CHAPTER III
RESEARCH METHOD

This chapter discusses approach and research design, research presence, research location, data and source of data, research instrument, data analysis technique, research validity of findings, and research stages. This chapter explains how the research conducted to gather the relevant data to answer the research objectives and research questions. A number of steps took to maintain the validity and reliability of this research.

A. Approach and Research Design

The design of this study was descriptive-qualitative as the purpose of this study was to understand and describe the phenomenon which happens to the subject that observed in natural context. In a book of Research Methodology, Kothari states that qualitative research is concerned with qualitative phenomenon which is related to human behavior.[1] Then, according to Ritchie and Lewis, the way in which people being studied, understand and interpret their social reality is one of the central motifs of qualitative research.[2] Besides, according to Creswell in qualitative research, the researcher identifies a research problem based on trends in the field or on the need to explain why something occurs.[3] On the other word, qualitative research was a study of human behavior or social reality. Qualitative research aim to discover the underlying motives of human behaviour. Using qualitative research, the researcher can analyse the various factors which motivate people to behave in a particular manner or which make people like or dislike a particular thing.[4]

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[1] C.R. Kothari., *Research Methodology Methods and Techniques Second Revised Edition*, (India: University of Rajasthan Jaipur, 2004) p.3

[2] Jane Ritchie., Jane Lewis., *Qualitative Research Practice A Guide for Social Science Students and Researchers* (London, Thousand Oaks, New Delhi: SAGE Publication, 2003) p.3

[3] John W. Creswell, Educational Research: Planning, conducting, and evaluating quantitative and qualitative research Fourth Edition, (Lincoln: University of Nebraska, 2012) p.13

[4] C.R. Kothari., *Research Methodology Methods and Techniques Second Revised Edition*, (India: University of Rajasthan Jaipur, 2004) p.3

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This research was conducted using qualitative approach to find out students' spelling errors in writing recount text at the eighth-grade class of MTs Darul Ulum Waru Sidoarjo and to identify the types of spelling errors, spelling error that most frequently occur and causes of spelling errors.

Descriptive research report what has happened or what is happening. The purposes of descriptive research are used to describe the incidents exists at present.[5] In short, descriptive research used to explain something occurs to be analyzed. This research was conducted by descriptive qualitative design. It focused on finding the information about the types of spelling errors, spelling error that most frequently occur and causes of spelling errors.

B. Research Presence

In this research, the researcher acted as the instrument and the collector of the data at once. The rubric, documentation and questionnaire were used in definite function to endorse the researcher's task as instrument. Therefore, the researcher analyzed the data that have been done by eight grade students in MTs Darul Ulum Waru Sidoarjo. The researcher analyzed the types of spelling errors found in eighth-grade students writing of recount text. Also, the researcher analyzed the spelling error that most frequently occur in eighth-grade students' writing of recount text through ungrouped data frequency distribution table to list the frequencies of errors.

In the end, the researcher gave questionnaire to the students about the causes of the spelling errors in writing recount text in MTs Darul Ulum Waru Sidoarjo.

C. Setting of the study
1. Research Subject

The research subject of this research was the students eighth grade of intensive class in Islamic Junior High School of Darul Ulum Waru Sidoarjo. In this research, the researcher used purposive sample. In purposive sample, researcher intentionally select individuals and sites to

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[5] C.R. Kothari., *Research Methodology Methods and Techniques Second Revised Edition*, (India:University of Rajasthan Jaipur, 2004) p.2

learn or understand the central phenomenon.[6] This sampling method involved purposive or deliberate selection of particular units of the universe for constituting a sample which represents the universe.[7] Moreover, this type of sampling is extremely useful when you want to construct a historical reality, describe a phenomenon or develop something about which only a little is known.[8] The researcher had criteria when choose the subject of the research. There were two intensive classes in MTs Darul Ulum Waru Sidoarjo; A class and B class which the total of the students were 56 students from 2 classes. All those students have been taught about writing recount text. The researcher preferred to intensive class than regular class because based on the teacher's interview in the intensive class students should follow placement test and the one (regular class) was not. The researcher chose the eighth grade, they began to make a good paragraph writing especially recount text with good spelling because based on KTSP curriculum that the eighth-grade students would be able to write recount text. In the seventh grade before, they just adapted to the English language and learnt a lot of vocabularies as the requirement in the next grade. This fact supported the researcher to achieve the purpose of this research. In analyzing students' types of spelling error, the researcher used the document of students' daily assignment. This writing assignment was given by the teacher after the mid-term test. Then, it was analyzed by using a rubric to identify students' spelling error.

2. Place

The research conducted this research in eighth grade because according to the language rule of the school and Islamic Junior High School, eight grade students were appropriated write recount text with correct spelling in everyday both in class and outside of class such as in English extracurricular. The researcher chose intensive class than regular class because the intensive class students were more demanded to have English skill than regular class. Moreover, correct spelling is

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[6] John W. Creswell, Educational Research: Planning, conducting, and evaluating quantitative and qualitative research Fourth Edition, (Lincoln: University of Nebraska, 2012) p.206

[7] C.R. Kothari. *Research Methodology Methods and Techniques.* (New Delhi: New age International Limited Publisher. 2004).P.15

[8] Ranjit Kumar. (2011). *Research Methodology a step by step guide for beginners third edition*. New Delhi : SAGE Publication. P. 189

basic knowledge in writing. The earlier students' spelling error detected, the easier they are improved. So, the researcher chose intensive class which has good English skill.

D. Data and Source of Data

In research, data and source of the data was the key to answer the problem in the field. According to Arikunto, the source of data is the place or thing in which is the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation.[9]

1. Types of Data

There were two types of data to answer the problems in the field. They were primary and secondary data. The primary data in qualitative research were words and action, the secondary data such as documents and others. Those data explained in detail below:

  a. Primary Data

      Primary data was data obtained or collected by the researcher directly from the source. The primary data of this research was data about students' writing product. The data of this study were some spelling error formation of recount text which written by students. The data took in intensive class eighth grade. The students' writing product in the intensive class were copied by the researcher. Then, it was analyzed as a source of this study.

  b. Secondary Data

      The secondary data was the forms of supporting data obtained from some sources. In this research, the secondary data were questionnaire. The researcher gave the questionnaire for the students to get the data of the causes of spelling error in writing recount text. After displaying all of the data and source data, the researcher made a conclusion.

2. Source of Data

The primary source of the data was the documentation of students' spelling error writing product. In this research, this primary data was obtained by collecting students' rubric of spelling error when they write recount text. It was recount text writings based on purposive sampling. Spelling error in writing observed by the researcher based on the rubric

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[9] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta : PT Rineka Cipta, 1996) p. 123

of error analysis that related to spelling error. It took from daily assignment after the mid-term test. This daily assignment was students' writing product in recount writing which was copied by the researcher. Then, it was analyzed as a source of this study.

The secondary source of this research was the eighth-grade students in intensive class. It was in order to add some general information about students' spelling error, the frequency of spelling error and the cause of students' spelling errors.

E. Research Instrument

In qualitative research, the researcher was the key instrument. The researcher must comprehend the research method and the insight of the problems. By having the proper instruments, the researcher resulted the valid data on the research. The researcher used some instruments to obtain the data, there are:

1. Document

In this research used documentation data as data collection. Documentation data is every written forms data or film which will be provided if there is request from investigator. [10] The researcher used the handwriting document as an instrument of this research. The handwriting document took from students' daily assignment in paragraph writing class after having midterm test, when the students have already learnt about recount text. Therefore, the researcher used this daily assignment as the document of the analysis

2. Rubric

Rubric is a measurement tool that describes the criteria against which performance, behavior, or product is compared and measured. Rubric list the criteria established for a particular task and the level of achievement with each criterion.[11] In the other words, rubric was an assessment device to measure students' assignment. After collecting the document, the researcher used the rubric to measure the data.

3. Questionnaire

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[10] Lexy J, Moleong, *Metodologi Penelitian Kualitatif,* (Bandung : PT Remaja Rosdakarya, 1990) p. 161

[11] Timothy S. Brophy. *Writing Effective Rubric* (Florida: University of Florida Office of the Provost, 2011) p.3

Questionnaire consists a number of questions printed or typed in a definite order on a form or set of forms.[12] The questionnaire was given to the respondents for the purpose in the questionnaire itself. The respondents have to answer the question on their own.[13] In this study, the questionnaire was used to analyze the data to answer the third research question about the causes of spelling errors. It was used to answer what are students' difficulties which become the causes of students' spelling errors in writing recount text.

F. Data Collection Technique

To obtain the valid data, the researcher used kinds of data collection. Another aspect of qualitative data collection is to identify the types of data that will address research question.[14] However, in this study the researcher focused on document to analyze students' spelling error and to analyze the errors on the document the researcher uses rubric. For conducting the research, the researcher used some methods of data collection as follow:

1. For the first step of this data collection technique, the researcher observed students' writing of recount text as handwriting document. The daily assignment of recount text writings was limited by the error analysis based on the types of spelling error as explained on the chapter two. In analyzing the document, the researcher used rubric as the instrument. It was aimed to answer the first research question. All of the instruments such as document, rubric and questionnaire were giving numerical code to hide students' identity.

2. Secondly, the researcher used ungroup data frequency distribution table to list the frequencies of errors. Then, the

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[12] Stuart MacDonald. Nicola Headlam. *Research Method Handbook Introductory guide to research methods for social research* (CLES: The Centre for Local Economic Strategies, 1986) p. 35

[13] C.R. Kothari., *Research Methodology Methods and Techniques Second Revised Edition*, (India:University of Rajasthan Jaipur, 2004) p.100

[14] John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition, (Lincoln: University of Nebraska, 2012) p.212

researcher also used relative frequency distribution table, using Sudijo Anas formula as stated on the chapter two to show the frequencies of errors' percentage.[15] It was aimed to answer the second research question.

Table 3.1
Ungrouped Data Frequency Distribution Table

Types of Spelling Errors	Number of Spelling Errors occurs
Omission of a letter Errors	
Addition of a letter Errors	
Single letter instead of double letter	
Double letter instead of single letter	
Substitution of one letter	
Interchange of two adjacent letter	
Involving an apostrophe	
Erroneous splitting or joining of words (word segmentation error)	
Two or more error of the same type or of different types	
Total Number of the Whole Spelling Errors evaluation	

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[15] Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada), p. 40

The table above was ungrouped data frequency distribution table which used to list the number of errors. Then, the following table was relative frequency distribution table with its formula to measure the frequencies of errors percentage.

Table 3.2
Relative Frequency Distribution Table

No	Types of Spelling Errors	Number of Spelling Errors	Number of Total Spelling Errors Evaluation	Relative Frequency (Percentage)
1.	Omission of a letter Errors			
2.	Addition of a letter Errors			
3.	Single letter instead of double letter			
4.	Double letter instead of single letter			
5.	Substitution of one letter			
6.	Interchange of two adjacent letter			
7.	Involving an apostrophe			
8.	Erroneous splitting or joining of words			

	(word segmentation error)			
9.	Two or more error of the same type or of different types			
	Total Number of the Whole Spelling Errors evaluation			

Formula:

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

Note:

P = Percent

F = Frequency of Spelling Errors

N = Total Number of the Whole Spelling Errors evaluation

3. Thirdly, in answering the third research question, the researcher used questionnaire. The questionnaire was given for all the students of A class.

4. At last, the researcher displayed the result of the analysis on chapter four.

G. Data Analysis Technique

Data analysis in qualitative research is an activity that occurs throughout the investigative process rather than after process.[16] In this research, it used to analyze students' spelling error in writing of recount text. It was used to analyze types of spelling error, the frequencies of errors and cause of spelling error of students' writing. To analyze the data, the researcher used a theory by Miles and Huberman which divided data analysis techniques in three ways. There are data collection, data display and conclusion.[17]

1. Data Collection

   Before analyzing the data, the researcher analyzes the class and takes some data using the research instrument listed above. The data was taken from daily assignment of the students of paragraph writing at intensive class. The daily assignment was taken after midterm test.

2. Data Display

   In displaying qualitative research's data, there are some forms that can be used by the researcher such as table, graphic, phi chart, pictogram, or brief description.[18] In this study, the researcher described the finding using chart, table and description.

3. Conclusion

   The last process of analyzing the data was conclusion. In this step, the researcher makes an interpretation and conclusion about the data to answer the research question.[19] In this study, the researcher made conclusions based on the data finding.

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[16] Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R & D*. (Bandung: Alfabeta, 2006), p.336

[17] Ibid., p.337

[18] Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R & D*. (Bandung: Alfabeta, 2006). p.341
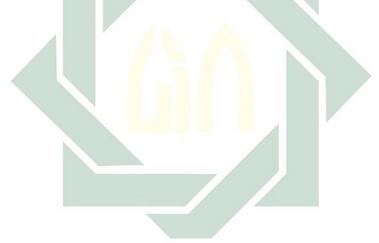
[19] Ibid., p.345

H. Checking validity of Findings

The researcher checked the validity of findings by using triangulation. As Mac Donald stated, triangulation used to check the validity of findings.[20] Triangulation is the most common way used to increase the validity of the data in qualitative research. Moreover, triangulation is a technique to check the validity of the data which utilized something besides the data. It used to check or compare the validity of data.[21] Triangulation compared the observed data with the results of interview and results of documentation. Thus it will be evidence when compared to similar data which obtained from other different source. [22] In this research, the researcher compared the students score and the rubric data of students' spelling error and teacher's strategy.

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[20] Stuart MacDonald. Nicola Headlam. *Research Method Handbook Introductory guide to research methods for social research* (CLES: The Centre for Local Economic Strategies, 1986) p. 71

[21] Ibid,. p.178

[22] Stuart MacDonald. Nicola Headlam. *Research Method Handbook Introductory guide to research methods for social research* (CLES: The Centre for Local Economic Strategies, 1986) p. 179