CHAPTER III
RESEARCH METHOD

A. Research Design

"Research design is a systematic attempt to do something which is used by researcher to collect the data of his/ her research".[1] There are two kinds of research design. They are qualitative and quantitative research.

In this research, the researcher used descriptive analysis or qualitative design. Qualitative design is reseach design which is used to observe natural object where the researcher is the instrument key. Zoltan Dornyei states that "qualitative research involves data collection procedure that result primarily in open-ended non-numerical data which is then analyzed primarily by non-statistical methods".[2]

Tailor defines "qualitative research as a research procedure resulting descriptive data in the form of written".[3]Basically qualitative research is interpretive. It aims at in depth description and measures what is assumed to be a static reality in the hope of developing universal laws. It is an exploration of what is assumed to be a dynamic reality. It does not claim what will be discovered

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[1] Suharsini Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT Rineka cipta,2002), p. 9

[2] Zoltan Dirnye, *Research Method in Applied Linguistic, Qualitative, Quantitative, and Mixed Methodologies,* (NY: oxford university press, 2007), p. 2

[3] Lexy J. Moleoeng, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009), p. 4

in the process of research. That is why the basic element of analysis is the word or idea. Relating to this,

B. Source of Data/ Participants

"Data are the result of observation, consisting of the 'given thing' that researcher analyzes".[4] The type of data in this study is qualitative data. Qualitative data are usually in the form of words rather than number. The data which are analyzed in qualitative research are called qualitative data. Qualitative data can be obtained through interview, observation, documentation, drawing picture, focused group discussion, etc.

In conducting the study, the writer tried to get some abstracts written by ELT Department Students of IAIN WALISONGO, who were graduated in June, 2012. The total number of participants is 19 participants.

C. Data Collection Technique

To make a good result, the researcher had to determine the method, including data collection carefully. The procedure of data collection should be appropriate to the kind of the study.

Therefore, in conducting this study, especially in collecting the data, the writer used documentation. Documentation study may refer to technique of collecting data by gathering and

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[4]Zoltan Dirnye, *Research Method in Applied Linguistic, Qualitative, Quantitative, and Mixed Methodologies,* (NY: oxford university press, 2007), p. 41-42

analyzing document According to Arikunto, "documentation method is searching the data such as note, transcript, book, newspaper, magazine, agenda, etc".[5] The researcher used this method to collect documents which relating to the research. It refers to the archival data that help the writer to collect the needed data. In this study, this method was used to get the data that related to the object research such as students' abstracts.

D. Data Analysis Technique

To analyze the data, the researcher used contrastive and error analysis.The researcher used error analysis to analize the types and the frequences of error. While contrastive analysis was used to compare between Indonesian language and English language and to predict the cause of the errors.

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics.[6] These errors can be divided into three sub-categories: overgeneralization, incomplete rule application, and the hypothesizing of false concepts, reflected a learner's competence at a certain stage.

In language teaching learning, error analysis is a technique for identifying, classifying, and systematically interpreting

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[5] Suharsini Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT Rineka cipta,2002), p. 231.

[6] H. Douglas Brown, *Principles of Language Learning and Teaching, 4th ed. 2000*(NY: Pearson Education Company, 2001), p. 218

the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. Errors are assumed to reflect, in a systematic way, the level of competence achieved by a learner; they are contrasted with 'mistakes' which are performance limitations that a learner would be able to correct.[7]

An error is a noticeable deviation, reflecting the competence of the learner. It is a systematic deviation made by the learner who has not yet mastered the rules of the target language. The learner cannot self-correct an error because it is a product reflective of his or her current stage of second language development.

The writer used error analysis to analyze the data. Corder develops the error analysis data as follow:

No	Steps	Explanation
1	Collection of learners' abstract	Deciding what sample of learners language to use for the analysis and how to collect the data
2	Identification of interlanguage of the abstracts	Identifying the interlanguage of students' abstracts

3	Classification of the interlanguage errors of students' abstracts	Grouping the interlanguage errors that have been found and stating the classes of the errors
4	Identification of the dominant errors of students' abstracts	Identifying how often the errors appear, and tabulating the errors
5	Identification of the causes of errors of students' abstracts	Identifying the factors which cause the errors
6	Evaluation of the interlanguage errors of students' abstracts	Establishing the errorinvolves analyzing why the errors happen and drawing conclusion

a. Collection of Learners' Abstract

The first step is to collect the learners' abstracts. In this step, the researcher searched the abstracts and copied them as a data.

b. Identification of Interlanguage of The Abstracts

In this step, the researcher studied the acquired data and tried to find out the interlanguage errors of students' abstracts

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[8]H. Douglas Brown, *Principles of Language Learning and Teaching, 4th ed. 2000*(NY: Pearson Education Company, 2001), p. 220

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by underlying the errors. The researcher tried to analyze the data as accurate as possible.

c. Classification of The Interlanguage Errors of Students' Abstracts

After finding the errors, the researcher classified them into some categories.

d. Identification of The Dominant Errors of Students' Abstracts

After classifying into some categories, the researcher tried to identify and calculates the errors in order to know the dominant errors of the students' abstracts.

In clasifying and identifying the frequence and the dominant errors each. The writer used the following form:

$$p = \frac{n1}{\sum} \text{x } 100\%$$

p : Precentage of each error

n : Total of the given errors

$\sum$: Total of the whole errors

Once the errors were calculated and arranged, the researcher tabulated the result of the analysis. This table was meant to ease the identification of the precentage of each error.

e. Evaluation of The Interlanguage Errors of Students' Abstracts

In this step, the researcher tried to evaluate the errors, and to explain what the right form should be. After that, the step was drawing the conclussion based on the analysis.

f. Identification of The Causes of Errors of Students' Abstracts

The last step was identifying the causes of errors, in this step, the researcher tried to identify the causes of errors, Whether the errors came from interlingual errors (the errors which come from the influence of the native language) intralingual errors (the errors which are caused by the lack of the target language knowledge), etc.