**CHAPTER III**

**RESEARCH METHODOLOGY**

This chapter covers the description of research design, subject of the research, research instrument, data and data source, data collection method, and data analysis method.

1. **Research Design**

Research designs are plans and the procedures for research that span the decision from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009: 3). In this research, the writer applies the descriptive research, which is designed to obtain information concerning the current status of phenomena (Gay: 1987: 217). Furthermore since this study presents to elaborate information on one particular setting, on a small social unit; this study is also considered as a case study. The typical case study is an intensive investigation of one individual or particular small unit such as a school a class or a group.

Descriptive research is actually divided in two kinds; they are qualitative and quantitative approaches. Qualitative research is distinguished from quantitative research in that quantitative research is concerned with frequency, while qualitative research is focused on the abstract characteristics of events (Kincheloe, 2003: 188).

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. While quantitative research is a means for testing objective theories by examining the relationship among variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed by using statistical procedures (Creswell, 2009: 4). Therefore, the writer conducts this research by applying the two approaches. The quantitative is in order to accomplish the research problems of number 1, 2, and 3. Meanwhile, the research problem on number 4 is accomplished by using qualitative approach.

This study investigates, analyzes, and categorizes prepositions errors made by the students of class VIII SMPN 5 Trenggalek in the academic year 2010/ 2011, more specially the students of VIII A class. This study only describes the errors and determines in which kinds of errors they belong to be based on the surface strategy taxonomy proposed by Dulay et, al.

1. **Subject of the Research**

This subject of the research is at SMPN 5 Trenggalek, which located on Jl.RA Kartini, Trenggalek. It is one of favorite of junior high school in Trenggalek.

This research takes one of the eighth grade classes, VIII A which consists of 40 students in the academic year 2010/ 2011. This class was chosen as the subject of the research because the best class. In this class consisting of twenty one males and nineteen females. In this class the ability of the students in English subject varies. Furthermore, the students can be considered active students. They are not afraid to make errors in answering the teacher’s question given in English.

1. **Research Instrument**

According Arikunto (2002: 114) says that the instrument is the tool by the researcher when she or he uses the method. Research instrument is very important to obtain the result for it is a set of method, which is used to collect the data.

1. Validation of Instrument

Validation of instrument being used to get the accurate date and the validity instrument. It has the purpose that is know whether the content contains the constitute representative a sample of the language skill to be concerned the criteria are stated as follows.

1. Content Validity

The content validity being used to check whether an instrument is suitable or not. To know it, the researcher involve the teacher to the review the instrument made for test to describe the test. They are also asked as the member of the team to determine the errors found in the subject work. The teacher was also requested to review the test instrument covering the following aspects:

1. The direction given the test that is whether the sentences in the direction clearly showed the kind of responds the subject were expected to give in doing the test.
2. The content required by the direction that is whether the content required by the direction was understood by the subject.
3. The terms use in the direction that is whether the terminology used in the direction was clear and understood by the students.
4. Try Out

To make sure whether the subject of the research is ready or not to work as soon as they had read the direction provided in the instrument. The writer tried out the test to some students in the same level at their school. The purposes are :

1. To make sure whether the direction is clear or not
2. To make sure whether the direction is reasonable or easy to follow by the students
3. To make sure whether the time that is allocated is enough or not.
4. **Data and Data Source**

Arikunto (2002: 135) states that data are the result of researchers quotation, either fact or numeral. Data refer to the rough materials researchers collect from the world they are studying; they are the particulars that form the basis of analysis. Data include materials the people doing the study actively record. Data also include what others have created and the researcher finds (Bogdan and Biklen, 1982: 73).

Data are the evidences of researcher finds in such area which are gathered carefully, and ground the researcher to the empirical world. Here, the data are necessary ones to accomplish the research. In this research, the writer analyzes data based on research problems on number 1,2, and 3 that are finding the students’ ability of their results and frequency of occurrence of using preposition *at, in, and on* related to the quantitative data which supports this research only. Meanwhile, to find the factors that cause the students make errors on number 4 related to the qualitative data.

Data source are the target research as the subject of the research, where the data can be obtained. In this research, the data are taken from the students directly through test and interview.

1. **Data Collection Method**

In collecting data, the writer uses two methods; they are test and interview methods. This discussion explains each of the method and the instruments used:

1. Test Method

 Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual on order to elicit responses on the basis of which a numerical score can be assigned (Ary, 1985: 189). Based on the statement above, it can be understood that test is a method to gain the data by giving some questions to respondent.

In this research, the writer gives tests of using preposition *at, in, and on* to the students in sentences and question items consist of 48 items. The test format is divided into 2 kind of test. The kinds of test involved the objective test and the subjective test. The objective test consist of true and false question and completing sentences, while subjective test consists of answering the questions about picture and scramble sentence.

It has been mentioned above; the questions consist of 48 items representing each type of errors. Then correct answer of each questions item is scored 2 and the wrong answer of each item is zero.

1. Interview Method

According to Moleong (2002: 135) interview is oral question and answer between two people or more which have special purposes in order to get information.

Here, the writer conducts qualitative data to interview in an open – ended form in order to permit a free response from the subject rather than restricting the response to a choice from among stated alternatives. In this interview, the writer observes the cause of preposition errors by using the students’ answers, so that she or he can find out the use of preposition *at, in, and on* ability they have. The person who is interviewed by the writer is:

1. The English Teacher

In this case the writer interviews the English teacher to ask some questions dealing with English teaching.

1. The students

The writer interviews the students to know the students’ respond to the English learning especially in using preposition *at, on, and in*.

1. **Data Analysis Method**

Data analysis in this study refers to a systematical process to search and arrange the data sources and other materials that have been collected to enable the researcher to come up with finding. Based on the problems that the writer finds, she explores the quantitative and qualitative analyses in describing and answering the proposed research questions. The data of research questions about types of errors made by the student in using preposition *at*, types of errors made by the student in using preposition *on*, and types of errors made by the student in using preposition *in* and the errors frequency of occurrence produced by the students are analyzed quantitatively. Meanwhile, the research question of why do the students most frequently make error in using prepositions are analyzed qualitatively. The data related to the causes why do the students most frequently make error in using prepositions are collected through the process the interview. This research uses two kinds of data analysis they are qualitative and quantitative data analysis:

1. The qualitative Data Analysis

The qualitative data analysis is done to deals with the types of error on the use of preposition *at, in, and on* by applying the following errors analysis procedures:

* 1. Identification of Errors

 Identification of errors here refers to identification of any deviations in using English prepositions. They refer to deviations found in term of any possible properties of preposition used by the students. The identification is carried out to the result of the test done by the students.

* 1. Describing Errors

After the errors have been identified, the next step is describing them into their types. A comparison between the original forms made by the students and the reconstruction of those forms in the target language indicate to which type of error it belongs. The classification of errors was done based on surface strategy taxonomy proposed by Dulay et.al (1982) which is classified into omission errors, addition errors, misformation errors, and misordering errors.

1. The Quantitative Data Analysis

The quantitative data analysis is applied to count the frequency of occurrence of the error on the use of preposition *at, in, and on*. In is needed to figure out the frequency of the errors previously identified and classified. The errors are then counted and tabulated, and the number of errors is presented in the form of percentage. The procedure is expected to show the students’ problems in using preposition *at, in, and on*. The highest percentage in the students erroneous would indicate the prominent difficulties faced by the students in constructing the words. To find the percentage of frequency in each type of errors, the formula used is as follows:

**P = f x 100%** (Amirudin: 2000: 23)

 **N**

Note:

P : Symbol of percentage

f : Number of types of errors

N : The total number of types of errors

To interpret or define descriptive qualification, the writer uses the criterion of interpretation (Siswandi: 1998: 11) as below:

**TABLE 3.1**

**THE CRITERION OF INTERPRETATION**

|  |  |  |
| --- | --- | --- |
| **No.** | **Percentage** | **The Quality** |
| **1** | **2** | **3** |
| 1. | 86-100% | Very bad |
| 2. | 76-85% | Bad |
| 3. | 66-75% | Bad enough |
| 4. | 56-66% | Rather bad |
| 5. | 46-55% | Less good |
| 6. | 36-45% | Rather good |
| 7. | 26-35% | Good enough |
| 8. | 16-25% | Good |
| 9. | 01-15% | Very good |