

CHAPTER III

RESEARCH METHODOLOGY

In this chapter consists of research methodology, which is including of the time and location of the research, method of research, subject of the research, data instrument, technique of data collecting, and technique of data analysis.

A. Research Methodology

The researcher takes the title “An Analysis of Error on Elliptical Constructions”. In this research, the researcher use qualitative research method. While direct applications of qualitative research to education settings are a fairly recent phenomenon, qualitative approaches to social research (especially in anthropology and sociology) have rich and interesting histories.¹ From the state above, qualitative research also begin with a problem statement or question of a general topic or an area you want to know as called a case study.

A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one

¹ Hatch Amos J., *Doing qualitative research in Education Setting*, (State University of New York Press, Albany. 2002) p. 3

organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (the “case”).² Nunan stated that “case study is generally utilizing a range of method for collecting and analyzing the data, rather than being restricted to a single procedure.”³ It is meant that a case study research is not just answering research questions about what the object is, but more thoroughly and comprehensively is about how and why the object occurs.

The more generalized category of case study exist several subdivisions, each of which is custom selected for use depending upon the goals and/or objectives of the investigator. These types of case study include the following:⁴

a. Illustrative case studies. These are primarily descriptive studies. They typically utilize one or two instances of an event to show the existing situation. Illustrative case studies serve primarily to make the unfamiliar familiar and to give readers a common language about the topic in question.

² Ary Donal, Jacobs Cheser Lucy and Sorensen Chris., *Introduction to Research in Education*, (Canada, 8th Edition) P. 29

³ David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992) P.74

⁴ https://en.m.wikipedia.org/wiki/Case_study

- b. Exploratory (or pilot) case studies.** These are condensed case studies performed before implementing a large scale investigation. Their basic function is to help identify questions and select types of measurement prior to the main investigation. The primary pitfall of this type of study is that initial findings may seem convincing enough to be released prematurely as conclusions.
- c. Cumulative case studies.** These serve to aggregate information from several sites collected at different times. The idea behind these studies is the collection of past studies will allow for greater generalization without additional cost or time being expended on new, possibly repetitive studies.
- d. Critical instance case studies.** These examine one or more sites for either the purpose of examining a situation of unique interest with little to no interest in generalization, or to call into question or challenge a highly generalized or universal assertion. This method is useful for answering cause and effect questions.

The researcher use exploratory (or pilot) case studies. Before implementing a large scale investigation, the researcher has

made some test to the students in second grade for searching what and why the problem occur also appropriate for this research. Based on (Hatch, 2002) stated that Qualitative research do not begin with a null hypothesis to retain or reject. They collect as many detailed specific from the research setting as possible, the set about the process of looking for patterns of relationship among the specifics.

B. Place and Time of the Research

For collecting data, the researcher took place at SMAN 1 Cileles. It is located at Kp. Kopi Desa Prabugantungan, Lebak-Banten. In the activity, a place needed as a location of research in formulating the test about an error analysis of elliptical constructions. The researcher chooses SMA N 1 Cileles because this school needs to research and suitable.

C. Subject of the Research

The subject of the research is the second grade students as subject of the research. Conducted and met them and met the second grade class of IPS 1 in SMA N 1 Cileles. The researcher decided to take using random sampling technique, on account of all members of population has opportunity to be sample, and there is

not really determination about big or small population. So the sample will be taken as much 27 students from second grade class of IPS 1 in SMA N 1 Cileles because this class is more qualified to be investigated. The steps in simple random sampling comprise the following:⁵

- a. Define the population
- b. List all members of the population.
- c. Select the sample by employing a procedure where sheer determines which members on the list are drawn for the sample.

D. Data Instrument

Instrument are tools for gathering data. The instrument include tests, he tests to measure the ability or an error the students.

E. The Technique of Data Collection

In this collecting data, the researcher use instrument as follows:

1. Test

The test are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit response on the basis of which a

⁵ Ary Donal, et al., *Introduction to Research in Education*, (Wadsworth, Cengage Learning, 2010), p. 150

numeral score can be assigned.⁶ From the state above, the test is the sequence of question or task used to measure the ability, skill, or an error by the students. In this research, the researcher use a combine test and fill in the blank.

F. The Technique of Data Analysis

In analysis the data comprises following steps:

1. Collecting data
2. Identification errors and sources
3. Description of errors and sources

Referring to the steps of analysis the data above, the data analyze as follows:

1. Collect the data

Here, the researcher begin to doing several instrument to gathering or collecting the data.

2. Identifications of errors and sources

⁶ Ary Donal, et al., *Introduction to Research in Education*, (Wadsworth, Cengage Learning, 2010), p. 201

In this step the researcher identification error and sources from data collection. This study means to find the kind of grammatical errors in making elliptical constructions made by the students.

3. description of errors and sources

The researcher describe the errors and sources from data collection. For description error, the researcher must compare the sentence that was composed by the students to the correct sentence in the target language

The researcher analyze the sources of error based on two categories which are Interlingual Transfer and Intralingual Transfer.

- a) Interlingual transfer is a significant source of error for all learners. The beginning stage of learning a second language are especially vulnerable to interlingual transfer from the native language or interference.⁷

For example:

We heard English learners say “sheep” for “ship”

⁷ Brown Douglas H., *Principle of Language Learning and Teaching*, (Pearson Education, Fifth edition) p. 263

b) Intralingual transfer or intralingual interference the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language is a major factor in second language learning. So that intralingual transfer is happen because of partial learning. For example, **he is was born in Medan*. In this sentences the student only know to put the verb –is and –was at the same time.

Intralingual often subdivided into four groups, as follow:

- a. Overgeneralization, which occur when learner creates a deviant structure on the basis of other structure in the target language. It generally implicates the making of the one deviant structure in place of two language structure. For example; ‘She can dances’ where English allows ‘She can dance’ and She dances’)
- b. Ignorance of rule restrictions, prevail when learner does not apply the rules to contexts. For example; ‘He made me to drink’ through expansion of the

pattern of the majority of verbs that use infinitival complements 'He asked/wanted/invited me to drink'.

- c. Incomplete application of rule is a failure to fully develop structure. Some learners of second language English sometimes use declarative word order in questions. For examples; 'you like to sing?' in place of interrogative word order it should be 'Do you like to sing?'.
- d. False concepts hypothesized arise when the learner does not fully comprehend a distinction in the target language. For example; the use of 'is' as a marker of present tense in 'One day it is happened'.