

CHAPTER III

RESEARCH METHOD

In This chapter, the researcher seeks to discuss the use of research methodologies. This chapter will initiate the discussion of research design, participants (population and sample), data collection technique and research instrument, trustworthiness, and data analysis technique.

A. Research Design

This current research was designed by employing the mix method model which had something to do with testing the role of frequency on students' *-ing* form constructions and describing particular phenomenon mainly how students constructed *-ing* form in their writings. To meet the first and second research questions, the scoring measure was achieved through descriptive statistics to compare high frequency to students' constructions and accuracy. Whereas identifying students' compositions and talk of interview were carried out to describe how students construct *-ing* form, the accuracy, and the perception.

Thus, procedures used in this research were implemented by first giving a test in the form of essay writing to elicit *-ing* form and establishing interview to realize students' perception in the compositions of *-ing* form . In addition, a chart review was also designed to collect *-ing* form categories according to students' tendency and accuracy. The researcher then analyzed quantitatively by scoring students' tendency and accuracy in the basis of the usage frequency in corpus linguistics so as to prove the relation between frequency and students' tendency and accuracy in the constructions of *-ing* form and analyzed qualitatively by

identifying the internal structures of *-ing* form students composed and interpreted the talk of interview as the additional data to encourage the result..

B. Population And Sample

The participants comprised 100 undergraduate students in the English department at a university in Yogyakarta Indonesia. Students were then classified in the terms of higher proficiency groups (the fifth semester and the seventh semester) that comprised 25 students respectively and lower proficiency groups (the first and the third semester) that also comprised 25 respectively. The purposive sampling was employed in this current study. The sampling was dependent on the facts; that students' discipline was identical in the English Department, students comprised various levels of linguistic proficiency (different linguistic exposure of target language) dependent on students' academic year, and last-but not least the researcher had ever graduated from the university and recognized the ambience of institutional activities.

C. Data Sources

The data units primarily comprised phrases and sentences. The primary data of the research were acquired from students' essay writings which were used to elicit the required data. In addition, the secondary data were acquired from interviews.

D. Data Collection Technique

1. Quantitative Collection Technique

The chart review was designed to collect and categorized *-ing* form data of students' tendency and accuracy in the construction among groups of semester. The researcher then designed a chart review which contained the comparison

between the usage frequency of corpus and students' tendency and the accuracy of constructions among students in the various groups of semester as illustrated in the subsequent table;

Table 4.

The Table Design for –ing Form frequency Used by Students

No	Word	Function	Corpus Frequency (BNC)		Total Score Semester				%
			Frq	%	1	3	5	7	
1	Studying	Nominal	69/200	34,5%					
		Predicative	80/200	40%					
		Adverbial	4/200	2%					
		Adjectival	24/200	12%					
2	Building	Nominal	116/200	58%					
		Predicative	2/200	1%					
		Adverbial	7/200	3,5%					
		Adjectival	4/200	2%					
3	Painting	Nominal	141/200	70,5%					
		Predicative	6/200	3%					
		Adverbial	2/200	1%					
		Adjectival	34/200	17%					
4	Interesting	Nominal	0/200	-					
		Predicative	0/200	-					
		Adverbial	1/200	0,5%					
		Adjectival	198/200	99%					
5	Trying	Nominal	52/200	26%					
		Predicative	93/200	46,5					
		Adverbial	15/200	7,5%					
		Adjectival	25/200	12,5%					

Table 5.

The Table Design for Student' scores

Sem.	Total Participants	Total Scores	Correct	Percentage	Mean	SD
1	25	.....		.....	.....	.....
3	25	.....		.....	.....	.....
5	25	.....		.....	.....	.....
7	25	.....		.....	.....	.....

2. Qualitative Collection Technique

The researcher also designed an instrument test to elicit *-ing* form data by Indonesia learners. Data were derived from 100 students' compositions in the English Department at a university in Yogyakarta Indonesia. *-ing* form data were provided through students' writings and observation and the talk of interview were also conducted to enrich data.

The researcher intentionally put apart the correct answers from the incorrect ones. The researcher classified the incorrect answers into numerous categories. The researcher as well classified students' tendency in composing *-ing* forms as either nominal, predicative, adjectival, or adverbial no matter if the constructions were incorrect. In addition, interview was established to provide additional data to get more comprehensive explanation related to students' perceptions as illustrated in the subsequent tables;

Table 6.

The Table Design for Students' Tendency in Using -ing Form

No	Word	Students' Frequency		Students tendency	Semester	Students' use in the composition of <i>-ing</i> form
		Frq	%			
1	1	.....
					3	.....
					5	.....
					7	.....

Table 7.

The Table Design For Students' Accuracy in Composing –ing form

Sem	Score	%	-ing form			
			Word	Lexical	Grammatical	Sentence
.....	Noun	Nominal	.....
				Verb	Predicative	.....
				Adjective	Adjectival	.....
				Verb	Adverbial	.....

Table 8.

The Table Design for Types of Misconceptions in The Construction of –ing Form

No	Misconception	Freq	Mean	Sentences
1	Ignorance of rule restriction	.....	.....	[1] [2] [3]
2	Incomplete application of rules	.....	.....	[1] [2] [3]
3	False concept hypothesized	.....	.....	[1] [2] [3]

Table 9.

Students' Perception

No	Types of misconceptions	of Students' Perception
1.	Ignorance of rule restriction	.....
2.	Incomplete application of rules	.....
3.	False concept hypothesized	.....

E. Research Instrument

1. The production of Research Instrument

The researcher previously designed the research instrument as a tool to provide the-required data of -ing forms. Students were assigned to compose sentences

containing *-ing* form as the reason for the attraction of students' tendency in the composition. The test items of writing activities contained 5 matrix verbs (studying, building, painting, trying, and interesting) as the basis constituents for students to compose *-ing* form constructions. The total type and token frequency where *-ing* form occurred in the list of corpus linguistics were then calculated. BNC corpus was selected as the major sources.

This study coped with the corpus linguistics given that it enabled the researcher to observe how the language or particular linguistic features were frequently used and used in distinct contexts nowadays and allowed the researcher to identify the role of input frequency on the acquisition of *-ing* for structure.

Table 10.

Frequency of -ing Form Construction in BNC Corpus

Word	(Type F) <i>-ing</i> form	Terms of Usage	<i>-ing</i> form	Grammatical Function	Occurrences
Study	Studying	1.	Verbal noun	Nominal	69/200
Build	Building	2.	<i>-ing</i> deverbial		116/200
Paint	Painting		noun		141/200
Interest	Interesting	3.	Gerund		0/200
Try	Trying				52/200
Study	Studying	4.	<i>-ing</i> participle	Adverbial	4/200
Build	Building				2/200
Paint	Painting				6/200
Interest	Interesting				1/200
Try	Trying				15/200
Study	Studying	4.	<i>-ing</i> participle	Predicative	80/200
Build	Building				7/200
Paint	Painting				34/200
Interest	Interesting				0/200
Try	Trying				93/200
Study	Studying	5.	Verbal adjective	Adjectival	24/200
		6.	<i>-ing</i> Deverbial		
Build	Building		adjective		4/200
Paint	Painting	7.	<i>-ing</i> Deverbial		6/200
Interest	Interesting		Noun		198/200
Try	Trying	8.	Verbal Noun		25/200
		9.	<i>-ing</i> participle		

200 random *-ing* form constructions were determined to restrict the larger occurrences. Idiomatic phrases were not actually counted in the count of total occurrences so as to avoid any complexity or confusion for students to understand the meaning of words because idiomatic phrases may refer to numerous meanings that influenced student's answers. All of the selected *-ing* form structure frequencies are illustrated in the subsequent table.

2. Scoring criteria

Students' answers were scored in the term of subsequent criteria in the table below:

Table 11.

Scoring Criteria For Students' Tendency in Composing -ing Form

Score	Criteria
0 point	None of construction
1 point	Unacceptable construction, unclear-meaning
1 point	Acceptable constructions, clear meanings

To measure the tendency of *-ing* form structure composition, the scoring included both correct and incorrect answers for a point. The tendency was not required to incorporate the correction of composition. Thus, the composition was not counted mainly for none of construction.

Table 12.

Scoring Criteria For Accuracy in Composing -ing Form Structure

Scoring	Criteria
1 point	Acceptable constructions, clear meanings
0 point	Unacceptable construction, unclear-meaning

The criteria accounted for students' correct answers. The student respectively got only one word to construct. Words studying, building, painting, and trying were respectively constructed into four. The other word 'interesting' was then

constructed into two. If each correct construction got one point, the point to four (4) words and four (4) possible construction added to the other word (1) and two (2) possible constructions would be sixteen (16) points for five students (5). If the group thus respectively comprised 25 students, the total correct answers would be 90 points. In addition, the researcher as well categorized their preference in composing *-ing* form structure to realize the tendency of construction students made in the term of the frequency rate as either nominal, verbal, adjectival, or adverbial no matter if the construction was incorrect.

F. Data Analysis

Following data collection, the researcher analyzed the data so as to answer all research questions. Some stages in conducting analysis were given as follows:

1. Quantitative Data Analysis

- a. The researcher counted the total constructions of *-ing* form students used to compare and examine the relation between the usage frequency and students tendency in using *-ing* form constructions
- b. The researcher also scored the total students' correct constructions among different groups of semester to compare and examine students' accuracy in the constructions of *-ing* form

2. Qualitative Data Analysis

- a. The analysis was carried out by identifying the internal structures of *-ing* form in students' compositions in the term of equivalent and distributional method proposed by Sudaryanto, (2015). This act was performed to identify

students' tendency in using particular types of *-ing* form and the accuracy of constructions.

- b. The researcher also interpreted students' talk in the transcription to support analysis for the comprehensive understanding. This act was performed to illustrate misconceptions perceived by learners in the constructions of *-ing* form.