CHAPTER III

RESEARCH METHOD

This chapter presents research design, subject of the study, data and data sources, instrument, and data analysis.

A. Research Design

Before going further to any explanation about the methodology, it's necessary to know that this research was conducted to uncover the research problem proposed in which the data studied were in the form of students' writing (in more general term those were classified into *document*). Such kinds of data are classified into qualitative ones (Ary, 2006: 490).

Method used in this research was generated into qualitative and specified into content analysis. The qualitative method was used because the data analyzed were categorized into qualitative data.

Content analysis (also called document analysis), as a type of qualitative research, was selected because of its nature which was appropriate with the purpose of this study. The content analysis can be defined as a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The selection of this methodology is also strengthened by Ary (2006: 464) who states that content analysis has many purposes which one of them is to analyze type of errors in students' writing.

Reviewing those references gave a belief that content analysis perfectly fit this research.

B. Subject of The Study

This study was conducted in MAN Kunir Blitar. Thus, the school was the place where the researcher looked for most of the data. The subject of this study was the students' writings which number was 69 pieces made by the students from XI IPS[2] and IPS[3].

C. Data and Data Sources

Data sources in this study were the XI IPS grade students' writing. The writing meant was their *report*-genre based writing which had been made by the students on 13th and 15th October 2011. Data used by the researcher were any information found in the writing or so-called documents.

D. Instrument

In this study, the researcher used document as the instrument of collecting data.

As the name, document analysis needs "documents" to be analyzed. Documents which can be seen as a wide range of written, physical, and visual materials may also include creation/idea of authors. In simple, the documents to analyze were students' writing which meant the researcher sought understanding by collecting the data trough analyzing the documents which are in the form of students' writing.

E. Data Analysis

In this study, error analysis was the methodology used in analyzing the data. The error analysis was used since it fits the characteristic of the data and the nature of this study. Corder (1967: 160-170) states that error analysis can deal effectively only with learner production; speaking or writing, not with learner reception; reading and listening. Its compatibility was then strengthened by the fact that this study tried to uncover the errors occurring in language construction made by a specific group of learners and the error analysis itself based on Gass and Selinker (1994: 67) is a type of linguistic analysis that focuses on the errors learners make.

There were some steps in applying the error analysis to analyze the data. The following steps are based on the procedure used by Rahayu (2006: 35-36). The steps meant are explained bellow.

1. Identification of Errors

   In this stage, the researcher found out any deviation which possibly could be found in the writing. That could be, for instance, omission of plural maker, subject-verb agreement, and so on.

2. Classification of Errors

   It is a step when the researcher classified the errors which had been found through the identification; whether this one was an error of noun phrase construction, irregular verb form, plural form or other types.

3. Tabulating the Errors

The researcher, then, counted the errors. For instance, how many errors of plural maker occurred, how many errors of irregular verb form occurred and so on. In this stage, the researcher rated in the form of percentage to know the frequencies of occurrences of each error.

4. Explaining the Errors

This step dealt with deeper analysis of the errors found. Researcher tried to uncover the sources of the errors, which were seen from intralingual perspective.