

CHAPTER III

RESEARCH METHOD

3.1 Types of Research

This research used a qualitative descriptive approach. This approach was chosen because it is in accordance with the research objectives, namely to described and understand in depth the types of errors made by 3rd semester students of the English Education study program at Universitas Nias in the use of Simple Past Tense in English narrative text.

Through a qualitative descriptive approach, researchers can observe and analyze errors that appear in the context of real use, as well as identify factors that influence the occurrence of these errors. According to Sugiyono (2019, p. 18) qualitative research methods are research methods based on the philosophy of postpositivism which are used to examine objects with natural conditions (real conditions, not set or in experimental conditions) where the researcher is the key instrument.

3.2 Variables of Research

According to Fraenkel and Wallen in Yusuf (2014:103) variable is a concept noun that represents variation in an object. Also according to Kusumastuti (2020:16) variable in a quantitative study becomes a core idea that can be measured and recognized.

Also it divide into independent variable, a variable that to be observed and measured its influence to the other variable, also there is dependent variable it is a variable that to be observed and measured to find out the influence of the independent variable. So from these explanations above the researcher find out that “the simple past tense usage” is independent variable and the “narrative text” is dependent variable.

3.3 Setting and Schedule of Research

The research will be conducted in 3rd semesters of the English education study program, Universitas Nias. The research took place on December 2024.

3.4 Source of Data

The sources of data are all sources that provide information or data used in the research process. Research data sources can be people who researchers observe, read, or ask about certain details related to research problems or questions. If data collection is through interviews, the data source is the respondent who answers the interview questions provided by the researcher, as well as observation, the data source is the activity observed in the classroom. There are two types of data used in this research:

a. Primary Data

Sugiyono (2022) says primary data is a direct source that provides data to researchers, such as the results of interviews and questionnaires. This data is obtained from interviews with 3rd semester students of the English Education study program as informants or respondents who are the main source of information in this study because the success of this study is based on the responses given by respondents. Researchers conducted direct interviews using interview questions based on interview guidelines. So, in this study, the primary data that researchers get are the results of interviews with students to find out errors in the use of simple past tense in making narrative texts. The data of this research were errors made by the students in their written test of past tense. The data source was the free writing test with the theme “Folklore” given to the students.

b. Secondary Data

According to Sugiyono (2022), secondary data refers to information gathered indirectly from existing sources. These sources can include literature, documentation, previous research, articles, journals, books, internet sites, and other relevant materials. Researchers utilize secondary data to support their research findings and gain insights into their research topic.

3.5 Instrument of Research

According to Kusumastuti (2020:49) the research instrument is very important for the success of the research objectives, in this case the researcher will analyze the errors in the use of tenses in writing narrative texts. It is also added that the instrument in a study is a tool used in collecting data to help achieve the objectives of a study. According to Yusuf (2014:391) one type of instrument in research is documentation, which in this case is a record of something that has happened. In this research, the researcher will use written text on a piece of paper containing narrative text that will be written by students, and also the researcher use interview to get the data.

3.6 Data Collecting Technique

To gather data for the study, the researcher employed a mixed-methods approach. This involved administering an English test to assess the frequency of errors in the use of the Simple Past Tense in narrative writing. Subsequently, student interviews were conducted to delve deeper into the underlying reasons for these difficulties.

Sugiyono (2020) distinguishes four categories of data collection methods: combination/triangulation, documentation, interviews, and observation. Three different data collection methods were employed in this study, specifically:

a. Interview

In Sugiyono (2020:114), Esterberg defines an interview as a meeting between two individuals with the purpose of exchanging thoughts and information through questions and responses in order to add meaning to a certain issue. The methodical process of gathering information or data from respondents by asking them questions is known as data collecting techniques in interviews. One of the most popular techniques in qualitative research for obtaining a thorough grasp of the experiences, opinions, and perspectives of people or groups pertaining to the research issue is the interview.

There are three types of interviews according to (Esterberg in Muhamad 2023), such as:

1) A structured interview

Structured interviews are used as a data collection technique, when the researcher or data collector already knows with certainty about what information will be obtained. Therefore, in conducting interviews, data collectors has prepared research instruments in the form of written questions whose alternative answers have also been prepared.

2) Semi-structured interview

This type of interview is included in the in-depth interview category, where its implementation is freer than structured interviews. The purpose of this type of interview is to find problems 38 more openly, where the interviewee is asked for his opinions and ideas.

3) Unstructured interview

Unstructured interviews are free interviews where researcher do not use interview guidelines that have been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems that will be asked.

In this research, researcher chose to use semi-structured interviews. Semi-structured interviews are one type of interview used to find problems more openly. The reason researcher use this type of interview is because in semi-structured interviews, interviewees/participants are more free in providing responses and ideas than in structured interviews. The purpose of semi-structured interviews is to find problems more openly; the interviewees are asked for their opinions and ideas. Researchers only have to record what is stated (Anisah, 2022). In this interview technique, it is hoped that researchers can explore student difficulties. The following steps are used to conduct semi-structured interviews:

1. Researcher made a list of interview questions based on the data that researchers need to obtain data.

2. Researcher wrote down the results of the interview on the interview question sheet

b. Observation

Observation is a data collection technique where researchers go directly to the research location and observe the environment related to the research object. In this study, the observation sheet is designed to document the errors made by the students in detail, including error forms, categorization, causes, and correct corrections. This would be the main tool to collect structured data and support a comprehensive analysis of the error patterns and their influencing factors.

b. Documentation

Sugiyono (2020) defines documentation as the collection of events that have taken place in the form of written accounts, images, or monumental works created by an individual or organization. Information from a variety of papers that were pertinent to the research issue was gathered using data collection techniques in documentation. These are records that the researcher took during research operations in the form of images.

3.7 Data Analysis Technique

A set of methods or strategies used by researchers to examine, process, and interpret data gathered for a study are known as data analysis techniques. Finding patterns, trends, relationships, or meaning in the data is the goal of data analysis tools, which help researchers draw pertinent conclusions or generalizations about the subject of their study. Data analysis, according to Sugiyono (2020), is the process of gathering information from all respondents or other sources. Data analysis activities included tabulating data according to variables analyzed, sorting data according to variables and respondent type, and doing computations to address the formulation problem. In this research used interactive model data analysis techniques from Matthew B. Miles, A.

Michael Huberman who explained three components in qualitative data analysis, including:

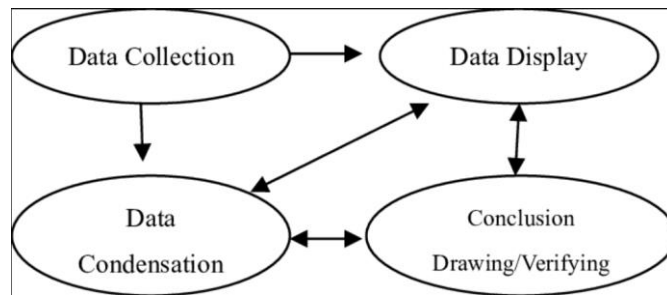


Figure 3.1 : Data Analysis Technique

a. Data reduction

The process of refining, categorizing, planning, eliminating superfluous information, and arranging data so that conclusions can be made and confirmed is known as data reduction. Following field research, this data reduction or transformation process is continued until the final report is ready. Qualitative research can therefore be balanced and altered in a number of ways, including rigorous selection, concise summaries or descriptions, grouping them into broader patterns, and so forth. In qualitative data analysis, data reduction is the process of simplifying, choosing, and concentrating the obtained data to make it easier to analyze further. This procedure entails eliminating superfluous information and highlighting pertinent and significant data.

b. Data Display

In qualitative research, data was displayed using flowcharts, charts, brief descriptions, and correlations between categories, among other formats. In qualitative research, narrative writing is frequently used to provide data, occasionally accompanied with charts, graphs, matrices, and the like. After gathering the data in a methodical manner and writing it down, the researcher presented it. Collected in the field in narrative form, the preparation is completed by entering the analysis's findings into notes, followed by phrases that explain the conclusions drawn from field observations, interviews, and documentation, and the

data is organized according to the study topic. The data in this study will be presented in a descriptive manner.

c. Conclusion/verification

The third analysis activity is conclusion and verification. Whenever data collected activities are carried out, qualitative analysis looked for the meaning of something, noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusions that were initially unclear were clearer and more detailed.