentences that are generally found in L2 learners' speech and writing.

3.5 Concluding Remark

This study employed a qualitative case study design. The case that was conducted in this study was the intralingual errors of students' writing. It analyzed and explored the types as well as the causes of intralingual errors. The research site for this study was one of the vocational schools in Sumedang. The respondents involved in this study were thirty students from class X. The research instrument of the study was document data consists of the students' descriptive texts. Therefore, it was in the form of a text written in descriptive by the students with different topics given by the researcher.

In collecting the data, the students were asked to write a descriptive text after given a brief explanation about descriptive text since they have learned descriptive text before in their first semester and their eight grade. The data obtained from the students' descriptive texts were analyzed based on Richards's classification of types and causes in intralingual and developmental errors (1971) using procedures of error analysis by Ellis (1997). Automatically, the research questions of the study which are about the types of intralingual and developmental errors as well as the most frequent errors type that the students made could be found out. In addition, the errors that were not under the classifications of intralingual and developmental errors did not count.