

CHAPTER III

RESEARCH METHODS

In this chapter, the researcher presents the research method, which is important as a guideline to attain the objectivity of the research. It provides the subjects and objects of the research, techniques of the data collection, the instruments of the data collection, and the techniques of analyzing the data.

A. The Research Design

The research process was used to collect information and data for the purpose of the research. The methodology might include publication research, described phenomena, interviews, surveys, and other research techniques. It may also include both present and historical information. Hornby (1995: 996) stated that research method was the main factor in conducting research. The research was able to be described as an investigation in order to discover new fact or information. In this research, the researcher used descriptive method. Arikunto (2006: 31-32) confirmed that this type of research involved the type of case study using descriptive qualitative method.

According to Tavakoli (2012: 160), descriptive research attempted to look at individuals, groups, institutions, methods, and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry. It concerned with conditions or relationships that existed; practices that prevailed; beliefs, points of views, or attitudes that are held; processes that were going on; effects that were being felt;

or trends that were developing. At times, descriptive research concerned with what was or what exists was related to some preceding events that had influenced or affected the present condition or event.

Additionally, the researcher also used quantitative method to present the data since the data were presented as numbers in frequency and percent. The numeric data were used to find out how many students make errors in general, specifically intralingual errors. As stated by Aliaga and Gunderson (2002), quantitative research method was generally used to observe the issue or case through gathering data in numerical form and analyzing the data with the assistance of mathematical methods; in certain statistics.

B. Subjects and Objects of the Research

This research was conducted in Ahmad Dahlan University by focusing on the writings of fourth semester students as the research respondents. On the fourth semester, the students have extensively comprehended and appreciated some English texts involving advanced structures and vocabulary level. Because of that, the students were believed to have a high ability to express their ideas in written form with the rule of English. However, the errors occurred in the written texts of students because of many factors. Therefore, this research was conducted to describe the errors made by the students, especially the errors related to intralingual errors.

The objects of the research are words, phrases, and sentences representing intralingual errors. The research data were taken from a class that consists of 33 students. The researcher selected the fourth semester students as the research

respondents since, in the fourth semester, the students were believed to have a high ability to express their ideas in written form with the rule of English. This was due to the fact that since in the third semester, the students had learned about pre-advanced level of writing with genres of the text including description, recount, narrative, report, exposition, and argumentation text. In the fourth semester, the students learned the extensive English texts with various topics associated with academic matter as a subject to extend their writing abilities.

C. Techniques of Collecting Data

The aim of this research was to describe the errors made by students, especially related to the intralingual errors and the factor causing it to appear. The researcher collected the data from conducting a writing test and carrying out a deep interview with the students as well. The writing test was created by the researcher based on syllabus that was designed and employed in the classroom. Furthermore, the deep interview was conducted to recognize and describe the factors causing the students to make errors, especially intralingual errors.

D. Instruments of the Research

The instruments used in this research were the writing test, the interview guideline, as well as the researcher herself to analyze the data. According to Bogdan and Biklen (1982: 121-122), it was stated that the key of instrument in qualitative research was the researcher herself so that the process of data collection and data analysis were conducted by the researcher. In addition, the researcher also provided a writing test that had been adjusted to the research needs in the research. Moreover, the researcher also carried out in-depth interview which

was needed to find out the factors causing the students to make errors in their writing test. The test items within the writing test were designed based on the standard competence of syllabus in order to recognize and disclose the intralingual errors caused by the students in accordance with the types of intralingual errors suggested by James (2013), namely false analogy, misanalysis, incomplete rule applications, exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection, and overgeneralization.

E. Technique of Analyzing Data

This research focused on the analysis of intralingual errors analysis, and it was conducted by following several steps proposed by Corder in Ellis and Barkhuizen (2009:57), which were (1) collection of a sample of student errors, (2) identification of errors, (3) description of errors, (4) explanation of errors, and (5) errors evaluation.

The data of the research were analyzed through several steps. First, the researcher collected the students' writing test to be analyzed according to James' theory of intralingual errors. Second, the errors were classified into four subcategories of errors taxonomy by selecting and identifying the errors that belong to grammatical structure within students' writing. Third, the data were interpreted and described systematically according to James' theory of intralingual errors. Fourth, the data were explained according to James' theory of intralingual errors to infer the causes or sources of the students in committing the errors. The last step was errors evaluation by tabulating the errors to get the percentage of each subcategory. In this step, the frequencies of errors were

identified and the numbers of errors were presented in the forms of table. The formula of the percentage was presented as follows.

$$\frac{\text{Student's errors on each category} \times 100}{\text{Total of errors}} = \text{Result (\%)}$$

Figure 3. Errors Percentage Formula

The procedure was expected to point out the problem of students' writing in constructing clauses and sentences related to intralingual errors focusing on grammar. The highest count indicated the most errors made by students. Thus, several solutions were proposed to overcome it. The final step was making conclusion based on the research findings by portraying the results of this research.

F. Trustworthiness of the Findings

In the qualitative research, it was very crucial for the researchers to follow the process of analyzing the data. There were some strategies that can be used; one of them was by triangulating the data. According to Webb, Campbell, Schwartz, & Sechrest (1966), triangulation was a method that helped the researchers in validating the data of the research. Essentially, triangulation was a multi-method approach carried out by researchers in analyzing data. The basic idea was the phenomena under the research were able to be well understood so that a high level of truth can be obtained.

Furthermore, Denzin (2009) divided the four types of triangulation. Those included data triangulation, multiple researchers, theory triangulation, and methodological triangulation. Data triangulation was utilizing several various data resources with different situations on points such as from people, time, and different places. Multiple researchers were involving several researchers to gather and interpret the data in analysis process. Theory triangulation was utilizing several theory perspectives for interpreting the data. Methodological triangulation was investigation of the consistency of findings produced by using more than one method such as combining qualitative methods with quantitative methods.

Referring to definitions and types of triangulation above, this research obtained the aim of triangulation in which the aim was to validate the qualitative data research. In this research, the researcher used multiple researchers to validate the results of the research. The writer asked for two graduate students majoring in English Language Education at Yogyakarta State University to check the collected and analyzed data.