

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher would like to explain the methods of this research. It consists of the research design. Participants of the study, Sources, technique of Data Collection, tool data collection, technic of data analysis, and research procedure.

#### **A. Research Design**

Some research methods can guide and help the researcher collect and analyze the data. Research can be defined as steps to collect and analyze information to increase our understanding of a topic or issue (Creswell 2009). Research is a universally systematic and objective search to get reliable knowledge. In this research, the researcher uses a descriptive qualitative design.

This research was conducted by using descriptive qualitative research. In this research, the researcher used a descriptive qualitative method that uses error analysis procedures. The researcher collected data form of direct communication and documentation techniques. The researcher took documentation to get information about teaching writing and the data source from the writing process for the first grade students.

In the process of getting the result of the research, the researcher described the grammatical errors made by students. So, here the researcher used the descriptive method. Descriptive analysis was designed to obtain information concerning the current status of phenomena. In descriptive research, a researcher explored and described to explain and predict phenomena based on the data acquired in the field. Descriptive analysis is only trying to draw clearly and sequentially toward the research question determined before the researcher came into the area. There is no control or treatment as in an experimental study.

Qualitative methodology is research that procedure the descriptive data such as written words or spoken words from people or activities that can be

observed. The researcher gave material of procedure text before collecting the data then. Students write a text of procedure. After that, a researcher found out and classified the students' writing errors. According to Creswell (2009), There are six steps in analyzing and interpreting qualitative data. They prepare and organize the data, explore and code the database, describe findings and form themes, represent and report findings, interpret the meaning of the finding, and validate the accuracy of the finding.

In summary, qualitative research relies primarily on collecting qualitative data to describe, decode, and draw meaning from naturally occurring phenomena that cannot be understood in numbers. Thus, the researcher wants to know the students' ability in writing descriptive text as the first graders.

## **B. Participants of the study**

### **1. Population**

The Population in this research took students in the first Grade of SMP ASSALAM Pontianak in the Academic Year of 2021/2022. According to Sugiyono (2015), Population is the whole subject of the research. The Population is the total of all possible values resulting from calculating specific characteristics regarding a set of complex and apparent objects to be studied. So, the Population is the total number of objects that should be observed in this research.

Sugiyono (2017: 61) says: "Population is a region generalization consisting of objects/subjects that are not in quantity and specific characteristics defined by the researcher to be studied and then draw conclusions. so the population in this study were first graders of SMP Assalam Pontianak in the Academic Year of 2021/2022 with the number of students being 94 students which are divided into 3 classes (A B and C).

**Table 3.1**  
**Population Table**

| No           | <b>First Grade Students of<br/>SMP Assalam Pontianak</b> |    |
|--------------|--|----|
| 1            | VII A  | 30 |
| 2            | VII B  | 29 |
| 3            | VII C  | 35 |
| <b>Total</b> |  | 94 |

*Taken From : Administration of SMP Assalam Pontianak*

## 2. Sample

The sample is a part or group of the overall characteristics of the population selected for observation and analysis. For this reason, the sample taken from the population must be truly representative (Sugiyono 2015). In this study, the researcher used a sample of 35 female students of class C class I SMP Assalam Pontianak in the academic year 2021/2022.

In this study, the researcher took samples only from female students, this was because the researcher saw a problem regarding grammatical errors that was interesting to study in the female student environment. In addition, other factors that encourage the researcher to take samples only from female students are because the researcher has a female gender which causes a factor in licensing barriers from the school.

In this study, the researcher used purposive sampling in selecting samples. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information rich cases for the most effective use of limited resources. Samples were taken using purposive sampling.

## 3. Sampling Technique

In this research, the researcher uses purposive sampling to take samples in first graders of junior high school SMP Assalam Pontianak in the Academic Year of 2021/2022. Purposive sampling is a sampling technique that determines certain criteria (Sugiyono, 2015). The researcher decided to

use purposive sampling as a sampling technique because the researcher relied on his judgment when selecting the first grade C class which consisted of 35 students to participate in the study. According to Sugiyono (2017), this purposive sampling is more suitable for qualitative research, or research that does not generalize.

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### **C. Data Sources**

#### **1. Primary Data**

In this study, primary data were collected by the researcher from primary sources directly without intermediaries through interviews with the relevant informants. In primary data collection in order to obtain information about the causes of students' grammatical errors in writing descriptive texts in the first grade of SMP Assalam Pontianak.

#### **2. Secondary Data**

Secondary data is data obtained from a second source, which is supportive in the research of the researcher. Secondary data is different from primary data because to get secondary data, it is not directly but through an intermediary. Examples of secondary data are notes, school documentation, and others. The existence of primary data can make it easier for researcher to obtain information about the types of grammatical errors students in writing descriptive texts in the first grade of SMP Assalam Pontianak.

### **D. Technique of Data Collection**

In this research, the researcher used direct communication and documentation techniques. A Direct communication technique is conducted through an interview guideline. The documentation technique will be carried out through student worksheet documentation interviews to determine the pedagogic competence of teachers. At the same time, the student worksheet

documentation is used to obtain information about teaching writing activities and sources of data from the writing process for first grade students.

Direct communication is usually done face to face without any communication aids that function as a medium of communication. As explained above, direct communication is a communication process carried out directly or face-to-face between the communicator and the communicant. Direct communication is included in the simple communication commonly used by many people in everyday life.

The document is written material relating to specific events or activities used to obtain information. Documents are often used in qualitative research because they also refer to supporting data from interviews. Documents in This research is a student worksheet document. The researcher collects student worksheet documents that contain descriptive text in the form of descriptive text to obtain information on grammatical errors made by students.

## **E. Tool of Data Collection**

### **1. Interview Guideline**

Interviews are data collection techniques carried out by two interested parties to obtain opinion data through the questions asked. Interviews are the most widely used technique in both qualitative and quantitative research. An interview is a conversation in which one participant asks a question, and the other provides answers. To obtain data from the parties concerned, the researcher used interview guidelines to structure the interviews. The interview guide contains a list of questions asked by the interviewer (researcher) and respondents (teachers and students).

### **2. Student Worksheet**

In this study, researcher collected data using student worksheets. Student Worksheets is a tool and a learning aid that can be in the form of additional teaching resources, media, and information enhancers in learning.

Student worksheet Writing activities on student worksheets were obtained from first grade students. Student activity sheets are one of the complementary sources, or students must support the implementation of learning. Student worksheets are activities that students must do to improve understanding to form basic abilities in accordance with learning indicators that must be achieved. With the student worksheet, students are expected to be able to carry out activities to achieve the learning objectives that have been formulated.

#### **F. Validity Checking Techniques**

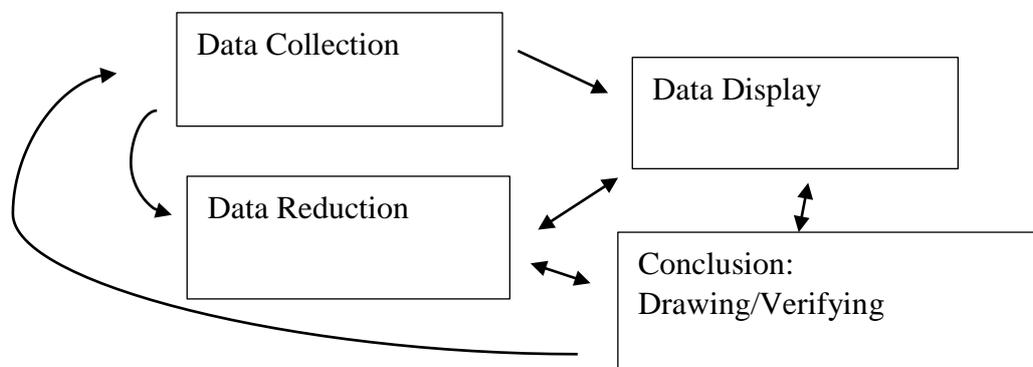
In this study, the researcher used the validity of the data through time triangulation. Time triangulation can be done by re-checking the data to the source and remaining using the same technique, but with time or situation different. As an example, when you want to know the types and causes of grammatical errors at SMP Assalam Pontianak, then the informant (researcher) who has previously done interviews with resource persons, the interview can be repeated at any time or in different situations. the data is still active and not many problems and provided more valid data so that it is more credible (Putra, 2021). When the test results keep showing the data differently, the researcher can do it repeatedly to data certainty.

#### **G. Technique of Data Analysis**

The data analysis technique used in this research is descriptive analysis with a qualitative approach. The purpose of using descriptive analysis is to obtain fact finding with the right interpretation. In data analysis, researcher findings mostly come from the outcome of interview guidelines and Student worksheets that have been analyzed.

Data analysis in qualitative research, is carried out at the time of data collection takes place, and after the completion of data collection in a particular period. Miles and Huberman (1984), suggest that activity in the qualitative data analysis is performed interactively and runs continuously until complete so that

the data is already saturated. Activities in the data analysis, namely data reduction, display data, and the data conclusion drawing/verification. As in the picture below:



The Component in Data Analysis (interactive model) (Miles and Huberman: 1984).

### 1. Data Collection

Researcher used qualitative research with data collection using interview guideline, data collection was carried out by researcher even before conducting research at school. Researcher collect as much data as possible via interview guidelines.

### 2. Data Reduction

Data reduction is part of qualitative data analysis techniques. Miles & Huberman (1994:10) state that "data reduction refers to the process of focusing, simplifying, abstracting, and changing data that appears in field notes or written transcriptions". Therefore, data collection from interviews Guideline was analyzed and reduced to focus on selecting whether or not the data is relevant to the ultimate goal of this study.

### 3. Data Display

Data display is also a stage of qualitative data analysis techniques. According to Miles and Huberman (1984) there are various display formats such as distribution curves, ratings, sequence lists, frequency tables, pie charts, bars, as well as short text, quotes, abbreviations, symbols, lines, arrows, and so on. The purpose of presenting data is to display information systematically and organized in a pattern of relationships, so that it will be easier to understand.

#### 4. Conclusion (drawing/verifying)

Drawing conclusions and verifying data is the final stage in qualitative data analysis techniques carried out to see the results of data reduction still referring to the analysis objectives to be achieved, researcher conclude data findings based on the results of interviews that have been previously analyzed.

In analyzing the results of the student worksheet data, the researcher used descriptive analysis. According to Rachman et al 2019, the purpose of descriptive analysis research is to analyze errors in students' writing in order to find out the causes of these errors. There are 5 error analysis procedures proposed by Ellis and Barkhuizen cited in Rachman et.al 2019 including: (1) Collecting students' language (2) Identifying errors (3) Explaining errors (4) Describing errors and (5) Evaluating errors. In analyzing the data, the researcher first made a list of student errors. The researcher checked the students' sentences to whether they used the simple present tense in writing the descriptive text correctly or not. After that, the researcher classified their errors individually and then calculated the percentage of their errors individually with the number of simple present tenses in writing descriptive text. Calculate the percentage of data with the formula as proposed by Rustiani & Erfansyah (2022) as follows:

$$Pe = Fe/N \times 100\%$$

Note:

Pe = Percentages of student's errors

Fe = Frequency of errors

N = The total number of words

#### H. Research Procedure

Research procedure means that the procedures given relate to research that is required to achieve research objectives carried out in an orderly manner in accordance with research procedures based on certain methodologies. In

conducting research, researcher need steps in collecting data. Some of the data collection procedures include:

1. First, the researcher prepared the instrument for the students. The instrument itself starts with instructions and examples in writing descriptive texts.
2. Second, the researcher conducts research based on the selected sample. Before giving a writing test, the teacher first explains to the students that the topic is a descriptive text. After explaining the material, the author provides guidance in conducting a descriptive writing test.
3. Third, the researcher gave orders to the students to write or describe themselves. An example would describe a physical trait, habit of doing, or a hobby related to oneself.
4. Fourth, the researcher gave a Student worksheet as an instrument for students to describe themselves according to the instructions listed on the student worksheet.
5. Next, the researcher collects the students' writing tests and examines them and then returns them to the students to see if they can correct the mistakes they made.
6. After that, the researcher analyzed the descriptive writing test to find the most frequent errors and dominant errors made by the students.
7. Finally, the researcher calculates the percentage of errors individually using descriptive analysis where the researcher describes the errors made by students.