CHAPTER III

METHOD OF THE STUDY

This chapter shows about the writer's method to collect the data in her study. This chapter consists of four parts. The first part deals with the research method, while the second is about the population and sample, and the third part is about the techniques of data collection. Finally, the last part deals with the techniques of data analysis.

3.1 Research Method

The purpose of the study is to investigate and to find out what types of grammatical error in writing narrative texts which are done by the second semester students at the Diploma program English Airlangga University. In order to gain the purpose of the study, this study used qualitative approach.

McMillan (2008) on his book about educational research wrote that qualitative approach focuses on understanding and meaning which is based on verbal narratives and observations rather than numbers. One of the qualitative approach's strengths is able to answer 'wh- and how' questions that can reach a fuller understanding. This approach is suitable to this study to answer 'what' questions.

3.2 Population and Sample

In this study, the population consists of the second semester students at the Diploma program English Department in Airlangga University Surabaya in the academic year of 2012/2013. The writer chose the second semester students at the

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Diploma program English Department in Airlangga University Surabaya because they still made some fundamental errors in grammar although they have already learned English for quite sometime and have already passed the Writing I (the subject of writing for the first semester students at the Diploma program English Department in Airlangga University Surabaya). This study about grammatical errors in writing narrative texts was focused on the Writing II subject. Writing II subjects at the Diploma program English Department in Airlangga University Surabaya has materials which are related to the taxonomy of grammatical errors by Ho (2005), for instance dangling modifier, fragmented sentence, and etc. There were four classes for Writing II. However, from the population, one class from the four classes was taken as the sample of this study (class C). The total numbers of the samples were 26 students. The specific analysis of the data was selected from all the 26 written English tasks of narrative texts.

3.3 Techniques of Data Collection

There were some techniques done by the writer to collect the data for this study. The first was the writer took the data from the lecturer of Writing II class. The data were already in the form of electronic data on Facebook. The lecturer used Facebook as the media during the teaching learning process in Writing II class.

The second was the writer downloading the data from the Facebook. After the writer saved the data, the data were printed. Then, the writer analyzed the data using the theory of error analysis by Ho (2005).

3.4 Techniques of Data Analysis

In analyzing the data, the writer used error analysis method. Corder quoted by Ellis (1994) suggests the following steps to conduct an error analysis research: First of all, the writer collected the sample of learner language, which means the writer decided what samples of learner language to use for the analysis and how to collect these samples. Afterwards, the writer identified the errors. The writer identified the errors by underlying the errros which were made by the students.

Then, the writer classified the errors. In this case, the writer grouped the errors that have been found and stated the classes of the errors. Next, the writer explained the errors. The writer explained the errors by establishing the source of the errors and calculating how often the errors appear. Finally, the writer evaluated the errors. The last step the writer evaluated the errors by providing the table of errors and drawing the conclusion.

Referring to the steps of error analysis method above, the data were analyzed by the writer through these following steps: In the first step she identified the grammatical errors by underlying the errors. Second, after the errors had been identified, the writer classified the error based on Ho (2005) classification into four categories; errors regarding nouns and noun groups, errors regarding verbs and verb groups, error regarding preposition, and error regarding sentence construction. Third, the writer explained the error. Fourth, the writer calculated the number of the errors done by the second semester students at the Diploma program English department Airlangga University. In calculating the frequency of each error, the writer employed the following formula:

$$P = n / \sum N \text{ x } 100 \%$$

Explanation

P: percentage of each error

n: total of the given error

ΣN: total of the whole errors

By calculating the frequency of each error, the writer could identify the most dominated error by the students. Once the errors had been calculated, the writer tabulated the number of the errors. In addition, she made an interpretation of the findings. Finally, she drew conclusions based on the analysis.