

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Time and Place of the Study**

This study was held for two months and taken place at State Islamic Institute of Palangka Raya which is located on George Obos street.

#### **B. Approach and Type of the Study**

This study uses a mixed method. Definition mixed method is as a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. This study uses mixed method to get the data, it based on the characteristic of mixed method are: a) Collect and analyze both quantitative and qualitative data. b) Mix two forms of data in different ways. c) Give priority to one or both forms of data. d) Can be in a single study or in multiple phases of a study.<sup>1</sup>

In this study, a qualitative approach intended to know the description of types of error which cause subject-verb agreement error in writing diary and the factors which cause subject-verb agreement errors in writing a diary. The quantitative approach uses to make the result of the research be clear to

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<sup>1</sup> Hui Bian, Mixed Methods Research, <http://core.ecu.edu/ofe/statisticsresearch/mixed%20methods%20new.pdf>. ( Online on November 6<sup>th</sup>, 2016 )

understand and to show the students' types and factors of error in a number and percentage.

This study type is content analysis or document analysis is a research method applied to written or visual materials for the purpose of identifying specific characteristics of the material. The materials analyzed can be in form of textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. Content analysis is widely used in education. The following are some of the purposes of content analysis in educational research:

1. To identify bias, prejudice, or propaganda in textbooks. For example, a researcher might analyze high school history texts in a particular school district to determine how often women are mentioned and how much discussion is given in each mention.
2. To analyze types of errors in students' writings. For example, you could look at students' written work to classify spelling or grammatical errors and their nature and frequency.
3. To describe prevailing practices. For example, you could identify the entrance requirements of Big Ten universities by analyzing their bulletins.
4. To discover the level of difficulty of material in textbooks or other publications. For example, you could ask, "What is the vocabulary level of the fourth-grade social studies textbooks in this district?"

5. To discover the relative importance of or interest in, certain topics. For example, you might analyze popular educational research textbooks to see the coverage given to qualitative research and changes in that coverage over time.

The preceding study illustrates the steps involved in a content analysis:

1. Specifying the phenomenon to be investigated (such as gender role stereotyping).
2. Selecting the media from which the observations are to be made (such as the Caldecott Medal books for specified time periods).
3. Formulating exhaustive and mutually exclusive coding categories so that the verbal or symbolic content can be counted (such as the categories in which gender role stereotyping could occur).
4. Deciding on the sampling plan to be used in order to obtain a representative sample of the documents. You might decide to look at three issues per week of a newspaper over a period of 1 year, for instance, or every issue of a weekly newsmagazine for 1 year.
5. Training the coders so that they can consistently apply the coding scheme that has been developed and thus contribute to the reliability of the content analysis. Some coding is not so straightforward but may require inferences about whether a minority group, for example, is being portrayed positively or negatively. Several coders should be able to code the documents using the scheme and obtain consistent results. If the inter-rater reliability is

satisfactory, you can proceed to the next step. If it is less than satisfactory, the coders may be useful in revising the category definitions to make them clearer and more complete.

6. Analyzing the data, which may involve just the frequencies and percentages in the various categories or may involve more descriptive accounts.<sup>2</sup>

In this study used descriptive research as the type of the study to describe the current of phenomena of types of error which cause subject-verb agreement error in writing diary and the factors which cause subject-verb agreement errors in writing diary made by the students.

### C. Subject and Object of the Study

The subjects of this study are the second-semester students of English Education Department of State Islamic Institute of Palangka Raya.

**Table 3.1 Number of Subjects**

NO	CLASS	NUMBER OF STUDENTS		TOTAL
		MALE	FEMALE	
1	A	7	13	20
2	B	4	12	16
3	C	3	12	15

This study used cluster random sampling. Based on Yatim Rianto, cluster random sampling technique is used if found the heterogen population. The sub-

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<sup>2</sup>Donald Ary, *Introduction to Research in Education (8<sup>th</sup> edition)*, USA: Wadsworth, 2006, P. 457-458

population is a group or cluster which has heterogen characteristic. Meanwhile, in sample stratification each subpopulation is homogen.<sup>3</sup> This study did not take all classes as a subject, but only class C. From the observation with the lecturer, this class contains the students which have a bad score in the last previous semester. Based on that fact, it supports this study to observe the students' problem in learning English, especially about subject-verb agreement.

After that, to make the data more comprehensive about types and factors which cause of subject-verb agreement, this study used purposive sampling. Sugiyono state the purposive sampling is the technique of getting the source of sample data by using the definite consideration.<sup>4</sup> In this case, this study chooses only 3 students to be the subject of the study. The reason opinions this study takes three students as the sample of the study because the students have an appropriate characteristic with the objective of the study. The main characteristic is the students are disoriented in subject-verb agreement. The three students were given the intensive task to know their problem in a material with the purpose to solve it. The object of this study is the error of subject-verb agreement in writing diary.

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<sup>3</sup> Yosi Abdian Tindaon, *Macam-macam Teknik Sampling Menurut Dra. Nurul Zuriah , M.Si.* dalam Buku *Metodologi Penelitian Sosial dan Pendidikan*, <http://yosiabdiandtindaon.blogspot.com/2012/05/macam-macam-teknik-sampling-menurut-dra.html?m=1>, (Online on March, 14<sup>th</sup> 2016)

<sup>4</sup> Sugiyono, *Metode Penelitian*, p.300

#### **D. Instrument of the Study**

The instruments of the study that be used in this study are test, task, interview and documentation.

##### **1. Writing Test**

In collecting the data, this study uses writing test. It makes the data easier to analysis because this test function is to know the students' subject-verb agreement errors. The test instructs all of the students in the class C to write a paragraph about their daily activities. It is about 100 until 150 words length that takes 50 minutes. The purpose of writing test is to select three students which have the lowest score. It means the students have difficulties in subject-verb agreement and will be given task to writing diary in the next step.

##### **2. Writing Task**

After getting three students which have many troubles in subject-verb agreement, this study gives writing task to the students. Writing task has purpose to know causes of the students' error. The students were instructed to write a diary during a month regularly and it is given two times a week. To solve the students' errors, this study shares the students' error to themselves in order to do not repeatedly in next time and give a new material in each meeting. It shows the students' cause of errors implicitly.

### 3. Interview

Based on Esterberg in Sugiono states that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>5</sup>

This study uses the general interview to get the data for the type error which cause subject-verb agreement errors and the factors which cause subject-verb agreement errors in writing diary made by the students. In an interview guide approach, a series of questions were designed to ask each student in order to make certain that the same topics are covered with everyone. This study chooses the general interview guide approach because the content of the question is same covered with each participant. It makes the data easier to compile. From that interview, the writer knows the factors which cause subject-verb agreement error in writing diary made by the students.

From the interview, this study explores language interference influence to the students' English written. After that, it will know the students' awareness in writing and their comprehension about grammar, especially subject-verb agreement. With answer the question, this study gives a solution to solve the students' problems in subject-verb agreement.

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<sup>5</sup>*Ibid*, p.317.

#### 4. Documentation

Moleong states that Documentation is a kind of source data involves anything notes aimed to examine a research.<sup>6</sup> This study will use students' tests and tasks as the documentation, photos of interview and recording interview in order to support and made the data valid, and the result of the interview as written data sources. A task is used to measure the students' comprehension in subject-verb agreement and to measure students' ability in writing diary. All in all, the transcribed the test, transcribed the task, transcribed interview data to be the document.

#### **E. Data Collecting Procedures**

In this study, the steps to collect the data are described below:

- a. All students in class C is asked to write diary once time with topic my experience.
- b. Interviewing the three students about their problems and causes in subject-verb agreement.
- c. Giving the students writing diary assignment during one month regularly.
- d. The assignment is given two times a week.
- e. After the assignment is collected and analyzed, the students are given a new material about subject-verb agreement and give comprehension about their error in the assignment.

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<sup>6</sup>Lexy J. Moleong, *Metode Penelitian Kualitatif*, Bandung: PT. RemajaRosda karya, 2004, p.161.



## F. Data Analysis Procedures

According to Bogdan in Sugiono states data analysis in the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.<sup>7</sup> Miles and Huberman in Sugiono states there are four techniques that are used to analyze the data<sup>8</sup>, as follows:

### 1. Data collection

The data were collected and gotten in the field learned and interview. Furthermore, it is soon molded in writing form in order to make it easy to understand and analyze. Furthermore, the data which were collected related to the type error which causes subject-verb agreement errors and the factors which cause subject-verb agreement errors in writing diary made by the second-semester students of the English education program at IAIN of Palangka Raya.

### 2. Data Reduction

This case was a process of selecting, choosing the data that relevant to the study, focusing on the data which direct to solve the problems or to answer the research. Furthermore, the simplicity of the data and arrange question related to the type error which causes subject-verb agreement errors

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<sup>7</sup>*Ibid*, p.334.

<sup>8</sup>*Ibid*, p.337.

and the factors which cause subject-verb agreement errors in writing diary made by students.

### 3. Data display

This study gave an explanation in data display. It was the results of the data reduction made in report systematically which can be understood and reasonable of the data that got in the field. Data display can be done by simply explaining draft, relation categories and flowchart. Miles and Huberman state the most frequent form of display data for qualitative research in the past has been narrative text.<sup>9</sup>

### 4. Conclusion Drawing Verifying

The data which were processed such as stages above then they are concluded. After that, the conclusion was verified by seeing back of the data reduction, data display before, while and after collecting the data, so the conclusion that was taken did not deviate from the problem of the study.

The steps to undergo in analyzing the data are as follows:

1. Selecting the students' writing which has most errors in subject-verb agreement to be three writing,
2. Identifying the students' error,
3. Classifying the students' subject-verb agreement errors in their diaries,

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<sup>9</sup>*Ibid*, p.341.

4. Explaining the errors with making a list every the subject-verb agreement error from diary is made by the students is made in report systematically,
5. Evaluating the error from the result of analyzing the data and showed the error to the students so that they do not repeat it in the next time.

From the techniques of analysis the data above, the data were collected from the result of the test, documentation, and interview related to the topic of the study namely the error analysis of subject-verb agreement in writing a diary at the second-semester students of the English education program at IAIN of Palangka Raya.

#### **G. Endorsement of the Data**

To find and to make the endorsement of the data, this study engaged some endorsements of the data .The endorsement for the data involved internal validity or test of data credibility; reliability or test of dependability; external validity or test transferability; and also objectively or test of conformability.<sup>10</sup>

##### **1. Credibility**

Credibility is the same as validity in quantitative research. The integrity of qualitative research depends on attending to the issue of validity. Validity concerns the accuracy or truthfulness of the findings. The term most frequently used by qualitative research to refer to this characteristic is credibility. Credibility in qualitative research concerns the truthfulness of the

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<sup>10</sup>Cristina Saenz, *Adult Second Language Acquisition*, Washington dc: Georgetown Press, 2005, p. 87.

inquiry's findings.<sup>11</sup> In acquiring the data of this study, the writer will use triangulation. The triangulation used in this study is triangulation theory which involves consideration of how phenomenon under study might be explained by multiple theories.<sup>12</sup> In this study, the writer will use more than one theoretical scheme in the interpretation of the phenomenon of the subject-verb agreement.

## 2. Transferability

Transferability of this study is related to the question, how far the result of this study might be applied to the other people in another context. Transferability of this study is the external factor. Therefore, the writer should report the data clearly, systematically, and acceptably. The result of this study can be useful for further researchers and readers as the references of the study.

## 3. Dependability

This technique is done by reporting the interim report or ending report that is discussed with the colleague. The result of the data that be discussed is collected. The technique has a purpose that the writer gave the true report of the research. The result and process must be balanced.

## 4. Conformability

It is a term used in qualitative research, equivalent to validity in quantitative research, related to the degree to which findings in a study can be

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<sup>11</sup>Donald Ary, *Introduction to Research*, p. 500

<sup>12</sup>*Ibid.*

corroborated by others investigating the same situation.<sup>13</sup> Conformability in qualitative research is the same as the quantitative researcher's concept of objectivity. Both deal with the idea of neutrality of the extent to which the research is free of bias in the procedures and the interpretation of results. Because it may be impossible to achieve the levels of objectivity that quantitative studies strive for, qualitative researchers are concerned with whether the data they collect and the conclusions they draw would be confirmed by others investigating the same situation. Thus, in qualitative studies, the focuses shift from the neutrality of the researcher to the conformability of the data and interpretation.<sup>14</sup> In the present study, the writer follows the procedure of the study scientifically to reach the conformability.

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<sup>13</sup>*Ibid*, p. 638

<sup>14</sup>*Ibid.*, p.504.