

## **CHAPTER III METHODOLOGY**

### **3.1. Research Method**

This is a descriptive qualitative method study (a scientific method which involves observing and describing the behavior of a subject without influencing it in any way.) which uses error analysis to analyze the data, as stated by Richards and Schmidt (2010, p. 23), error analysis may be carried out in order to find out the information on common difficulties in language learning, and the causes of the learners' errors. This is similar to one of the qualitative research characteristics which stated by Cresswell (2012, p. 16), i.e. in qualitative research, writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias. Descriptive studies mainly focus on finding out "what is", e.g. what kind of activities? How frequently do they occur? What are the reactions? How have they changed? How do they compare? (Knupfer and McLellan, 2001, p. 196). These are parallel to the research questions.

The study uses content analysis as the research technique for it focuses on making valid inferences from texts, in this case, students' writings, to the context of their use (Krippendorff, 2004, p. 18). The context of texts used in the study is the deviation of the second language rule committed by undergraduate students of English Department in using verbs also known as error analysis. In line with the conclusion in chapter 2, error analysis is the study of the errors that provided a methodology for examining learner language through the process of observing, analyzing, and classifying the deviation of the rules of the second language.

### 3.2. Time and Place of the Study

The study was conducted in English Department of State University of Jakarta, on April 2015 to June 2015.

### 3.3. Participants of the Study

The participants of this study are the students of English Department of State University of Jakarta, Year 2014 and 2012, grammar classes.

### 3.4. Data Collection

#### 3.4.1. Data

The data used in this study are the students' errors in using verbs in their writings.

#### 3.4.2. Data Source

The data sources used in this study are 41 undergraduate students' writings of English Department of state university of Jakarta.

#### 3.4.3. Instrument of the Study

1. The following table is used in order to show the types of errors, each type of error have its own table:

Type of Error	Types of Verbs				
	Action Verbs	Stative Verbs	Linking Verbs	Event Verbs	Modal Verbs
Addition/Omission/ Selection/Misordering					
SUM					
TOTAL					

Table 1

2. The following table is used in order to show the frequency of the errors:

Type of Error	Types of Verbs					TOTAL
	Action Verbs	Stative Verbs	Linking Verbs	Event Verbs	Modal Verbs	
Addition						
Omission						
Selection						
Misordering						
SUM						
TOTAL						

Table 2

3. The following chart is used in order to show the possible reason of the errors, the numbers shown are as illustrations:

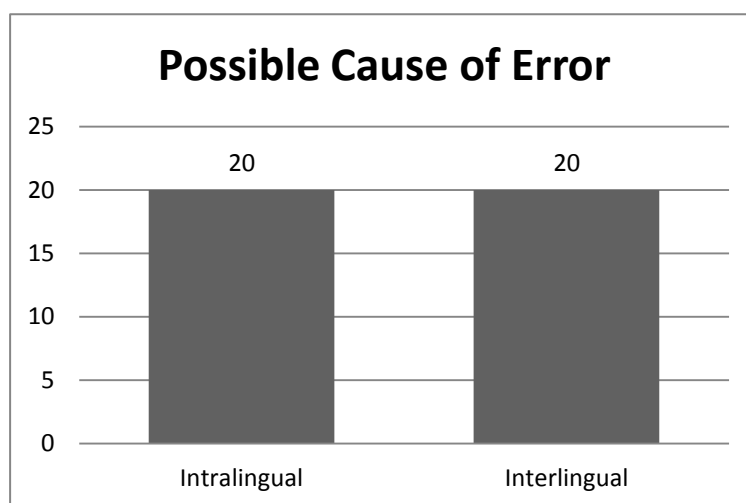


Figure 1

### 3.5. Data Analysis Procedures

The data analysis begins with the analysis of the raw data (students' writings). After identifying each verb class based on Palmer (2003, p. 37), the writer categorizes the errors to the 4 types of errors based on Corder (1967, p. 27), and then states the possible causes of the errors based on Richards (1971, p. 82). Furthermore, the numbers of each type of error based on each class of verbs are counted based on the formula from Mahsun (2007, p. 39).

### 3.6. Data Interpretation

1. Types of verb errors

In order to determine the types of the verb errors, the writer uses a table adapted from Corder (1967, p. 27) and Palmer (2003, p. 37).

Type of Error	Types of Verbs				
	Action Verbs	Stative Verbs	Linking Verbs	Event Verbs	Modal Verbs
Addition/Omission/ Selection/Misordering					
SUM					
TOTAL					

Table 3

The data will be placed on each column based on the types (addition, omission, selection, or misordering), and based on the verb class (lexical verbs, primary verbs, and modal verbs). Each type of error have its own table to specifically show the data found on each type of error with its respective type of verbs.

## 2. Frequency of Errors

In order to show the frequency of the errors, the writer uses a chart adapted from Mahsun (2007, p. 39):

Type of Error	Types of Verbs					TOTAL
	Action Verbs	Stative Verbs	Linking Verbs	Event Verbs	Modal Verbs	
Addition						
Omission						
Selection						
Misordering						
SUM						
TOTAL						

Table 4

The following table is used in order to show the percentage of the errors:

Types of Error	Number	Percentage
Addition		%
Omission		%
Selection		%
<b>TOTAL</b>		<b>%</b>

Table 5

In order to count the percentage of each type errors on each class of verbs, the writer adapted Mahsun's formula:

$$P = \frac{\Sigma e}{t} \times 100\%$$

Note:

P : Percentage

e : Number of errors of each type

t : Total of errors

### 3. Cause of the errors

In order to show the possible reasons of the errors, the writer uses the following chart adapted from Richard (1971), numbers shown on the chart are as illustrations:

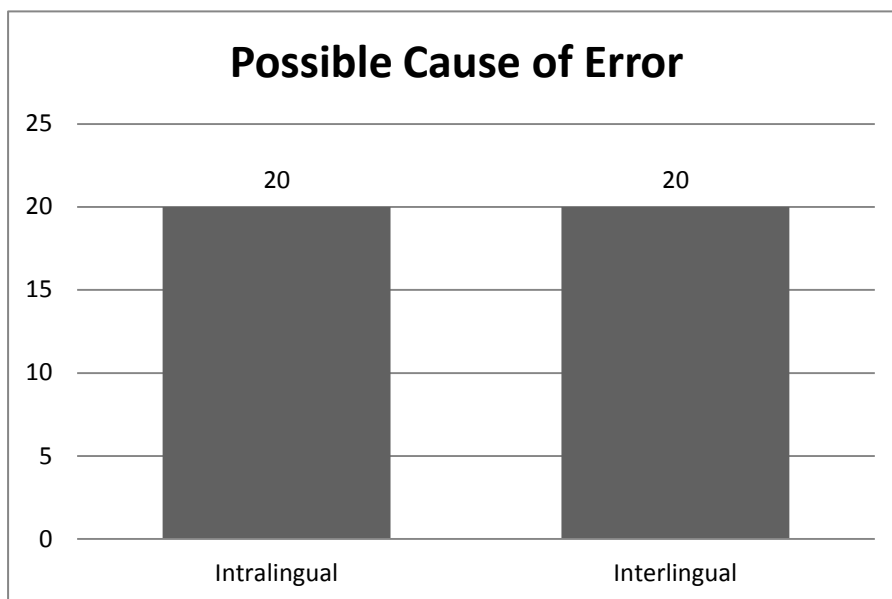


Figure 2

### 3.7. Research Procedures

The procedures of this study are as follow (adapted from Corder, 1967, p. 98):

1. Collecting the students' writings of English Department of State University of Jakarta

2. Classifying the verbs found in students' writings (lexical, primary, and modal verbs) based on Palmer (2003, p. 37)
3. Identifying the errors of each class of verbs based on Corder's (1967, p. 27) four types of errors, counting the frequencies of errors of the three classes, and categorizing each error to its possible reasons
4. Concluding the results and the findings of the study