

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher wants to get information about the students' errors in constructing English compound complex sentence made by fourth semester students of English Education Department. The researcher also wants to know what causes the errors do the fourth year students make in constructing compound complex sentence. Based on the purpose of the study, the researcher was conducted the research at State Islamic University Sunan Ampel Surabaya with the fourth semester students as the participant in academic year 2017-1018.

This research was conducted by qualitative research to find out students errors in using compound complex sentence in argumentative text and to identify the most common of errors. The researcher design applied in this study is descriptive. This study is was aimed at describing what errors do the fourth semester students make in constructing compound complex sentence.

This study investigates, and categorized error of English compound complex sentence made by fourth semester students of English Education Department, in their writing assignments. There is no treatment given to the students. This study only describes the errors and determines what type of errors they belong to based on the sentence error proposed by Diana and Nancy theory.

B. Research Location

This research was held at State Islamic University Sunan Ampel Surabaya with the fourth semester students as the participant in academic year 2017-1018. This university is located on Jl. Jend Achmad Yani 117 Surabaya. This university is chosen by researcher

because the researcher has some consideration. The reasons are; The first, because the university has English Education Department that has Argumentative Writing class. The second, the researcher chooses that class because this study is about analyzing errors in constructing compound complex sentence in argumentative text. The third, it is because the difficulties of students of argumentative writing class and the experience of the researcher who has become students in the class argumentative writing, and the last important reason is because this institution has become university, it require us to improve the quality of language especially in writing. It can be seen from UINSA graduate as evidence.

Actually, the total students of argumentative writing is 120 students who are divided into five classes; A, B, C, D, E. But, the researcher only takes C class content of 30 students and E class content of 13 students that were held by same lecturer. the researcher was took C and E classes because it is held by the same lecturer and the combined number of students in the class C and E more than combined number of students in the class B and D , while in the A class the number of students is also not much.

C. Data Collection Technique

Data collection is an important part in research study. The data collection technique used to collect the data. In this research, the researcher used document study or students assignment. The data collection or the technique of development is conducted by some steps, the researcher follows the theory of Marshall and Rossman state that the fundamental methods relied on by qualitative reserach for gathering information are, participation in the setting, direct observation, in deep interviewing, and document review.³⁴ In this research, the researcher used documentation and interview.

³⁴ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: ALFABETA, cv., 2010), 225

1. Documentation

The researcher used document to analyze students' errors. The researcher collected the students first argumentative text because it the original product of students writing before revised by the teacher and also collected second and third argumentative writing . Students' writing acted as documents which represent the important information about the research.

2. Interview

Interview is which is done by the interviewer to get the information from the interviewee.³⁵ The writer uses the interview as a technique to know students' difficulties or causes of error that commonly done by the fourth semester students in writing activity.

D. Data and Source of Data

The data of qualitative descriptive study is collected from field note or the result of documentation and interview guideline. It is collected from the fourth students English Teacher Education Department of State Islamic University Sunan Ampel Surabaya Data in this study are needed to answer the research question. The English lecturer on this class applied assignment of making argumentative writing every week during the semester, so data that researcher got in this research obtained in the form of the result of assignment from the fourth semester students. By the getting the data through assignment of argumentative text, hopefully that the data analyzed by the researcher is already valid because the researcher got the data three times or there are three assignment of students argumentative text.

³⁵ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: ALFABETA, cv., 2010), 155

In this study the researcher collected the data from two classes which every class has different number of students that are C and E class. The C class consists of 30 students and E class consist of 13 students, so the total of students there are 43 students. Based on the conversation that the researcher had with the English teacher of English Teacher Education Department, researcher get information that every 3 weeks the teacher order the students make the daily assignment in the form of argumentative text. I took the example of writing argumentative texts from 43 students, and I identified three text from each students. So ,there were 129 texts all together. Then, after analysing their writing texts, I did interviews to answer the secong questions.

The researcher also got the result of interview from some students in argumentative writing classes. The researcher not interviewed all students, but the researcher have interviewed 39 students in C and E class. The way that used to calculate the number of samples in this study using Slovin techniques.³⁶ The sampling technique used in this study was a probability sampling method. The Slovin's formula for determining the sample is as follows:³⁷

$$n = \frac{N}{1 + N e^2}$$

Information:

n = sample size / number of respondents

N = Population size

E = The percentage of accuracy of the correct sampling error fault

Can be tolerated; $e = 0.05$

³⁶ Adetayo Dionco, E. (2011). *Guide to Business Research and Thesis Writing*, 2nd Edition, Rasmed Publications Limited, Ibadan, Nigeria

³⁷ Jonatan Sarwono, 2006, *Metode Penelitian Kuantitatif & Kualitatif*, (Graha Ilmu;Yogyakarta)

The population was used in this research there are 43 students, the precision that used or the percentage of accuracy of the correct sampling error fault 0.05, so the sample in this research as follow:

$$n = \frac{43}{1 + 43 \cdot 0.05^2} = \frac{43}{1.1075} = 38.8$$

Adjusted by researchers to 39 respondents.

From the calculation results obtained the researchers conducted interviews of 39 students. The researcher provided 8 questions that used to answer the second of research questions. Interview conducted gradually within 9 weeks, simultaneously when the researcher took argumentative writing assignment.

E. Research Instruments

Research instrument is tools or facilities that are used by the researcher in order to collect data. By using this instrument it help the researcher can make the job easier, complete, and systematic.³⁸ The instrument that was used in this research are:

1. Documentation

The documentation was the data in which the researcher got the information about the students error in constructing compound complex sentences in writing argumentative text. The students had already written argumentative text three times. Document in this research for classifying the errors in constructing compound complex sentences produced by the students in their writing assignment and using checklist (see on the the table 3.1) used to analyze the errors because it had

³⁸ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: ALFABETA, cv., 2010), 155

contained the classification of errors' types and errors' frequency that had been produced based on the theory used.

2. Interview Guideline

Interview guideline in this study was designed as the secondary instrument of previous instrument, documentation. In another word, interview meant the follow-up activity after documentation was completely done. The interview was used to find out the information needed. It was used to answer the second question of this research about the difficulties or causes of error that commonly done by the fourth students in writing activity. It used to verify and support the other data and to find out additional and relevant information.

Interview guideline was created to give informant chance to express about this reserach topic as a verbal data for the researcher. There provided 8 questions to be asked to the students. The questions were in form of 5W questions based on the theory that used dealt with the issue discussed.

The interview was validated by an expert. She is a lecturer of English Teacher Education Department at Islamic University of Sunan Ampel Surabaya. (See appendix 7)

F. Research Stages

The analysis in this research was concerned with errors in constructing compound complex sentence, which is found in the students' argumentative text. There were some stages which was done by the researcher in this research. They are preliminary research, planning, implementing, analyzing data and concluding data.

1. Preliminary research

Preliminary research is very useful for the researcher before the researcher done the research. The researcher have

found out whether the researcher can continue the research or not. The researcher have conducted the preliminary research by some steps. The first step is the researcher met the lecturer who held the argumentative class and asked to the lecturer whether the researcher could conduct the research in the class or not.

The second step, is after getting permission from the lecturer, the researcher interviewed the students about the difficulties in writing argumentative text in two classes to get the description about the students difficulties and the students ability in writing argumentative text. Based on the result of preliminary research, the researcher have conducted the research because the researcher got permission from the lecturer to conduct this research.

2. Planning

The researcher prepares the instruments that needed by the researcher in doing this research. The instruments are the documentation and interview. The researcher prepare herself to be valid instrument in this research by establishing the extensive knowledge about the process of descriptive qualitative research. Then, the researcher prepare the analysis table by considering some theories to calculate the student errors in constructing compound complex sentences in writing argumentative text.

3. Implementing

In implementing the instrument of this research, the researcher collected the students assignment which was done by the students during three times. Then, the researcher was used analysis table to calculate the student errors in constructing compound complex sentences in writing argumentative text. The table consists of some errors in constructing sentences such as missing subject, missing verb, missing subject and verb, dependent clause, fused sentence and comma splice. The main point in this stages before analyzing the data, knowing and understanding our data are important because by knowing and understanding the data, it makes the researcher feels easy in

analyzing the data. According to Taylor and Marcus, they state that “ *good analysis depends on understanding the data. For qualitative analysis, this means you read and re-read the text. Write down any impression you have you go through the data, these impressions may be useful later*”. It means that knowing and understanding the data before analyzing the data can help the researcher in analyzing the data. In this research, the researcher read repeatedly to know and understand the data well in order to be able to analyze the data easily.

4. Analyzing

After receiving the data from the instruments that was used by the researcher, the researcher collected and analyzed the data by noticing on the techniques of analyzing data, they are the data collection and conclusion. The process of analyzing the data had been explained based on the research instrument was used in research process.

5. Concluding Data

In concluding data, the researcher explained and interpreted the data based on the theory and the data found from documentation of the students in writing argumentative text. Finally, the researcher could discuss and conclude the result that was received from data analysis as the research finding of this research to answer the research question of this research.

G. Data Analysis

In this study, data analysis used to analyze the result of students common error in constructing compound complex sentence and the causes of those errors made by the fourth semester students English Teacher Education Department of UINSA Surabaya in constructing compound complex sentences in writing argumentative text. To analyze the data, the researcher used a table of classification errors to display each error made by students (see table).

**Table 3.1 Checklist Table
Classification of Error**

No	Sentence	Types of Error					
		SF				ROS	
		MS	MV	MS&V	DC	FS	CS
1.							

Note :

Sentence Fragments(SF):

MS : Missing Subject

MV : Missing Verb

MS&V : Missing Subject & Verb

DC : Dependent Clause

Run On Sentence (ROS):

FS : Fused Sentence

CS : Comma Splice

Then, the errors has been classified into its errors based on sentence fragments and run on sentence. At last, the researcher have calculated the frequency and the percentage of errors to identify the dominant errors.

Table 3.2 Table Dominant of Error

No.	Types of Error	Number of Error	Percentage (%)
1.	Missing Subject		
2.	Missing Verb		
3.	Missing of Subject and Verb		
4.	Dependent Clause		
5.	Fused Sentence		
6.	Comma Splice		
Total Errors			

Formula :

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

Where :

P = Percentage

f = Number of types of errors

N = The total number of type of errors

H. Cheking Validity of Findings

The validity of the research finding in this research has been shown in some aspects, they are :

1. The researcher is the key instrument in the qualitative research.³⁹ The statement can occurs because in this research the researcher held the collection of the data and the analysis of the data by herself. The researcher took the data in two classes to get varied data, valid data and the researcher got the data directly from the lecturer of that classes. Then, the researcher also conducted the analysis by the table analysis to know the students error in constructing compound complex sentences in argumentative text. All actions of the researcher in this research had shown that the researcher is the important instrument that has big role in getting valid data finding.
2. The second is validity of the table analysis and some questions of interview to get finding. The table analysis and the questions of interview was adapted from some explanation of theory of some expert. The table analysis and the interview reseracher also had been validated by one of the lecturers from the argumentative class at Islamic University of Sunan Ampel Surabaya.
3. To avoid subject, the result of the analysis has been discussed with one of the lecturers from the argumentative class at Islamic University of Sunan Ampel Surabaya.

³⁹ Sugiyono. "*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*..... 233