

Chapter Three

Methodology

This chapter presents the methodology that is used in this research. There are five sections namely research design, research setting, research participants, research instrument, data collection method, and data analysis technique. Several theories are also included in this chapter to support the research methodology.

Research Design

This research used a qualitative design. Qualitative design was chosen because it enabled the researcher to see trends or phenomenon and emphasized depth information which was related to this research in order to make richer information in the research. Creswell (2012) asserted that the characteristic of qualitative design is exploring and developing a detailed understanding of a central phenomenon. Therefore, by applying qualitative method, rich information could be more discovered by the researcher by observing the phenomenon produced by the participants regarding to the errors in the use of tenses and classifications of error in speaking.

The research was conducted through a descriptive qualitative design. Lambert and Lambert (2012) stated a descriptive qualitative study focuses on discovering the nature of the specific events under study. Besides, the researcher used descriptive qualitative design since it was defined as a research design which discovered phenomenon of a particular situation. Linked with the title of this research which was intended to find out the errors in the use of tenses in speaking, it was considered as phenomenon. According to Creswell (2012) descriptive qualitative design is the

design used for the research to find out description and interpretation. In this research design, the researcher defined the result of the data which has been gathered at the end of conducting the research. That way, to deliver the result, it utilized general explanation since the researcher would like to explain the errors which occur in the use of tenses in speaking. Thus, descriptive qualitative design was suitable for this research.

Research Setting

This research was conducted at LTC of UMY. Besides, LTC of UMY was a place where the students of UMY could enrich their own skill in learning foreign languages. Also, most of students learnt English there. Also, there were kind of English skills learnt by the students at LTC of UMY, and one of them was speaking. Therefore, the statement mentioned above came up as the reason for the researcher to choose LTC of UMY. Also, choosing LTC of UMY as research setting, the researcher wanted to find the different atmosphere from other researchers who had conducted error analysis at English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY).

In addition, the researcher only focused on analyzing the errors in the use of tenses in speaking. That way, speaking would be familiar to be practiced with the students who learnt at LTC of UMY. Besides, the researcher felt easier to focus only on speaking to find out errors result. All students from every major are supposed to learn English, and one of them is IPIREL. It is compulsory for every IPIREL students to learn English as one of the majors at LTC of UMY. Hence, conducting the research

at LTC of UMY was reasonable for the researcher to conduct the research about the error analysis in the use of tenses in speaking.

Besides, this research began in February 2017 because the class started for the students who learnt at LTC of UMY after semester break. It would be easier for researcher to find the participants since they were already active on campus. Because the data collection method of this research was observation, it took once in one class only especially in free conversation class.

Research Participants

The participants of this research were the students of IPIREL of UMY batch 2016. Additionally, IPIREL students who were involved as participants in this research were the students of second semester. Probably, they were still lack of grammar mastery. Moreover, the participants are the students of IPIREL meaning that they are always demanded to involve English in their activity. One of the activities that the students will always do in every class is speaking. It could be concluded that the issues above could be the reason why the researcher conducted this research at LTC of UMY. Also, the reason of choosing IPIREL students was also as recommendation from the director of LTC of UMY and English instructor who have taught them to get permission in order to get appropriate students to be observed.

Moreover, to achieve the satisfactory needs toward this research, the researcher chose one class to be observed as recommendation from the director of LTC of UMY. Besides, the number of students was about 25 in free conversation class, but the students who got involved to have a presentation were 14 students included in 7 pair groups. From those students, the researcher could find out more

errors of tense use made by the students in speaking. According to Cohen, Manion, and Morrison (2011), there are no exact rules about the size of the participants in qualitative research; size is informed by fitness for purpose. Hence, the researcher chose IPIREL students to be the participants in this research.

Research Instrument

To research the errors made by students in the use of tenses in speaking, the researcher used observation transcription as data instrument in this research. The researcher used observation tools such as camera and video recorder in order to record the speaking activity. Besides, the researcher recorded the whole speaking activity only in free conversation class at LTC of UMY. Therefore, the researcher only recorded for once to take the data instrument through observation recording.

Data Collection Method

This research used an observation as a method of collecting data. The observation was also commonly used by the researcher who did a qualitative research. Besides, observation is considered as a method for collecting the data under qualitative research, it allows the researcher to find out the interaction of students in classroom activity. As supported by Creswell (2012), observation is highly flexible form of data collection enabling the researcher to have access to the interaction in social context. Thus, this research applied observation as data collection method.

In addition, observation is data collection method which is used to see and experience interaction of the students in particular context. Besides, the researcher could find the errors of tense use in speaking through the observation which could be the researcher's reason to choose this observation. Creswell (2012) argued that

observation enables the researchers to gather the data on interactional setting such as the interactions that are taking place like the interaction between students and teacher, language used or verbal, non-verbal, formal, informal, planned, and unplanned.

However, the researcher utilized a highly structured observation type since the researcher had already known, planned, and prepared what the researcher should do in the observation. Also, the researcher wanted to observe and find the errors in the use of tenses in speaking. Creswell (2012) stated that highly structured observation is an observation where the researchers have known what they want to observe, and they also have prepared it. Besides, highly structured observation was recommended to qualitative research because it could find out more information to conduct the research. Cohen, Manion, and Morrison (2011) asserted that highly structure observation can be a recommendation to conduct the research since it can give more information to the research that will be conducted. Hence, the researcher chose a highly structure observation because the researcher wanted to find out more information about the errors in the use of tenses in speaking.

Moreover, the researcher chose a complete observer role in the observation which was conducted at LTC of UMY because the researcher did not join the class activity, so the researcher is as an outsider of the activity in International Relation program. Creswell (2012) argued that the classification of the researcher in observation is the complete observation which the observer is outsider or out of group and does not join the activity. Therefore, complete observer fitted as role of the observation in this research.

Data Collection Procedure

The method of data collection before the observation was described into several steps. For the first step, the researcher needed to pass several steps to get permission to the director of LTC of UMY using the letter while waiting for the confirmation. In the second step, the researcher was confirmed about free conversation class of IPIREL which would be observed. In the third step, the researcher discussed what the researcher wanted to observe with the English instructor that taught speaking in free conversation class. In the fourth step, the researcher did the observation followed by asking permission to the students that the researcher wanted to conduct the research. After conducting the observation, the researcher explained the result of the observation using the description through four steps of analysis method namely, determining the data, identifying the errors, classifying the errors, and explaining the errors. Besides, the researcher explained the result of the research in chapter four. Therefore, in this research, the observation was a suitable instrument to collect the data in the errors of tenses usage in speaking.

Before having the observation, the researcher should meet English instructor of LTC of UMY that taught IPIREL students. In order to support the research, the researcher should discuss with the English instructor who taught IPIREL students about what the researcher needed to find out. Besides, the researcher asked the teacher who taught speaking at LTC of UMY about the students' problem in learning speaking. In the fact, the teacher said that the students are still lack of grammar mastery especially in the use of tenses. Then, the researcher was curious about it, and finally, the researcher conducted this research. Likewise, the observation was

conducted in free conversation program at LTC of UMY. Besides, the observation took about 90 minutes. Before having the observation, the teacher gave the topic to the students to be presented in a group of two, and every group had to present the topic that English instructor had already given in 7 until 10 minutes. Hence, the researcher was outsider of the group and did not join the activity.

Furthermore, the researcher informed to the English instructor who taught in free conversation class that the researcher would like to observe and record students' speaking activity in error analysis in the use of tenses in speaking. The observation was recorded by the camera and video recorder as the tools to record students' conversation in free conversation class. The recording of the observation was transcribed, determined, indentified, classsified, and explained the errors in the use of tenses in speaking. Additionally, the researcher needed around three weeks to collect and analyze the data from the observation transcription. Consequently, the observation was suitably applied in this research because the researcher only focused on analyzing students' recording during in free conversation class.

Data Analysis

After collecting the data through the observation, analyzing the data from the observation transcription was the next step. The transcription of the observation was transcribed into Microsoft Word and moved into Microsoft Excel to be analyzed. The purpose of this step was to identify and explain the data to answer the research question. Cohen, Manion, and Morrison (2011) asserted that data analysis can be defined as the process to carry on the order, structure, and interpretation to the mass

of collected data. Hence, analyzing the data was the process to find out the data for the research.

Transcribing the observation transcription was the first step to analyze the data in this research. Besides, transcription was to ease the researcher in determining the errors in the use of tenses in speaking. Creswell (2012) argued that the transcription is the procedure of translating audiotape recording or field notes into text data. Also, every word, phrase, and sentence spoken by participants was transcribed into word document and it was already checked by the expert. Thus, transcribing could ease the researcher to analyze the data.

Moreover, after transcribing the data, the researcher did four steps of analysis method based on Corder (2003) in order to analyze the data, and those were:

Determining the data. In determining the data, the researcher determined the data using students' transcription of speaking activity based on recording of the observation in free conversation class. The researcher separated teachers' (T) and students' (S) sentences from the transcript of the observation. Then, the researcher only took students' sentences to be the data since the researcher only needed to find out students' error in the use of tense in speaking. Therefore, determining the data could ease the researcher to find out the errors which were related to this research.

Identifying the errors. In identifying errors, the researcher identified and separated both the correct and error sentences (error and pass sentences) in the use of tenses in speaking context. Additionally, to identify the error sentences was to know whether the sentences are error or correct. Thus, the researcher could be easier to find out and analyze the result of the research.

Classifying the errors. In classifying the errors, the researcher classified the errors of tenses usage made by the students in speaking using form of Microsoft Excel. To classify the errors, it was purposed into two ways. The first was proposed by Comrie (1985) which was about the tenses, and the tenses were only classified four kinds of tenses such as present, past, future, and past future. The second was taken from Ellis (2003) that was about error classifications, and the errors were classified into four types such as omission, addition, misformation, and misordering. Those two error classifications were purposed to classify the errors in speaking in order to ease the researcher in classifying the errors. Besides, there were two types of error reported in this research. There were 114 error sentences which had been classified in classifying the errors.

Explaining the errors. The last step of method analysis was explaining the errors. In explaining the errors, the researcher explained the errors briefly at the end of the research. Also, two types of error, error of tense types and error classification were explained in the chapter four. Therefore, in the last step, the data were reported by explaining in the form of paragraphs in order to answer the research question in this research. Additionally, the researcher explained and reported more detail information of explaining the errors in chapter four especially in finding and discussion