

CHAPTER III

RESEARCH METHODS

3.1 Approach and Type of the Research

3.1.1 Research Approach

(Taherdoost, 2022) explains that depending on the kind of data being sought, research can be divided into qualitative and quantitative approaches. A mixed-method study, which incorporates the benefits of both approaches, is another name for a combination of these approaches. To conduct this research, the researcher used qualitative approach.

The study of phenomena' nature, including their quality, various manifestations, context, or points of view, is known as qualitative research. However, it does not include their range, frequency, or position within an objectively established cause-and-effect chain (Ugwu & Eze, 2023). A broad concept for carrying out qualitative research is known as a qualitative approach. According to (Taherdoost, 2022) new ideas, insights, and theories can be produced by the qualitative method. Based on the explanation provided, a qualitative approach represents a comprehensive conceptual framework for conducting qualitative research that focuses on studying phenomena's nature, quality, manifestations, contexts, and viewpoints.

3.1.2 Type of the Research

In conducting the research, the researcher used descriptive analysis to find out the errors in text organization and grammar. By finding patterns in the data, descriptive analysis describes the world or a phenomenon and provides answers to the following questions: who, what, where, when, and to what extent (Loeb et al., 2017). Descriptive analysis starts with the phenomenon under investigation. The phenomenon may occasionally arise from experience or anecdote, occasionally from gaps in the body of existing research, or occasionally it may emerge from the data.

3.2 Variables of the Research

According to (Ofem & Mchi, 2023) a characteristic or quantity of a phenomenon under study is called a variable. In addition to measuring physical attributes like height, weight, distance, hair color, and income level, variables can also measure abstract ideas like security level, wellbeing, anxiety, IQ, self-esteem, and sense of religion. Due to the dearth of appropriate quantitative measuring tools or just the intrinsically qualitative character of the data being examined, categorical or qualitative variables are frequently found in research and data analysis (Hernandez, 2021).

In this research, the variables used can be categorized into:

- Students' errors in writing descriptive text
- Students' Writing Sheet
- The students in *PKBM* Eif Course

3.3 Setting and Schedule of the Research

The research conducted from April 14th 2025 to May 17th 2025 in *PKBM* Eif Course that is located at Jl. Yos Sudarso Ujung No.136, Saombo, Kec. Gunungsitoli, Gunungsitoli City, North Sumatra. The time allocation used is adjusted to the learning schedule at *PKBM* Eif Course.

3.4 Source of Data

The primary sources of data include writing test, where students' written English descriptive texts assessed to identify students' errors. Complementing interview with a tutor, allowing for a deeper understanding of the instructional strategies, challenges faced in teaching grammar, and insights into the students' writing processes. This focused approach provides valuable perspectives on the reasons behind the students' errors observed in the students' work. Additionally, document analysis employed to review existing materials related to the students' writing. Together, these sources provide a holistic understanding of the errors in students' writing and the underlying factors contributing to these errors.

3.5 Instrument of the Research

It is expedient that data be gathered using the appropriate instruments in order to improve the caliber of research findings (Adosi, 2020). The instruments used in this research:

a. Writing Test

- Give an English descriptive text writing test.
- Relevant descriptive text topics (describing person, places, and things).

b. Interview

Interview with tutor to find out student difficulties.

3.6 Data Collecting Technique

Three main data collecting techniques employed for this research:

- **Writing test**

A writing test administered where students are given the times to write descriptive texts about specific topics such as describing a person, place, or object. This test conducted under controlled conditions with clear instructions about length and content requirements.

- **Interview**

Interview that conducted with a tutor focusing on the observations of students' common errors in descriptive writing, along with the teaching experiences and strategies in addressing these issues. These interviews are recorded with permission and transcribed for analysis.

- **Document analysis**

Document analysis that performed by examining students' descriptive writing, systematically reviewing their work to identify and analyze patterns of errors in descriptive text writing.

These three techniques worked together to provide comprehensive data, enable triangulation of findings, and support the validity of the research through multiple data sources.

3.7 Data Analysis Technique

Data analysis is the process of methodically looking through and organizing the interview transcripts, and other materials you simply gather in order to present what you have found to others and to deepen your own understanding of them (Bodgan & Biklen in Sugiyono, 2015 in Annisa, 2023). Miles & Huberman (2014) in (Rahayu, 2023) stated that there are three steps to analyze the data, namely:

a. Data Reduction

Data reduction is the process of choosing, focusing, streamlining, abstracting, or changing the data. The data in this case is empirical data obtained from the field, namely students' writing test and interview. In this step, the researcher collected the students' writing test results and interview transcripts with tutors. The researcher selected the parts that are relevant to the research focus, namely organization errors and grammatical errors. Categorized the types of organization errors and grammatical errors found in students' descriptive writing and then simplified the raw data into more organized and easily analyzed data.

b. Data Display

Data display is a systematic, streamlined method of information collection that enables us to make decisions. This step involves the researcher describing and discussing the findings in a systematic way. It is therefore simple to analyze. Presenting data into an organization is accomplished by displaying the data. In this research, the researcher compiled the results of the identification of organization and grammatical errors in the form of tables. The researcher classified errors based on its types and display the percentage or frequency of occurrence of each type of error. The data from interview with tutor is presented in the form of easy-to-understand explanations

c. Drawing and Verifying Conclusion

Conclusions are drawn and verified with brief explanations that refer back to the data found in the field, in this case the students' writing test and interview. Based on the data analysis, the researcher drew conclusions and

offered recommendations. In this final step, the researcher identified patterns or tendencies of errors that appear most often. The researcher drew the conclusions about the dominant types of errors in the descriptive writing of students at *PKBM* EIF Course. Verified conclusions by reconfirming the raw data and the consistency of the analysis results.