

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents research method, data and data sources, place and time of the study, data collection procedures, data analysis procedures, data interpretation, and research procedures.

#### **3.1 Research Method**

In this study, the writer used descriptive qualitative. The way of study answered the research questions is by using the writer's intuition based on her background knowledge. It is in line with one of qualitative research characteristics that stated by Cresswell (2012: 16) "in qualitative research, writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias". Furthermore, descriptive studies mainly focus on finding out "what is" like what kinds of activities? How frequently do they occur? What have been the reactions? How have they changed? How do they compare? (Krupfer and McLellan, 2001: 1196). This is parallel with these research questions.

The study used content analysis as the research technique since it focused on making valid inferences from texts, in this case students' writings, to the context of their use (Krippendorff, 2004: 18). The context of texts used in the study is the deviation of the second language rule committed by undergraduate students of English in using article as 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 Data and Data Sources**

The data used in this study were errors in the use of articles found in students' writings throughout error analysis. The data were gained from English department students' essays at state university of Jakarta.

### **3.3 Place and Time of the Study**

The study was conducted in English department at State University of Jakarta. State University of Jakarta is located on Rawamangun Muka street, East Jakarta. The study was conducted from the beginning of April to the end of May 2015.

### **3.4 Data Collection Procedures**

The data would be collected from the students' writings and then would be analyzed to find out the types of error, the frequency of errors, and the causes of errors.

#### **3.4.1 Instrument of the study**

The instrument of this research is in the form of tables. It was used to answer research questions. The instrument inspired by the combination of theories from Corder (1981) for types of errors , Richard (1970) for types of article errors , and Richard (1970) and Dulay (1982) for causes of errors.

### Student 1

| No. | Sentence                 | Types of errors | Interlingual | Intralingual | Explanation   |
|-----|--------------------------|-----------------|--------------|--------------|---|
| 1   | Sun is very hot.         | Omission        | V            |              | Omission of <i>the</i> before 'Sun'.                    |
| 2   | A best boy in the class. | Misselection    |              | V            | <i>a</i> used instead of <i>the</i> before superlatives |
| 3   | Etc.                     |                 |              |              |   |

### 3.5 Data Analysis Procedures

The data analysis in this kind of research began with the analysis of raw data, which, in this research, were the students' writings. The writer first analyzed 63 essays to locate article errors. The article errors were analyzed based on article errors categories (Richard 1971: 31). Then, the numbers of types of errors were counted for frequency. Since the study was descriptive analysis technique (percentage), the formula as follows:

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F = Frequency of error made

N = Number of sample which is observed

To find out the causes of errors, the writer uses theory from Richard (1970) and Dulay (1982) by categorizing the sources of errors into interlingual and intralingual.

For steps in error analysis research, Corder (as cited in Ellis, 1999: 48)

suggests some steps as follow:

1. Collecting of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

### 3.6 Data Interpretation

#### 1. Types of article errors

In interpreting the types of article errors the study was going to use the theory from Richard (1970) who categorized errors in the use of article into 17 categorizes.

| Types of errors  | Omission | Addition | Selection | N |
|--|----------|----------|-----------|---|
| <b>Types of article errors</b>   |          |          |           |   |
| 1. <i>The</i> used instead of $\emptyset$<br>Before proper names                         |          |          |           |   |
| 2. <i>The</i> used instead of $\emptyset$<br>Before abstract nouns                       |          |          |           |   |
| 3. <i>The</i> used instead of $\emptyset$<br>Before noun behaving<br>like abstract nouns |          |          |           |   |

## **2. The Frequency of error**

In interpreting the frequency of error in the use of article, the study used the theory from Richard (1970) and Corder (1981) as reference and then the frequency would be calculated by using percentage counting. The data presentation would be shown in the form of table and chart.

## **3. The causes of article errors**

In interpret the causes of error in the use of article, this study used the theory from Richard (1970) and Dulay (1982) who categorize the causes of errors into interlanguage and intralanguage. The data presentation would be in the form of chart that shows the number and the percentage of causes.

### **3.7 Research Procedures**

1. Contacting the lecturer in charge of the writing class and requesting to copies of writing sample of students.
2. Collecting the students' writing and copying them.
3. Identifying article errors by using types of article errors from Richard
4. Calculating the frequency of each error by using the theory from Richard (1970) and Corder (1981).
5. Analyzing the causes of article errors based on interlingual and intralingual errors which are adapted by Richard (1970) and Dulay (1982).