CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research adopted a qualitative case study design. A case study was chosen because this research wanted to know the students’ ability in English writing and analyze the error types on spoof text in order to find the common error types that occurred. In line with is, Nunan and Bailey state “a case study is a detailed, often longitudinal, investigation of a single individual or entity (or a few individuals or entities).”¹ Furthermore, Duff points out the Merriam’s quote “The qualitative case study can be defined in terms of the process of actually carrying out the investigation, the unit of analysis (the bounded system, the case), or the end product.”²

So, through case study, the researcher could try to answer the problems statement that mentioned above.

B. Time and Place of the Research

The researcher conducted this research at SMAN 5 Kota Serang started from 8 till 10 of August 2016 which is located on Jalan Ayip Usman, No. 26 Kaligandu, Serang.

C. **Instruments of the Research**

As it is mentioned earlier, this research adopted qualitative research, precisely a qualitative case study. So, to explore the phenomenon of the single case, the researcher used two instruments. They were interview and test (students’ written).

1. **Interview**

   The researcher followed a semi-structured interview to collect the data from the English Teacher of Eleventh Grade of SMAN 5 Kota Serang. According to Nunan and Bailey, “In a semi-structured interview, the researcher will have a general idea of how he or she wants the interview to unfold and may even have a set of prepared questions. However, he or she will use these questions as a point of departure for the interview and will not be constrained by them.”\(^3\) The interview was used merely to know the difficulties which the students faced on writing. Besides the result have been explained in the background of this research, it was used also to help the researcher on finding the reasons of the highest error types and the lowest error types that the students committed. The interview’s questions should be related to the points that observed in the students’ test.

2. **Test**

   The test instrument of this research used production tasks in this research. Nunan and Bailey point out that,

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\(^3\)Nunan and Bailey, *op cit.*, 313.
“Production tasks are techniques used to obtain samples of learner language, typically in order to processes and stages of development that learners pass through as they develop their second language proficiency.” The researcher distributed the paper test to the students to write a spoof text about their funny experiences at least 140 words in 45 minutes. When the students finished their writing, the papers were collected and then the researcher began to analyze it. It was used to answer the statement of problems that talking about the number of error types that the students committed as well as the most common errors that the students committed.

D. Participants of the Research

The participants were an English teacher and 37 students of XI Science 1 grade at SMAN 5 Kota Serang. An English teacher would participate in this research had taught for six years at SMAN 5 Kota Serang. The only 33 students of XI Science 1 grade who took part in this research because four students were following the Physic Olympic. The student participants had been taught English for approximately two years for three hours a week during in senior high school.

E. Technique of Data Collection

Firstly, the researcher came to school to ask the principle’s permission to allow the researcher conducted the research then the researcher arranged the time with the English teacher.

Ibid., 321.
Secondly, the researcher did the interview to the English teacher about the students’ difficulties in English writing. Thirdly, the researcher conducted this research in the class of XI SCIENCE 1. The researcher asked the students to write their funny experiences into a spoof text. When they finished their writing, the students’ writings were collected. The next steps, the researcher used the *Meaning Condensation* based on Nunan and Bailey to analyze the data from the teacher’s interview and then the researcher analyzed the students’ spoof text writing based on Dulay *et al* and James classification of errors especially on Linguistic and Surface category. After analyzing the data, the researcher calculated the total errors by drawing it up in a table based on the classification of errors then it was converted into percentages and charts. In addition, the researcher interpreted all of the data descriptively. The last step was the making of conclusion of this research.

**F. Technique of Data Analyzing**

Firstly in data analyzing from the interview, the researcher followed one way in analyzing qualitative data is known as *Meaning Condensation* based on Nunan and Bailey, “…meaning condensation, which involves abridging free-form questionnaire responses, interview transcripts, observers’ field notes, and so on into shorter formulations. Long statements are compressed into briefer statements in which the main sense of what is said is rephrase in a few words.”\(^5\)

\(^5\)Ibid., 418.
So, through this data analyzing, the researcher could explain the result of the interview briefly and clearly.

Secondly, the researcher would analyze the data from students’ test of spoof text through the steps based on Ellis, they are:

1. Identifying errors
   The first step in error analyzing is to identify the errors. Comparing the errors with the correct sentences or words is a way to identify the errors.

2. Describing errors
   The next step is to describe and classify the errors. There are two ways in these steps especially to classify it. They are grammatical category to classify it (for example, the errors relating to verbs) and general category (omission, misinformation and disorder).

3. Explaining errors
   The writer explains why the errors occur based on the previous steps.

4. Error evaluation
   Error evaluating is needed because the purpose of error analysis is to help the students learn an L2 better.\(^6\)

The researcher followed the first step and the second steps in this research. Furthermore, this research referred to the types of error according to Dulay \textit{et al} and James in classifying the errors.

\[^6\text{Rod Ellis, Second Language Acquisition (New York: Oxford University Press, 1997), 15-20.}\]
The data will be calculated and drew up in the table of percentage which the formula as follows:

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

$P =$ Percentage
$F =$ Frequency of error committed
$N =$ Number of cases (total frequent / total individual)