CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is qualitative research design. It means that the researcher does not write any hypothesis. The researcher does the analysis performed on the data she gets. In other words, the researcher does her researcher with the data she gets. The researcher collected the data by herself. In this research, the researcher tries to identify and describe the grammatical errors made by students in writing recount text.

Qualitative research itself focuses to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. Rather than understanding a numerical analysis of data, the goal of qualitative research is giving a holistic picture and depth of understanding (Ary, Jacob, Sorensen, & Razavieh 2010).

B. Data Source

The source of the data of this research is taken from the tenth grade students' (class X students) writing in SMA N 1 Kediri, Indonesia. The data choosing is based on considerations. The researcher chooses to take two classes of 9 classes of first grade of SMA Negeri 1 Kediri that have medium-level grammar scale. The researcher does a pre-observation before deciding the two classes by giving them a test and from their writing scores.

C. **Instrument**

The instruments of this research include the researcher herself, test, and interview guide. The interview guide is taken from Soheil Atashian and Khairiya al-Bahri (2018). Interview method is suitable with this research because it explains not only the grammar errors, but also sees the students' opinion on their errors.

D. **Data Collection**

This qualitative study aims to investigate the most frequently grammar errors in students' writing. The writing samples are students' writing from two classes of class X in Kediri. The researcher does a pre-observation before choosing the data collection. Then, the students were interviewed in order to analyze their difficulties on English grammar.

1. Students' Test or Students' Writing Sample Taking

In this present research, in the first step, the researcher asks students to write a recount text. The students are asked to write for 200-500 words or 3-5 paragraphs with one paragraph consists of at least 5 sentences. Then, the second step is the researcher checks the students' writing. The last step is analyzing the writing text that the students made.

2. Students' Interview

In this study, the researcher follows Kvale's stages of interview, cited in Cohen (2007). They are thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. The interview stage starts with thematizing, which means outlining the theoretical of the study, the purpose of the study, then reasons why interview is chosen.

Designing is preparing the interview schedule. Interviewing is the action for ask the interviewees. Then, transcribing stage means make a transcript for the dialogues between the interviewer and the interviewees. After that, the interviewer analyses the data. The next stage is the interviewer must check the data is valid, accurate, and reliable or not. The last step is reporting, where the interviewer presents the interview data.

E. Data Analysis

The data analysis of this present study consists of identification of errors, description of errors, explanation of errors, and evaluation of errors. The first analysis step is the researcher identifies the students' writing grammatical errors. The second analysis step is the researcher describes and classifies the errors into types. The third step is the researcher explains the each type of errors. The last step is the researcher evaluates or counts the frequency of errors in each category based on the frequency of the error types. Then, the researcher counts the percentage of errors by using the following formula.

1. Count the percentage of error components in Morphology Error Category

$$P = \frac{\sum e}{Te} \times 100\%$$

Note:

P   : percentage of Morphological error type/error in Morphology category

$\sum$e : numbers of error type in Morphology category

Te : total of errors in Morphology category

2. Count the percentage of error components in Syntax Error Category

$$P = \frac{\sum e}{Te} \times 100\%$$

Note:

P   : percentage of Syntactical error type/error in Syntax category

$\sum$e : numbers of errors in Syntax category

Te : total of errors in Syntax category

3. Count the percentage of each errors in the whole grammatical error

$$P = \frac{\sum e}{Te} \times 100\%$$

Note:

P   : percentage of error type

$\sum$e : total of Morphological and Syntactical Error

Te : total of errors in Morphology and Syntax

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F. Triangulation

Triangulation can be defined as the use of two or more methods of data collection in the study of some aspects of human behavior (Cohen, 2007). There are several types of triangulation, including time triangulation, space triangulation, combined levels of triangulation, theoretical triangulation, investigator triangulation, and methodological triangulation. In this research, the researcher uses investigator triangulation to help checking the data analysis of students' writing grammatical errors. The expert chosen is Dewi Nur Suci, M. Pd.