

CHAPTER III

RESEARCH METHOD

The method used by the researcher is very important in every research as a guideline to attain the objective of the study. Chapter three elaborates information dealing with the procedure of the research that the researcher applies while conducting this study. It covers approach and research design, researcher presence, research location, data and source of the data, research instrument, method of data collection and data analysis, checking validity of findings, and research stages.

A. Research Design

According to Hornby, method is the way of doing something¹. Research design in this study is to seek the data needed and to be able to answer the question of the study. This study is designed to examine punctuation error in detailed is comma aspects.

In doing so, the researcher tended to use qualitative research, in this case was case study to complete this study. Descriptive qualitative research is a research that describes a natural phenomenon. In line with that definition, the researcher would observe and describe the real situation and condition that the researcher faced in the field.

¹ Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: University Press, 1995), 780.

Dealing with the objective previously stated, the aim of this study itself was to find out not only the part of comma error mostly occurs in students' writing that represented the '*where*' term, but also the reason of those errors happened in which it represented the '*why*' term. This was the process of tracing root. Moreover, there were no treatments and no numeric data within this study. In qualitative research, the researcher generally used written conclusion in dominant to accomplish the report of the study based on the whole process of data collection technique and data analysis².

B. Researcher Presence

² John W. Crosswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 9.

it was empowered by the researcher's experience when having internship there for two months. And during the months, the researcher figured out a number of mistakes when teaching a certain class dealing with students' written work, moreover in the case of punctuation marks.

SMPN 25 Surabaya is located in Jalan Simomulyo No. 25 Sukomanunggal, Surabaya. The school has its vision distinguishing from the other schools. The vision of the school is “Creating Schools that Have Excellent Quality in the Standard of National Education Based on Faith and *Taqwa* and Educated Environmentally” (*Membentuk Sekolah yang Berkualitas Unggul Dalam Standar Nasional Pendidikan, Berdasarkan Iman dan Taqwa serta Berwawasan Lingkungan*).

The geographical location of the school is quite strategies. It is found no difficulties to get to the school location as the caution which is written “SMPN 25 Surabaya” is now everyone able to see easily standing at the bank of the main street before the aisle as the access to get to the school. The school is not too far to the main street. Furthermore, public transportations, like *lyn*, are easily found around the school that indicates both the teachers and the students can use them and there is no need to feel worried about how to go to and from the school. The other aspect to elaborate is that the safety of the school. It is good to know that there are three security guards who are available to keep the school, so that the school’s safety can be guaranteed.

SMPN 25 Surabaya is supported by many facilities to improve the students' comfort, interest and motivation in learning at school. First, there are several good

buildings in the school, it is counted 26 (twenty six) classes: 8 classes for seventh grade, 10 classes for eight grade, and 8 classes for ninth grade which are completed by a number of fans available in each of classroom; laboratory: one language laboratory, one science laboratory, one computer laboratory, two multimedia laboratories; a football and basket-ball field at once; students' cooperation; mosque, etc. Next, there are also various extracurricular available at school, such as computer course, football, basket-ball, badminton, traditional dancing, etc. which are expected to be able to develop the students' competence, interests, and talents. In addition, SMPN 25 Surabaya is supported by Wi-Fi access.

D. Data and Source of Data

researcher and the English teacher of the class. The aim was to match the students' answers through questionnaire with teachers' answer through interview. The second data answered the second research question. It was about the students' difficulties in putting comma that would be elaborated in detail by the researcher on the following chapter.

Meanwhile, based on the research questions that were stated previously in Chapter I, the data sources of the research were a teacher and the students of eight grade at SMPN 25 Surabaya. A teacher that the researcher took for the study was a female English teacher who taught the class and it was found that she often held writing activity to drill students' writing skill in the class. In this case, the researcher expected that the teacher might assist the researcher by providing information that was required by the researcher about students' error in putting comma and the factors of why it happened.

After determining the setting or research location, then the researcher obtained the subject for the research, which was obviously important step in conducting a qualitative research. The researcher took eight grade students of SMPN 25 Surabaya as the subject and source of the data. There are 10 (ten) classes in the school for eight grade. The researcher took ascertain class, Class VIII-G, as the subject of the study. The numbers of the students in Class VIII-G were 37 students. The process of deciding which class to be researched is after an interview with a number of teachers at the school, and the researcher found out that Class VIII-G was well-known of students with average ability; neither high nor low. Average ability meant the class

documents. Commonly, document study is one of instruments used in doing a research to collect data. Document study makes use of the result of work result which has been existed of the research subject.

In this study, document study was the result of the students' handwritten in writing ascertain text in short. It was conducted through asking for the student's written work immediately to the teacher. It was obtained from students' own work on the odd semester examination.

The odd semester examination was divided into two sections. The first section was 40 questions in the form of multiple choices and second section was 5 questions in the form of instruction to create short texts in English. The researcher, for sure, took the second section because it dealt with students' written work. It was taken only one number of those five that was number 1. It was an instruction to make an invitation card of two moment choices: happy birthday or graduation day.

2. Test

Secondly, the further data was conducted through tests. Test is an assessment intended to measure the respondents' knowledge or other abilities. Tests were given in the form of typed/printed passages. It was held by the researcher twice.

Test in this study was to assess deeper the students' error in the placement of comma. The tests were in the form of passages that had typed and printed on paper with blank commas on it. The researcher used tests twice in the research

that both of them required the students to put the lost commas in the correct place. So, it simply meant, all of students got the same printed passage and what they had to do with the passage they had gotten was to put commas in the place of where the commas should be. The first test was narrative text entitled “SURABAYA” and the second test was descriptive text entitled “MONAS”.

The tests in the form of passages were validated by an expert. She is a lecturer of English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya. (See appendix 1)

3. Questionnaire

Questionnaire was usually conducted for the purpose of asking questions to certain people's thought about, and feeling toward issue, behaviour, and so on. Oxford University Press (2007) in its article said that a questionnaire was a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents⁶. Although they were often designed for statistical analysis of the responses, in which this was not always the case.

Citing Bryman through Tharenou's book⁷, "Questionnaires are the instrument completed by the respondents themselves". They are the most frequently used method of data collection in a research. According to Moorman

⁶ Small Arms Survey, *Small Arms Survey: Profiling The Problems* (Oxford: Oxford University Press, 2007).

Phyllis Tharenou, Ross Donohue, Brian Cooper, *Management Research Methods* (UK: Cambridge University Press, 2007), 102.

and Podsakoff through Tharenou's book⁸, it is because they are relatively easy to use, inexpensive, and are often the most plausible alternative for measuring unobservable constructs, such as attitudes, values and preferences, intentions, and personalities.

Furthermore, Arikunto states “Questionnaire could be in the form of multiple choice, essay, check-list and rating-scale so respondents would only select one of the provided answers in it⁹”. In conducting this study, the researcher used multiple-choice questionnaire, in which, the respondents only selected one of the provided answers (by crossing {A, B, C or D} in each question) and a few number of open question, in which it enabled the respondents to fill in the blank by their own answer. This was used to answer the second research question.

In the questionnaire, there provided 15 questions; 13 multiple choice or questions with optional answers and 2 open questions. The 13 multiple choices were the introductory questions in which the students needed to choose the possible answer according to their own feeling (no cheating) by crossing one of the available answers. Meanwhile, the rest two questions explored more the students' answers. The question number 14, for sure, was the core question on the questionnaire to figure out the second research question that required the students to answer it as honest as possible. The questionnaire was in *Bahasa* because the

⁸ Phyllis Tharenou, Ross Donohue, Brian Cooper, *Management Research...*

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Penerbit Rineka Cipta, 2010), 195.

questions to be asked to the teacher. Most of the questions were in the form of Yes/No questions followed by the reason of why they did both for yes and no answers. Meanwhile, for the rest questions, they were in the form of 5W questions, like what and why that explored more the teacher's answer. Those 10 questions were being asked to the teacher based on the theory employed and dealt with the issue discussed.

Of those questions, one question was the core to ensure the students' answers through questionnaire were correct. The teacher's answer through interview would be matched with students' answers through questionnaire. Thus, it could be drawn a conclusion on the factors that affected students to put comma incorrectly, which became the second research question to be answered in the study.

The interview was validated by an expert. She is a lecturer of English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya. (See appendix 3)

F. Data Collection Technique

Data collection technique was the way the researcher collected the data empirically and objectively. To answer two research questions, the researcher used two techniques of data collection for each question. The first research question, it was used the document study and test. Meanwhile, the second research question, it was used the questionnaire and the interview. Therefore, this

study was undertaken through four main activities. To give a clear understanding, the four steps of the activities will be explained as follows:

1. Document Study

The document study meant researcher got students' written work from the teacher after the teacher marked those 37 papers. Then, they needed to be analyzed for the other aspect researcher was focusing on, that was comma errors. The aim of the document study technique was to know whether students are successful in the use of correct comma. To be more specific, it was used to identify in what part comma often goes fail in students' writing.

2. Test

As stated previously, this study used two ways in obtaining the data to answer the first research question. After the data from the document study obtained, it was conducted the tests to the students. Test can be used to measure humans' ability and achievement¹¹. Test in this study was to assess deeper the students' error in the placement of comma. The tests were in the form of passages with blank commas. The researcher used tests twice in the research. In these tests, the teacher would become a tester who gave the passages that the researcher has made and validated by an expert, while the researcher joined the class as an observer in the process of collecting data. So that, the teacher in this step took a role as a mean to execute what the

¹¹ Suharsimi Arikunto, *Prosedur Penelitian...* 266.

researcher had designed for the research. From those tests, the researcher expected to figure out the most comma error occurred in passages.

3. Questionnaire

Questionnaire is a technique intended to get the inverbal data. The purpose of giving questionnaire to students is to obtain the data from students on what factors affecting students in using the comma incorrectly. The questionnaire consisted of fifteen questions and most of them were in the form of multiple choices, while the rest of them were in the form of open question.

The questionnaire was conducted after the document study activities were completely done. It was undertaken in the school area, inside a certain room, Class VIII-G. Meanwhile, the time used by the researcher to do the research was on school hour, more specifically after school's odd semester examination. Conducting questionnaire on school hour where students had no more teaching-learning processes to be joined made the researcher easy to execute the research planning and automatically it meant the researcher did not disturb the class activity.

4. Interview

Interview used in the study was a technique to obtain the information or data which was conducted between the research and the informant in direct verbal interaction. In the study, the researcher conducted the interview only with the teacher to collect the data. In addition, the interview was made use of

data collection technique as the follow-up step after the questionnaire. It was to match the students' answer through questionnaire and the teacher's answer through interview about the factors affecting students to put comma incorrectly within the students' writing.

The interview was conducted after questionnaire done. It was undertaken in school area, inside a room, staff's room. For the time used by the researcher to do the research was on school hour, more specifically after school's odd semester examination. Undertaking the interview on school hour took for no additional time for the teacher to give his leisure time outside the school hour. Moreover, it did when there was no more teaching-learning process, so that it did not disturb the teachers' teaching activity.

G. Data Analysis Technique

The data analysis technique was used to draw the conclusion of the research data. By this study, the researcher interpreted the data that has obtained descriptively, using descriptive qualitative analysis technique. Since the study dealt with the error analysis, so that to analyze students' error in what part comma error commonly occurs in students' writing, a formula was required to look for percentage to process the data was required. The procedures of analyzing the data were provided as mentioned:

4. Calculating Questionnaire and Matching It with The Interview

Questionnaire was needed to obtain the in-depth data from students.

The teacher's answer through interview was also being considered and it would be matched with students' answer through questionnaire. Thus, the answer for the second problem would be figured out.

5. Giving Interpretation

In this step, the researcher gave interpretation to the data as the result of the study. The interpretation was based on the theories and the data found from document study, tests, questionnaire and interview.

H. Checking Validity of Findings

In this step, the researcher used methodological triangulation. It is a means to examine validity and credibility of the data by checking the data on the same object of the study but in different methods.¹² The researcher obtained the data from document study and the tests. Then the researcher gave questionnaire to the students and undertook an interview to the English teacher in order to obtain the deeper data. As long as the process, the researcher conducted documentation to record the whole information, more specifically when the process of the tests and interview were happening. The documentation data became the proof and tool to ensure whether the data dig by the researcher were correct. In addition, all of the data obtained would be confirmed to an expert whether the researchers' data

¹² Louis Cohen, Lawrence Manion and Keith Morrison, *Research Method in Education* (New York: Routledge, 2007), 142.

was correct, sufficient, and valid. The researcher, for sure, chose the expert which was known as the lecturer of English Teacher Education Department in Islamic State University of Sunan Ampel Surabaya as the one to confirm the data because the expert is the knowledgeable and compatible person who understands deeply about the topic the researcher had been discussing within the study. Thus, the data obtained from the teacher and the students were valid.

I. Research Stages

By this step, the researcher wanted to elaborate the process done within the research, including preliminary research, planning, implementing, analyzing data and concluding data. Each of the research stages were explained in detail as follows:

1. Preliminary Research

Preliminary research is the main part of a research stage before deciding in which location the researcher will conduct the research. It is aimed to prove whether the research is possible to be done or not. In preliminary research, the researcher came to the school target and asked for permission to one of English teachers taught at the school to do a short interview. Through interview, the researcher wanted to ensure whether in English lesson, teacher gave instruction to the students to make paragraph regularly. Based on the result of preliminary research, then the researcher was able to conduct the research in the targeted school.

2. Planning

Having finished with the preliminary research, the researcher prepared the instruments needed, except the document study; two kinds of paragraph with different title and blank commas on it to be given to students; questionnaire and interview guideline were also prepared by the researcher to complete the research process.

After passing the process of instruments' validity by the experts, the researcher met the teacher of the school target to show the prepared instruments and to confirm the researcher's research planning.

3. Implementing

In this stage, first of all, before coming to the selected class, the researcher asked for one of students' written work to the teacher. Next, the researcher conducted the tests through two different short paragraphs with blank commas on it. Later, these data in the form of three sorts of students' works were aimed to answer the first research question.

Soon after conducting the tests, the researcher spread out the questionnaires to all of students in the class. In addition, to obtain the deeper data, interview was also undertaken by the researcher to the English teacher taught the class. They were undertaken to collect the following data in order to be able to answer the second research question.

During observing the process of students' work in doing the tests and questionnaire in the class, the researcher conducted documentation. It was in

the form of several pieces of photo. Meanwhile, for the interview to the teacher, the documentation used was in the form of audio recording to record the additional data.

4. Analyzing Data

The next stages would be the process of analyzing where the researcher needed to transcribe the data obtained. The process of this research stage stated as follows:

a. Identification the Errors

The 37 students' papers obtained from the odd semester examination were analyzed for the aspect of misplace of comma. Furthermore, the researcher identified the more comma errors done by the students through test which was held twice.

b. Classification the Errors

To classify the students' error in putting comma, during the classifying work, the researcher was based on the comma theory used (see sub-sub Chapter II). It was mentioned the criteria on using comma properly; when to use comma and when not to use comma.

c. Tabulation of Error

The researcher counted the percentage to know in what category comma errors mostly occur in students' written work using the ascertain formula to get the valid result of the errors percentage.

d. Calculating Questionnaire and Matching It with The Interview

Questionnaire was needed to obtain the in-depth data from students in looking for the answer the second problem in the study. The teacher's answer through interview was also being consideration and it would be matched with students' answer through questionnaire. Thus, the answer for the second problem would be figured out.

e. Giving Interpretation

In this step, the researcher gave interpretation to the data as the result of the study. The interpretation was based on the theory employed and the data found from document study, tests, questionnaire and interview.

5. Concluding Data

The researcher reflected all the information obtained during the research processes and related it to the theory used. All the information concerning the research would be discussed in detail to achieve the research finding. And in the end, the researcher drew conclusion about the research findings and answered those two research questions.