

CHAPTER 3

METHOD OF THE STUDY

This chapter discusses the research methodology of the study in collecting, identifying, classifying and analyzing the data. There are four sub-chapters in order to make the research more systematic. The first is the explanation on the approach of the study that the researcher used. The second is the population and sample. The third is the technique of data collection in which the researcher revealed how he collected the source of data and the last part is the technique of data analysis.

3.1 Research Approach

For conducting this research, the researcher applies descriptive qualitative as the approach. Qualitative approach is used because it has some general characteristics (Frenkel and Norman 1993: 380-381) that are suitable for this research. The researcher also chooses the descriptive research because he focuses on describing the types of errors in inflectional morphemes. The researcher analyzed, described the details of the error types and calculated the frequency of occurrence of each error in order to find out the most frequent error produced by the Academic Writing and Presentation class students of English Department of

Airlangga University. Simple calculations are used to calculate the numbers and percentage of inflectional morpheme errors found in the students' writings, whereas the theories are used to identify, classify and analyze the data.

This method can attempt to produce a systematic, factual, and accurate data completed by the tables and the percentages of the errors of inflectional morphemes. As a result, in this study, the researcher collected, identified, and analyzed the data through systematic steps which also used the combination of descriptive and qualitative method.

3.2 Population & Sample

The population of this research is the Academic Writing and Presentation class students of the English Department of Airlangga University. The researcher prefers these students as his respondents since they are representative for this study. They are studying English as their foreign language in fifth semester and they have already accomplished Structure I to Structure IV class and Writing I until Writing III class. Having all these subjects, these students are assumed to master English Structure and Writing skills well. However the researcher wants to observe the possibility of errors occurrence in this English level of competence.

From this population, the researcher chooses forty students' writing assignments randomly as the samples of his study. The researcher considers that the limitation of the sample will give him the appropriate and valid data to be analyzed in this study.

3.3 Technique of Data Collection

Data collection is an important step in doing the research. The data will be used as analysis materials of the study. Therefore, collecting the data should be systematically, effective, and appropriate related to the problem of the study to be resolved. In doing the research, collecting the correct and accurate data can help the researcher get the best result (Wasito, 1992, p. 69).

In collecting the data, the researcher contacts the lecturer who conducts Academic Writing and Presentation subject to have her permission for collecting the data from her students. Having approval from the students as the owners of these authentic data, the researcher collects the data. The data are students' paper assignments that consist of 3 parts; introduction, body, and conclusion. The students have approximately 2 weeks to accomplish these papers with the minimum numbers of pages are 5 pages.

3.4 Technique of Data Analysis

The researcher applied Ellis's theory of error analysis in analyzing the data, which are identifying the errors, describing the error and classifying the errors, and then explaining the errors. After getting the data, the researcher analyzed them based on several systematic ways. The first step is identifying the errors by comparing to the correct Standard English sentences. In order to have the correct Standard English sentences, the researcher uses English Oxford dictionary, Azar's Fundamentals of English Grammar, and Azar's Understanding and Using English Grammar as his references. The second step is describing

errors. In this step, the researcher classifies the errors into seven types of inflectional morphemes suggested by Katamba and also classifies them based on Surface Strategy Taxonomy suggested by Dulay, Burt and Krashen. The last step is explaining errors to have deeper analysis of the data completed by several tables to figure out the types of errors and the highest occurrence of errors and ended by drawing a conclusion.

There are several tables that the researcher uses in this research. The first table is the table of classification of Inflectional Morpheme Errors which occur in students' papers. This table shows all errors of inflectional morpheme that students produced in their paper. The researcher places the incorrect sentences in one column of the table and provides the correct sentences in another column of the table. After that, the researcher classifies these incorrect sentences into the seven types of inflectional morphemes errors (see appendix 1). This process of interpreting the data is completed to answer the first research question.

After classifying the types of errors of all data, then the researcher counts the errors found in each type of inflectional morphemes one by one. Finally, the researcher counts each type of errors based on Surface Strategy Taxonomy (omission, addition, overgeneralization, misinformation and misordering) in each type of inflectional morphemes (see Table 4.1).

The second table is the table of percentage of total errors in inflectional morphemes. This table shows the total of inflectional morpheme errors that students have made and then the researcher calculates this total of errors in the percentages. The researcher finds this percentage based on the following formula:

$$\frac{\text{Total errors in each type of inflectional morphemes}}{\text{Total of all errors of inflectional morphemes}} \times 100 \%$$

The researcher counts the frequencies and percentages of the errors in order to find out the highest occurrence of inflectional morphemes errors produced by the Academic Writing and Presentation class students in their papers, and then the second research question is answered.