CHAPTER III
METHODOLOGY

This chapter discusses the research methodology, which is applied in this research. The discussion of this chapter involves research design, site and respondent, data collection, data analysis, and technique of data analysis.

3.1 Research design

This study used qualitative one as effective way to collect the information. As stated by Monsen & Horn (2008, p.5), in acquiring information of planning hypotheses and suggesting association qualitative is an effective way. Since the present research called qualitative in regard to analyze students error, case study was chosen because this study was conducted in the real situation and using student texts and interviews as the instrument. This research also used case study design. Creswell (2003, p.15) defines case study as depth a program, an event, an activity, a process, or one or more individual can be explored by the researcher. This is in line with Williams (2007, p.68) statements a wide sources that is from multiple sources such as direct or participant observations, interviews, archival records or documents, physical artifacts, and audiovisual materials are the data collection

There are several procedures for conducting error analysis and this study picked the procedure of error Analysis based on Ellis and Barkhuizen. The researcher classified students’ errors in writing recount text by using Dulay, Burt & Kransen (1982)’s classification of errors, then the researcher analyzed the errors to find the dominant error and its sources. After the researcher calculated the data to get the result of total errors then the researcher interpreted the data descriptively. There are many texts which had a similar error, the researcher only showed some examples of the error and interviews. Finally, the researcher could have a conclusion based on the result of students’ total errors

3.2 Site and Respondent

This research was conducted in one Senior High School in Cimahi, West Java. The researcher chose this school because of several reasons, they are 1) the accessibility for the researcher was easy 2.) Recount text was still preached in senior high school research about this is still limited. 4) To prove that any level of English learner is still making errors 5) The researcher did internship (PPL) in this school. The respondent was 30 students in one class

3.3 Data Collection

The data in this research will be collected by administrating to elements which are 1) documenting student’s text, and 2) interview. The description will be explained below:

3.3.1 Documenting Students Text

There are 30 texts that were collected by the researcher. There were two meetings for documenting students text. In the first meeting, the researcher gave a short explanation about biography and simple past tense to give the students’ knowledge about biography text and simple past tense. After that, the researcher asked the students to interview their friend about their history of life and after that, they were asked to make a biography text about their friend in 60 minutes. They were allowed to open dictionary if they needed it. Here is the clearer instruction:

Instruction:
Please interview your friend about his/her history of life and after that please make your own biography text based on your friend’s information on a piece of paper! You are allowed to open dictionary, but you are not allowed to discuss your problem with your friend or using electronic translation such Google translate, line translation, etc

Then, the researcher announced if the text swould have the revision in the next meeting. Here, the researcher marked some deviations that were found. It is in line with Ellis (1997, p.17) theory in finding the error by asking learners to try to correct their own deviant utterance.
In the next meeting, the students were asked to make a correction from that mark deviant utterances.
And here is the instruction:

**Instruction**

Your text was already marked by some underlined signs. Please revise it without changing the meaning! If you do not know what is the correct one, just let it be.

It is important in determining the deviant utterances, whether it is error or mistake. After collecting the texts, the researcher identified and marked simple past tense error of the students.

3.3.2 Interview

The interview used in this research to cross-check the data from the error analysis and supporting the data. The interview also will give the researcher more information about students’ difficulty in their writing.

In this study, the researcher interviewed all of the students. This is chosen because by doing this kind of interview makes the student express more his/her feeling about the text, this interview also to make sure whether the deviant utterances are their mistake or error.

Semi-structured interview was chosen by the researcher because it allowed the researcher to respond the students at the moment. The question of the interview about the whole deviant utterances, students point of view of writing recount text, and the students strategy in writing that text. Here are the questions for the interview:

1. Apakah yang kamu ketahui mengenai Recount Text? (What do you know about recount text?)
2. Apakah kamu tahu tenses yang digunakan dalam Recount Text? (Do you know what kinds of tenses that are used in recount text?)
3. Apakah menurutmu Simple Past Tense itu mudah? (Do you think simple past tense is easy?)
4. Apakah yang ketahui tentang Simple past tense? (What do you know about simple past tense?)
5. Tahukah kamu tentang regular dan irregular verb dalam simple past tense? Apakah kamu dapat membedakannya? Manakah yang paling susah? (In simple past tense, there is an irregular and regular verb, do you know it? can you differentiate it? what is the most difficult?)
7. Apakah menurutmu belajar tenses itu penting? Do you think learning tenses is important?
8. Bagaimana cara yang paling efektif dalam belajar hal ini? (How is the most effective way in learning this?)

3.4 Data Analysis

After all of the data have been collected, the researcher will be analyzed based on its classification.

3.4.1 Data Analysis on Student’s Text

To know what the most dominant error that is that made by students the researcher used Ellis (1994, cited in Saville-Troike, 2006, p.39)’s classification. There four error classifications, namely:

1. **Collection of sample learner language.**
   In this step, the researcher collected both text and interview sample from the students
2. **Identification of errors.**
   After all the data are collected, the data were examined in this step. This step was conducted to identify whether there is an error or not.
3. **Description of error**
   In this step, the researcher gave the label to errors that were found. Errors were classified based on a classification that purposed by Dulay et al (1982). The classifications were omission, addition, misordering
and misformation. The frequency will be presented as well. Dulay et al (1982) classified the error into four, namely:

a. **Omission** When an item that must appear in a well-formed utterance is absence, omission error occurred then.

b. **Addition** This is the omission’s opposite. Omission the presence of an item which must not appear in a well-utterance. There are three types of addition, they are

c. **Misformation** is occurred because of the use of the wrong form of the morpheme or structure.

d. **Misordering** occurred because of the incorrect placement of morpheme of a group of morphemes in utterance.

4. **Explanation of Errors**
   In this steps, the researcher tried to understand the process of SLA. What were the effect of the errors has on whoever is being addressed or to what extent it affects intelligibility or social ability was conducted.

5. **Evaluation of errors.**
   This stage includes analysis is there any effect on whoever is being addressed by the error.

3.4.2 **Data Analysis on Student’s Interview**
   After analyzing student’s text, the researcher did the interview, the audio-taped conversations were transcribed in a process called transcription. Transcription is a process where the recorded materials or field notes are converted into text data (King&Horrocks, 2010, p.142). The researcher were classified students responses and labeling into themes.

3.5 **Technique of Data Analysis**
   The researcher used qualitative research in this research which the method was conveyed in descriptive analysis way to describe and to interpret the result of qualitative data. Because the similarities between one errors to each other, the researcher chose one type of error that she thinks closer.

   To get the qualitative result, the data were calculated and drew up in the table of percentage given by Cholipah (2014, p.55), the formula as follows:

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P = \frac{f}{n} \times 100
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- P= Percentage
- F= Frequency of error occurred
- N= Number of cases (total frequent/total individual)