

## Chapter Three

### Methodology

In this chapter, the researcher describes about methodology used in the research. The methodology includes research design, setting and participants, data collection method, and data analysis. The first explanation is about choosing research design that is used in this research. Further, after selecting the research design, the researcher illuminates the research setting and participants. After that, the researcher collects the data and analysis them.

#### Research Design

This study used a qualitative research design. A qualitative research design is a research design which aims to discover and build up understanding of a phenomenon (Creswell, 2012). Creswell argued that a qualitative research needs to explore participants to get in depth information about the phenomenon of the study. This occurs because the literature review of this research design has small role, but it validates the problem. In addition, the participants for this research design are in small number of individuals, so the researcher can gain the data deeper. Further, in analysing the data, a qualitative research allows the use of text analysis (Creswell, 2012). In this study, the researcher used document analysis, so a qualitative research design is suitable for this study. In addition, interpreting is used to present the findings of this study.

#### Setting and Participants

**Setting.** The study namely “Error Analysis on The Use of Noun Phrase in Students’ Writing at SMA Muhammadiyah 7 Yogyakarta” took place at SMA

Muhammadiyah 7 Yogyakarta. The researcher selects SMA Muhammadiyah 7 Yogyakarta because the researcher once taught English in this school, so the researcher has already known the situation of this school. Beside that, the researcher formerly helped an English teacher at SMA Muhammadiyah 7 Yogyakarta in checking and grading the students' writing assignment. Thus based on the researcher's experience in checking and grading the students' writing, the researcher found that students need to improve their writing skill. Additionally, the researcher also has connection with an English teacher of this school, so it will make it easier to conduct a research in this school.

**Participants.** The participants of this study were twenty eight students of SMA Muhammadiyah 7 Yogyakarta in grade XI. There were six classes in grade XI. They are XI IPA 1, 2, 3, and XI IPS 1, 2, 3. Based on the teacher's suggestion, the researcher was suggested to choose students of XI IPA 1 as the participants of this study. The teacher recommended students of XI IPA 1 to be the participants of this study because of class XI IPA 1 was categorized as the best class with the best students. Then although students in class XI IPA 1 were categorized as the best students, they probably made errors on their writings.

### **Data Collection Method**

Document analysis was used to collect the data. The type of documents that were analyzed were narrative texts. The narrative texts told about the Indonesian legends such as Timun Mas (Golden Cucumber) and Toba lake. Then this study followed some steps in collecting the data. The first step, the researcher texted the English teacher at SMA Muhammadiyah 7 Yogyakarta to ask permission to lend some students' writings. After getting the permission, the

researcher came to meet the English teacher at SMA Muhammadiyah 7 Yogyakarta to take the documents. The English teacher provided some students' writings from two classes XI IPA 1 and XI IPS 1. Then, the English teacher recommended the researcher to select students' writings from class XI IPA 1. The researcher agreed with the English teacher. In addition, those students' writings were made for writing assessments. Lastly, there were twenty eight students' writing that were analyzed.

### **Data Analysis**

The data of this study were analyzed using Error Analysis. Corder (1974) provided five steps in analysing the error. Those steps are selecting a corpus of language, identifying of errors in the corpus, classifying of errors identified, explaining of the psycholinguistic cause of the errors and evaluating (error gravity ranking) of the errors. Similarly, Tarigan (1995) illuminated six steps in error analysis. They are collecting data, identifying or classifying error, ranking the error, explaining error, predicting the area which is risk by error, and correcting the error. Further this study combined Corder (1974) steps and Tarigan (1995) steps to analyze the data of this study. Then the procedures in analyzing the errors on this study were divided into four steps. However, before doing error analysis, the researcher retyped the students' writings on Microsoft Word. After retyping, the researcher met the participants to confirm their writings. Then after confirming the students' writing, the procedures on error analysis were begun.

The first step on analysing errors was selecting the corpus language. In this step, the researcher focused on investigating errors on the use of pre-modifiers of noun phrase. Thus the researcher only looked for the use of pre-

modifiers in the students' writings. The next step was identifying the errors. After looking for the errors, the researcher identified the errors found in the students' writing based on errors type on noun phrase. Beside identifying the errors, the researcher also corrected the errors. After that, those errors were classified based on its error categories. Additionally, the researcher used tables to present the results of identifying and classifying the errors. In the last, the researcher reported the results of analysing the errors by describing them completely.