CHAPTER III

METHOD OF THE STUDY

3.1.   Research Approach

The method applied in this study was qualitative. A qualitative approach is used in which the researcher makes knowledge claims based on: 1) constructivist perspectives; look for a phenomenon's meanings based on individual experiences with intent of developing a theory or pattern, and or 2) participatory perspectives (Creswell, 2003, p.22). The first claim is suitable for this study since the writer conducted a study primarily based on the perspectives of participants and theories or patterns. The grammatical errors were treated as English learners' individual experiences. Every individual is unique and different from others. Moreover, there were theories or patterns applied and developed in this study concerning the sources of grammatical errors in second language learning namely interlingual and intralingual transfers.

Some characteristics of qualitative research are that: (1) it takes place in natural setting; (2) it uses multiple methods that are interactive and humanistic; and (3) it is emergent rather than prefigured and fundamentally interpretative (Creswell, 2003, p.20–21). The writer did not use any statistical tool in analyzing the data. In determining the most frequent type and the major source of grammatical error, the writer calculated the number of the errors. This way was appropriate with the purpose of the study in order to figure out the problems that have been mentioned in the statement of the problems. This research was a case

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study because the focus of this study was to analyze further and explore more about the types of grammatical errors produced and find out the sources of grammatical errors namely interlingual and intralingual transfers.

3.2.   Population and Sample

The writer chose the fifth semester students of English Department of Universitas Airlangga Surabaya who learn English as a foreign language as the population of this research. The writer chose them because they have learned English Grammar and Speaking Subjects from the first to the fourth semester. They should have mastered both English Grammar and Speaking Subjects.

Since the population was too large to be analyzed with a total of 159 English Department students year 2012 of Universitas Airlangga Surabaya, the writer needed to take a sample. In choosing the sample, the writer used the purposive sampling technique. The purposive sampling technique used in choosing the participants was based on the following criteria:

1. They are students of English Department of Universitas Airlangga Surabaya who have been learning English as a foreign language.

   English department students were required since they have been learning English as a foreign language. It is appropriate with one of the aims of this research which is to analyze the grammatical errors in speaking caused by interlingual transfer; first language affecting the process of second language acquisition.

2. They are in the fifth semester (Year 2012).

   The fifth semester students were suitable for this research since they have learned Grammar and Speaking Subjects from the first to the fourth semester. In addition, they actively use their knowledge of English grammar in classes since their major is English.

3. Their minimum score for each level of Grammar and Speaking Subjects from the 1st to the 4th semester is B.

   Good grade (at least B) for Grammar and Speaking Subjects indicates that the participants have mastered both subjects. It was important since one of the purposes of this research was to analyze grammatical errors produced in speaking caused by intralingual transfer that happen depending on the learners" ability to master English grammar.

4. The learners" first language is Bahasa Indonesia.

   The learners" mother tongue is important to analyze the grammatical errors caused by interlingual transfer. The writer did literal translation of some grammatical errors from Bahasa Indonesia to English. It helped the writer in analyzing the grammatical errors which possibly happened due to interlingual transfer.

   The writer chose the participants using the purposive sampling technique. The writer chose the participants who met the criteria. Firstly, the writer gathered the information from EDSA 2k12 line group in order to find the total number of

English Department student year 2012 and their phone numbers. The population of this study was 159 of English Department student year 2012. Secondly, the writer contacted them personally to know their scores of English Grammar and Speaking Subjects from the first to the fourth semester. Thirdly, the writer selected the students who have scores minimum B for each level of both subjects. The writer found that there are 31 students who met the criteria.

The number of participants in this study was 31 students. The samples were obtained in greater number in order to find the general characteristics of grammatical errors in speaking produced by English learners. The writer expects that the result could be applied in general condition and not only limited on individual characteristics.

3.3. Technique of Data Collection

The research was conducted at English Department of Universitas Airlangga Surabaya and the data were collected by the researcher from 5th to 30th November 2014. In qualitative research, the researcher gathered the data in the form of diary entries, data from interviews, recorded data, field notes and such other data (Burns, 2009, p. 105). In this research, the writer collected the data in the form of recorded data of narrative story telling produced by the fifth semester of English department student who met the criteria as mentioned in the previous sub-chapter 3.2. The number of the participants was 31 students. In collecting the data, the writer conducted the following steps:

1. Asking Permission from the Authority

   After choosing the participants who met the criteria, the writer asked for their permission personally to be the participant in this research. They were asked to tell a narrative story where the story was their own experiences. The minimum length of the story telling was 3 minutes and the maximum length was 6 minutes.

2. Conducting Narrative Story Telling

   In collecting the data, the writer met with them directly in order to record the story telling. However, some students were very busy that the writer could not meet them directly. Thus, the writer gave another option which was phone call recording. The writer called them by phone and recorded their story telling. In this case, the writer made sure that the participants did not read any text or script for their story telling by determining the topic of narrative story telling during the phone call. Then the participants told stories based on the topics that had been determined by the writer.

3. Recording the Narrative Story Telling

   Before recording the narrative story telling, the participants were told that their narrative story telling would be used as the data in this research. The narrative story telling was recorded by the writer. Yet, the participants might record it by themselves if they felt uncomfortable. Finally, there were 31 recordings of narrative story telling. The recorded data from the story telling was the primary data in this research.

3.4.   Technique of Data Analysis

In this research, the writer used qualitative data analysis. After collecting the data, the writer listened to the recordings of the story telling and transcribed the data by writing it out from the recordings using orthographic transcription. Then the writer did several steps in analyzing the data. In analyzing error, firstly, the writer identified the data transcribed by highlighting the grammatical errors produced in story telling by the learners. Secondly, the writer classified the types of grammatical error produced using Politzer and Ramirez taxonomy (1973 cited in Dulay, Burt and Krashen, 1982, p. 147 – 150) which divides grammatical errors into two main sub-types (a) morphology error and (b) syntax error. In addition, the writer also put corrections of the errors. Thirdly, the writer calculated the grammatical errors found to determine the most frequent type of grammatical errors produced in narrative story telling.

The writer also analyzed the grammatical error sources namely interlingual transfer and intralingual transfer. In this process, the writer did literal translations based on Corder‟s interlanguage theory (1982) to identify whether the participants produced grammatical errors were affected by their first language interference. In this case, the writer identified the sentences being conveyed by learners in their mother tongue. The sentences from learners‟ mother tongue were translated back into English language which had a well-formed sentence, and then the writer made a comparison between the new sentence being reconstructed and the original sentence made by learners which indicates errors.

Moreover, the writer also identified the grammatical errors based on Richards˝s intralingual theory (1974) whether the participants produced grammatical errors were affected by intralingual transfer. Four causes to determine whether grammatical errors happened due to intralingual transfer are; (1) over generalization, (2) ignorance of rule restriction, (3) incomplete application of rules and (4) false concept hypothesis (ibid). Thus, if there was a grammatical error happened caused by one or more of the four causes, regardless learners˝ mother tongue, it would be counted as intralingual transfer as the error source. Finally, after found the error sources, the writer calculated them and determined the major source of grammatical errors produced in the narrative story telling.