

## **Chapter Three**

### **Research Methodology**

This chapter describes the methodology of the research. It consists of four parts, namely research design, setting and participant, data collection method, and data analysis.

#### **Research Design**

This research applied qualitative approach. According to Bogdan and Taylor (1975) as quoted by Moleong (2002), qualitative research is a research method that reports descriptive data of a certain kind of written or oral form from the people as the participants of the research. This research aimed to describe the types of spelling error on students' text written by students at SMA Muhammadiyah 3 Yogyakarta, so the qualitative design was suitable for this research. The researcher also enclosed a calculation of the occurrence of the type of spelling errors were found from students' hortatory text. According to Perry (2008) numbers in the form of frequencies of certain phenomena can be used in qualitative research.

#### **Research Setting**

This research was carried out in SMA Muhammadiyah 3 Yogyakarta. The reason why the researcher chose SMA Muhammadiyah 3 Yogyakarta as the setting of this research was because of several reasons. The first reason was the researcher

wanted to do the research about spelling error. Based on the researcher's observation when conducting teaching practice at SMA Muhammadiyah 3 Yogyakarta, the researcher found spelling errors in students' writing. Besides, at SMA Muhammadiyah 3 Yogyakarta, students were often given a task to write texts, like genre and functional text by handwriting. Therefore, the researcher was interested in identifying the spelling errors they made by taking this school as the setting of this research.

### **Research Participants**

The participants of this research were the students of Class XI, Science Program (IPA). There were 30 students from three classes as the participants. So there were 30 texts of hortatory exposition assignments that were be analysed. The reason of choosing class XI Science Program as the participants was because the data needed were only available in class XI Science Program during the data gathering time. Other classes only provided the group writing work which was not suitable to the researcher's need. The 30 participants were chosen using convenience sampling from three classes. These 30 participants were selected based on the readability of their writing work. It means the researcher could read and understand their writing.

### **The Data Collection Method**

According to Hasyim (2002, p.43) error analysis is an activity to reveal error found in writing and speaking, and this research is related to error analysis in writing. Therefore, the document analysis is suitable for the instrument of this research. Creswell (2012) stated that documents represent a good resource for text (word) in

data qualitative study, and they give the advantage of being in language and words of the participants. They also ready to analyze without the necessary transcription.

For the data collection method, the researcher collected the documentation of student's writing test from three classes of students XI Science Program (IPA) at SMA Muhammadiyah 3 Yogyakarta. The data were taken from hortatory exposition text written by handwriting and there were three topics of hortatory text, namely "Illegal Logging, Students' Fighting, and Consuming Drugs". There were 100-250 words in each paper. The researcher got the data with the permission from the teacher.

### **Data Analysis**

After collecting the data, the researcher analysed the errors on spelling in students' writing text by re-typing students' hortatory text. The next step, the researcher identified the students' spelling errors using spelling checker, both American and British spelling. The researcher also manually identified the error were not identified by the spelling checker. The errors found then were classified based on Bestgen and Granger's category. To find out which type of error most frequently occurred, the researcher counted the frequency of each type of errors based on the result of the first findings. The researcher used expert judgment to ensure the validity of the analysis and the expert judgment was the researcher's supervisor. The data found were consulted and discussed with the supervisor. The expert agreed the

analysis was validated by the supervisor; the findings were described and discussed in the research report.