CHAPTER III RESEARCH METHOD

In this chapter, the researcher will present in details the method of the research used in this study. It is divided into several sub chapters. They are; research design, source of data, data collection technique, instrument and procedure of analyzing data.

A. Research Design

Design is a systematic attempt to do something and find out the answers of questions. Research design is a systematic attempt which is used by researcher to collect the data of his/her research. There are two kinds of research design/method, they are qualitative and quantitative research. Quantitative research is the research which is based on positivism philosophy in which is used for observing certain populations or sampling. The technique to get sample is usually done randomly, collecting data commonly uses instrument and data analysis using statistical approach to examine a hypothesis. While Qualitative design is research design which is used to observe natural object where researcher is the instrument key. Zoltan Dornyei says that qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analized primarily by non-statistical methods. Typical example of this research are: interview research, with the transcribed recordings analyzed by qualitative content analysis.³

The purpose of this research is to find out and analyze the grammatical errors as the result of native language interference which are

¹ Ahmad Tafsir, *Metodologi Pengajaran Agama Islam*, (Bandung : PT Remaja Rosdakarya, 2003), P.9.

² Arikunto, Suharsimi, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002). P. 160.

³ Zoltan Dornyei, *Research Method in Applied Linguistics, Qualitative, Quantitative, and Mixed* Methodologies, (New York: Oxford University Press, 2007), p.2

found in students' composition. In this research the researcher uses a descriptive analysis or qualitative method. Basically qualitative research is interpretive. It aims at in-depth description and measures what is assumes to be a static reality in the hopes 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 in the process of research. That is why, the basic element of analysis is the word or idea. Relating to this, Bogdan and Taylor defines qualitative research as a research procedure resulting descriptive data in the form of written or spoken words from the people and object being observed.⁴

Characteristics of qualitative research according to Zoltan Dornyei are as follow:

a. Emergent Research Design

In describing the main charracteristics of qualitaive research, most research texts start highlighting its emergent nature. This means that no aspect of the research design is tightly prefigured and a study is kept open and fluid so that it can respond in a flexible way to new details and openings that may emerge during the process of investigation.

b. The Nature of Qualitative Data

Qualitative research with a wide range of data including recorded interviews, various types of texts (for example: field notes, journal and diary entries, documents, etc.) and images (photos and videos). During data processing most data are transformed into a textual form (for example, interview recordings are transcribed) because most qualitative data analysis is done with words.

c. The Charracteristics of the Research Setting

Because of the qualitative objective to describe social phenomena as they occur naturally, qualitative research takes places in natural setting, without any attempt to manipulate under the study. In order to capture a

⁴Lexy J. Moloeng, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2009), p.4.

sufficient level of detail about the natural context, such investigations are usually conducted through an intense and prolonged context with or immersion in the research setting. Therefore, qualitative researchers strive to view social phenomena from the perspectives of the insider.

d. Insider Meaning

Qualitative research is concerned with subjective opinions, experience and feeling of individuals and thus the explicit goal of research is to explore the participants' views of the situation being studied. This approach follows from the way qualitative researchers perceive meaning: it is a fundamental qualitative principle that human behavior is based upon meaning which people attribute to and bring to situations and it is only the actual participants themselves who can reveal the meanings and interpretations of their experiences and actions.

e. Small Sample Size

Well-conducted qualitative research is very labor-intensive and therefore qualitative typically use, of necessity, much smaller samples of participants than quantitative ones.

f. Interpretive Analysis ⁵

Qualitative research is fundamentaly interpretive, which means tat the research outcome is ultimately the product of the researcher's subjective interpretation of the data. As Miles and Huberman conclude, "the researcher is essentially the main measurement device in the study. Accordingly, in qualitative researcher's own values, personal history, and position on characteristics such as gender, culture, class, and age become integral part of the inquiry.⁶

These are the Strengths And Weaknesses of Qualitative Research based on Zoltan:

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⁵Zoltan Dornyei, *op.cit.*, p. 37.

⁶ *Ibid.*,p. 37- 38.

a. Strengths

- 1) Qualitative research has traditionally been seen as an effective way to explore new and uncharted area.
- 2) Qualitative research are useful for making sense of highly complex situations.
- 3) Qualitative research is usually conducted to answer 'why' questions.
- 4) Qualitative research aims at broadening our understanding through possible interpretation on human mind.
- 5) Qualitative research has more flexibility when things under the study go wrong.
- 6) Qualitative research is rich in material for the research report.

b. Weaknesses

- 1) Qualitative research usually has small sample size and generalizability.
- 2) In the process of analysing data, the strength of the analysis depends deeply on the researcher competence.
- 3) Qualitative research lacks of methodological rigour.
- 4) Too complex or too narrow in theory.
- 5) Time consuming and labour-intensive⁷

B. Source of Data/Participants and Setting

Data are the result of observation, consisting of the "given thing" that researcher analyzes. ⁸ 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 a qualitative research are called qualitative data. Qualitative data are extremely varied in nature. Qualitative data can be obtained through interview, observation, drawing picture, focused group discussion, etc. ⁹ It includes virtually any information that can be captured that is not numerical in nature.

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⁷ *Ibid*, p. 41-42.

⁸ Barbara Jhonstone, *Qualitative Method in Sociolinguistic*, (New York: Oxford University Press, 2000), P.22.

⁹ Hamid Patilima, *Metode Penelitian Kualitatif*, (Bandung: Alfabeta, 2007), p. 87

The data for this research come from the following resources:

- 1. Students: Data which are obtained from the students are Students' composition/written texts and the results of interviews conducted with the students.
- 2. Teacher: Data which are obtained from the teacher are files such as, students' name list, teacher's lesson plan, lesson schedule, syllabus and the results of interview conducted with the teacher.

Those kinds of data are obtained from participants and setting as follow:

a. Participant

The participants of this study are lecturer and students at Writing III Class at English Department of Walisongo State Institute for Islamic Studies (IAIN) Semarang. There are two classes in Writing III course; class A and B which totally consist of 61 students.

b. Setting

This research is conducted at Writing III Class at English Department of State Institute for Islamic Studies (IAIN) Walisongo Semarang. The college is located in Jl. Prof. Dr. Hamka KM. 2 Semarang. It is one of well-known Islamic college in Semarang.

C. Instrument

There must be an instrument in a research. It influences the data which are obtained. Instrument means equipments for collecting the data using a method. ¹⁰ Based on the statement, instrument plays important role in conducting a research that is to gather the data accurately. The instruments in this research are as follow:

1. Test

The researcher collects learner errors concerning native language interference from compositions of Writing III class students on the topic of "Descriptive text." Based on the result of the identification and analysis of

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 227.

learners' errors, the lecturer may implement some strategies in teaching to lessen the influence of the native language in his students' writing.

2. Interview Guideline

Since this research uses a semi structured interview, it is necessary for the researcher to use an interview guideline. The use of interview guideline is mainly to control the interview process so that the important data relating to the topic can be obtained. However the questions may be developed in the process of interview depending on the answers of the questions.

D. Data Collection Technique

There are many techniques which can be used to collect data either primary or supporting data. According to Suharsimi Arikunto, there are five methods in data collection; interview, observation, test, questionnaire, and documentation. 11 However, in this research the researcher only uses three of them namely test, documentation and interview which are explained as follow:

Test a.

"Test is a series of questions and practices or the other instruments which are used to measure skill, intelligence, knowledge, and talent from individual or group." To obtain primary written data, by the help of the lecturer of Writing III class, the researcher assigns the students to write a composition on a certain topic. The researcher then collects and analyzes students' composition assigned.

b. Documentation

In collecting data, the researcher uses documentation study. Document study may refer to technique of collecting data by gathering and analyzing documents. While document is any communicable

 $^{^{11}}$ Suharsimi Arikunto, $\it{op.cit.}$, p. 150. 12 $\it{Ibid.}$ p. 150.

material (such as text, video, audio, etc) used to explain some attributes of an object, systems or procedure.¹³

The documents which are obtained through this technique are teacher's lesson plan, students' name list and syllabus of writing III.

c. Interview

Interview is an act of verbal communication for the purpose of eliciting information. According to Denzin "an interview is any face-to-face conversational exchange where one person elicits information from another." Sutrisno Hadi in "Research Methodology" says that interview is a good technique of data collection by asking question to the respondents to get informations about one's opinion, comment, feeling, belief and motivaton. ¹⁵ Shortly, interview is a technique of data collection by asking question to the respondents.

There are many types of interviews, which include:

- structured interviews,
- semi-structured interviews,
- unstructured interviews,
- non-directive interview. ¹⁶

In this thesis, the writer choses a semi-structured interview bacause it is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored. However, the specific topic or topics that the interviewer wants to explore during the interview should usually be thought about well in advance (especially during interviews for research projects). It is generally beneficial for interviewers to have an interview guide prepared,

¹³ *Ibid*, p.158.

¹⁴ James A Black, Dean J Champion, *Methods and Issues in Social research*, (U.S.A.: John Wiley & Sons, Inc, 1976), p. 354

Sutrisno Hadi, *Research Methodology*, (Yogyakarta: Andi Publishing, 2004), 2nd Ed. p.217

¹⁶ Annabel Bamani Kajornboon, *Using Interviews as Research Instruments*, http://en.wikipedia.org/wiki/Semi-structured_interview retrieve on April 6, 2011.

which is an informal grouping of topics and questions that the interviewer can ask in different ways for different participants. Interview guides help researchers to focus an interview on the topics at hand without constraining them to a particular format. This freedom can help interviewers to tailor their questions to the interview context/situation, and to the people they are interviewing.

Interview is conducted to both lecturer and students. Interviewing lecturer is done to obtain further data about the difficulty and objection in teaching writing especially in grammatical aspect. On the other hand, interviewing students is done to get further information about their difficulty in learning grammar especially which is related to their native language interference.

E. Data Analysis Technique

In analyzing data, the researcher uses error analysis procedure developed by Corder as follow¹⁷:

No	Steps	Explanations
1	Collection of learners'	Deciding what samples of learners
	writing	language to use for the analysis and how
		to collect these samples
2	Identification of the errors	Identifying the errors by underlying the
		errors the learners made
3	Classification of the errors	Grouping the errors that have been
		found and stating the classes of the
		errors
4	Calculating the errors	Calculating the errors by establishing
		the source of the errors, calculating how
		often the errors appear, and tabelizing
		the errors.

¹⁷ http://en.wikipedia.org/wiki/Error Analysis_retrieve on April 6, 2011.

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5	Evaluation of the errors	Evaluating the errors involves analizing
		why the errors happen and drawing
		conclusion

Referring to the procedure of error analysis method above, the data are analyzed as follow:

a. Collection of learners' writing

This first step is to collect the learners' writing/composition. In this case, since the researcher uses test as the instrument to get the learners' compositions.

b. Identification of errors

In this step, the researcher studies the acquired data and tried to find out the grammatical errors by underlying the errors. The researcher tries to analyze the data as objective as possible.

c. Classification of errors

After the errors have been identified, the researcher classifies them into nine categories based on the differences between Indonesian and English Grammar which may cause the interference stated in the previous chapter, they are:

- 1) Errors in the use of tenses
- 2) Errors in grammatical gender
- 3) Errors in the use of word order
- 4) Errors in the use of articles
- 5) Errors in the use of pronouns
- 6) Errors in the use of linking verbs
- 7) Errors in plurality
- 8) Errors in the use of preposition
- 9) Errors in subject and verb agreement

d. Calculation of the errors

In this step, the researcher calculates the errors in order to know how frequent these errors have been made by the students Writing 3 Class at ELT Department of State Institute for Islamic Studies Walisongo Semarang. In calculating the frequency of these each error, the researcher employed the following formula:

$$P = \frac{n1}{\Sigma N} \times 100\%$$

in which;

P: percentage of each error

n1: total of the given errors

 $\sum N$: total of the whole errors

By calculating the frequency of each error, the researcher can identify the most frequent errors and the least frequent error made by the students.

Once the errors are calculated and arranged, the researcher tabelizes the result of the analysis. This table is meant to ease the identification of the percentage of each error. Therefore, the result of the analysis of the grammatical errors is presented in the form of a table.

e. Evaluating the Errors

After collecting, calculating and tabelizing, the next step is evaluating why the errors happen and what the right forms should be. After that, the step would be drawing a conclusion based on the analysis. In this step, the researcher has to make a valid conclusion in the form of a brief description of the errors. After that, the researcher will generate some suggestions based on the conclusion.

The other data such as interview results are described as detail as what they are. Supporting data such as; students' name list and syllabus are also described in detail.