

CHAPTER III METHODOLOGY

This chapter presents the method applied in conducting the research which includes research design, settings, research question, technique and data collection (observation, interview, and questionnaire), and data analysis.

3.1 Research Design

This study used qualitative research. Bogan and Biklen (1992) describe qualitative research as a superordinate concept, joining different research approaches with certain common characteristics as well. The purpose of qualitative research is to explain a phenomenon in depth through in-depth data. The writer described the error of using capitalization, punctuation, tenses, and word choice in writing English skills. According to Prawoto (2002), the utilization of descriptive qualitative methodology in academic research is acknowledged as a viable approach. Qualitative research entails an exploration of various concepts and multiple perspectives within a particular chosen group, consequently restricting the generalizability of the findings or theories to similar groups.

1.2 Setting and Context

The research was held at one of the senior high schools, in Southeast Sulawesi, Indonesia. Subsequently, the author obtained data about the school profile in February 2019. A population can be defined as a compilation of data that undergoes analysis, encompassing the entire collection to be examined, inclusive of all subjects of relevance. Conversely, a sample refers to a subset selected from the population of interest. In the context of this study, the population under consideration was specifically the students belonging to class X

1A. Random sampling techniques were then employed by the writer to select eight students from each class, resulting in a sample size of thirty-four students, whose written work would subsequently be subjected to analysis. This study subject fulfills as the sample that might be analyzed.

1.3 Instrument of the Study

1.3.1 Written text

The assignment for students in class X 1A was distributed at different times, and the students completed the task within the confines of their classroom. They were allotted 60 minutes to write a recount text detailing their most memorable personal experiences. The text was required to consist of a minimum of three paragraphs, encompassing an orientation, complication, and resolution. Subsequently, the writer selected only eight students' written works from each class as samples, resulting in a total of eight compositions for analysis. The writer categorized grammatical errors into five distinct aspects: sentence patterns (subject and verb), tenses, pronouns, prepositions, and punctuation and spelling. The writer employed a basic statistical formula to calculate the frequency of these errors, and the resulting data will be explicated in a descriptive analysis. In addition to utilizing relevant materials from books, the writer incorporated data from internet sources about the subject matter to enhance the discourse.

1.4 Data Collection

The data was gathered through the utilization of field research methodology, whereby the writer engaged in direct interaction with the student participants to acquire the necessary information. The students give written tests to the students of class X 1A to know how far the students can make recount text

with good grammatical. The process of data analysis encompassed an examination of the test data, wherein the achievement of English as a Foreign Language (EFL) learners was assessed through the application of a writing scoring rubric. The identification and quantification of problematic areas were carried out by computing the percentage of these issues, ultimately leading to the formulation of conclusions based on the obtained results. Subsequently, the researcher augmented the theoretical framework by consulting a variety of books, papers, and online sources pertinent to the research topic. Furthermore, an interview was conducted with an English teacher to further elucidate their educational background, as well as gain insights into the curriculum and methodologies employed in the domain of English teaching and learning.

1.5 Data Analysis

During the research process, several procedures were followed. Firstly, the writer had a meeting with the headmaster to discuss the objectives and purposes of the study. Once the objectives were clarified, the writer proceeded to arrange a suitable timeframe for conducting the writing task. To gather data, the writer distributed the task to the students at two different times, ensuring a diverse range of responses. The students were given a specific prompt, requiring them to write a recount text about their most unforgettable experiences. The task guidelines emphasized the use of the generic structure of a Recount text, including orientation, events, and re-orientation. After the students completed their writing in the classroom, the writer selected only eight compositions from each class for further analysis. These selected compositions were then thoroughly examined, specifically focusing on the identification and classification of grammar errors.

The identified errors were categorized into five aspects, including sentence patterns (subject and verb), tenses, pronouns, conjunctions, punctuation, and spelling. Finally, the writer calculated the frequency of the grammar errors and presented the findings through descriptive analysis, shedding light on the students' writing proficiency and highlighting areas for improvement.

