CHAPTER III

METHOD OF THE STUDY

III.1 Research Approach

The design of this study is a qualitative method. According to Neuman (1991: 329), qualitative method refers to subjective meanings, definitions, metaphors, symbols, and descriptions of specific cases. In addition, according to Neuman (1997: 335), in qualitative data analysis, any numerical information can be used to be supplementary to the textual evidence. It means that numerical information is used to provide evidence for errors' categories made. The writer did not take any statistical calculation. The writer only identified, described, and classified the learners' errors of the inflectional morphemes in students' written works.

III.2 Respondents of the Study

The respondents of this study are the first-year students of SMA Nahdlatul Ulama I Gresik at the academic year 2003-2004. They are at the age of 16-18 years old. The writer chose this high school randomly.

The first-year students of SMA Nahdlatul Ulama I Gresik was comprised of seven classes, each class has approximately 40 students. The writer was permitted to choose 10 class to be respondents of the study because 11 and 12 class had the examination when the research was done. 10B class was chosen to

do this study that consists of 40 students. The selection of 10B class was recommended by the headmaster.

III.3 Test Used in the study

The writer used a test to facilitate this study. Tests are devised to measure what the learner knows and do not know to the rule of target language (Larsen-Freeman & Michael H.Long, 1991: 41). The test used is testing grammar by inserting pictures in their written work.

In this test, the students were asked to make sentences based on the pictures. Careful instructions were given in each part so there was an understanding of the test to be done. According to Weir (1990: 152), "With concise, clear, accessible stimuli (tabulated data, graphs, pictures and drawings) the candidates do not have to spend a long period of time decoding an extended written text." In addition, Hendrickson (1979: 46) states that, "An affective and efficient way of accomplishing this task is to ask students to describe some sort of real-life situation by using a picture cues that portrays recognizable activities."

In constructing the tests items, the writer referred to the exercises relates to their daily exercises at their school in some English books such as: *A Reading and Writing Book* by Pamela Hartmann & James Mentel, *Lifelines 2 and Lifelines 3* by Barbara Foley & Howard Pomann, *English Grammar in Use* by Raymond Murphy.

III.4 Technique of Data Collection

In collecting the data, the writer follows some steps. First, the writer selects the respondents of the study. Second, after selecting the respondents of the study, the writer asks permission to the headmaster and 10B class English teacher of SMA Nahdlatul Ulama I Gresik to conduct the test. Finally, the writer gives the written questions about inflectional morphemes to the students as the data. In constructing the tests items, the writer refers to the books often used by the teacher in teaching English to their students. The questions are got from *Reading and Writing Book* by Pamela Hartmann & James Mentel, *Lifelines 2 and Lifelines 3* by Barbara Foley & Howard Pomann, *English Grammar in Use* by Raymond Murphy. The number of questions is seventy items. The questions are consisted of seven parts. First part is about plural form questions, followed by genitive form questions then third-person singular present form questions, past form questions, past-participle questions, comparative form questions and the last one is superlative form questions. Those each parts questions consist of ten items. In the written test, the writer asks the students to make sentences based on pictures cues in English. The writer is helped by the English teacher to conduct the test. In order to obtain objective, the students are given impression that it was a real test. By doing so, the students are hoped to do their best just like in the real exam. The test is carried out two times. It takes in one and half hour. The use of dictionaries or textbooks is not permitted, nor students talk to each other while writing. Furthermore, students are not permitted to substitute any words in their native

language for those they do not know in English. In short, the procedures in collecting the data are:

1. Selecting the respondents of the study

2. Asking permission to the headmaster and English teacher

3. Giving the written questions about inflectional morphemes to the students

III.5 Technique of Data Analysis

The analysis of the data is carried out after collecting the students' written works. There are several procedures that the writer performs in analyzing the data based on Neuman (1991: 427). The first, the writer selects sentences that have errors in each of inflectional morphemes. The second, after the data completely selected, the writer identifies the errors students made in each of inflectional morphemes. The third, the writer classifies the errors students made in each type of errors. The writer classifies the errors into four types of errors, substitution, omission, addition, and misorder. The fourth, the writer counts the frequency of each type of errors and inflectional error in each type of errors. In this procedure, the writer makes the rank of the type of errors and inflectional error in each type of errors that students made. The order of errors is made from the highest error occurrences to the lowest error occurrences. Finally, the writer describes the reason why errors happen. In this last procedure, the writer tries to draw conclusion about the possible factors causing the errors. From the result of the

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data analysis, the writer's interpretation is made. It is based on the number of counted errors.

In short, the procedures of the data analysis are:

1. Selecting the sentences consisting of errors in each of inflectional morphemes

2. Identifying errors in each of inflectional morphemes

3. Classifying errors in each type of errors

4. Counting the frequency of each type of errors

5. Describing the reasons why the errors happen

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CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA