

CHAPTER III

RESEARCH METHODOLOGY

This chapter is to provide the description of the steps that are taken to conduct the study. The description involves the research design, the population and sample, the research instrument, the data collection technique, and the data analysis. This research aims to find the reasonable answer to the research problems in the previous chapter in order to clarify the problems.

A. Research Design

This study wants to get the information about the students' collocation errors in their writing. Therefore the researcher used descriptive qualitative research since its purpose was to describe the most common collocation error in students' writing. Moleong also states that qualitative research is a research that used natural setting to interpret a particular phenomenon and done using various method.¹Natural setting means here that the researcher doesn't give any treatment but only put the data from the students' writing product and then interpret the use of collocation phenomenon which never conducted by many researcher before. Descriptive method is a method that researches the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present². Qualitative research is a research procedure which produces written or spoken

¹Lexy J Moleong, *Metodologi Penelitian Kualitatif disirevisi*, (Bandung: Rosda Karya, 2005), P.5

²Nazir, Moh. *Metode Penelitian*(Bogor: Ghalia Indonesia, 2005), p. 54

descriptive data of research that is possible to observe³. Written descriptive data means students' writing product which is possible to be observed.

According to Marlow, qualitative is the interpretive approach generally uses words (qualitative data) rather than numbers or concepts that can be quantified (quantitative data), rich description of phenomena can be produced.⁴ According to Michael Quinn, Qualitative research is characterized by its aims which relate to understanding some aspect of social life, and its method which in general words.

This research used that method because it was appropriate to the objectives of the research which focused on the use of collocations which are commonly occurred in students writing product and also this research focused on students' collocation errors in their final examination. Because they learn collocation subject almost at the end of structure class. So that way, when they have learned collocation, logically they will apply and concern on the use of collocation in their writing. The results of the research emphasized more toward the data interpretation found in the field. The results are not written in the form of figures and tables with statistical measures, but it is illustrated in the form of describing words to the results and it is presented in narrative.

³*Ibid.*, p. 36

⁴Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2007), p. 29

B. Population and sample

Population and sample are very important in conducting a research. According to Donald Ary⁵ a population is defined all members of any well-defined class of people, events or objects. According to Sugiyono⁶, the population is groups of subject that is determined by the researchers to be studied and drawn the conclusions. The number of population greatly affects the course of population. If it is large, researcher will likely find some difficulties in conducting the research, for examples; limited funds, energy and time. To overcome these problems, researcher may take the sample.

Sample of this study is the fourth semester students of English Teacher Education Department at Islamic State University Surabaya. Their ages range from twenty to twenty three. English language is their foreign language while their first language is Indonesian. Their English proficiency level is the advanced level. There are about 30 students in the writing class. Therefore, the researcher took the entire sample to get the data.

C. Data Collection and Instrument

The researcher chose an instrument in collecting all the data, it is documentation of students' writing product.

⁵DonalAry, *Introduction To Research In Education* (USA: Wadsworth Group A Division Of Thompson Learning Inc, 2002), 426

⁶Sugiono, *MetodePenelitianPendidikan*(Bandung: Alfabeta, 2010), p. 117

1. Documentation of students writing product.

Documentation is the investigation, collection, control, preservation, preparation, use and supply of documents, with a view to obtain descriptions and enlightened knowledge and evidence, in this case, including the usefulness of archives and libraries. According to Elizabeth and Beverley, documentation is a wide range of written materials can produce qualitative information. These can be particularly useful in trying to understand the philosophy of an organization as may be required in research⁷. According to Moleong, documentation explaining the technique is to look for data about things or variables in the form of notes, transcripts, books, newspapers, magazine, inscription, and agenda for information embodied data relating to clients under investigation. The purpose of documentation is to complement the data that has not been mentioned by the informant and to know how much data can be accounted for. Documentation methods in this study are intended to get the data the students through personal book, student registration books, psychological test results, and the study of students.⁸

The data collection is the documentation of the students' writing product. The researcher asked to the lecturer the final examination of writing 3 that has been done by students because they learn collocation subject almost at the end of structure class. So that way, when they have learned collocation, logically they

⁷Ockleford, Elizabeth. Hancock, Beverley. An Introduction to Qualitative Research. THE NIHR RDS EM/ YH, 2009.

⁸Lexy j. moleong, *Metodologipenelitiankualitatif*, (bandung: PT Remajarosdakarya, 2002),

will apply and concern on the use of collocation in their writing. The writing product was then analyzed focusing on collocation use. Moreover, Oxford Collocation Dictionary and British National Corpus were used to decide whether the collocation found on students' writing were correct or wrong.

D. Data Analysis Techniques

According to Patton, data analysis is the process of arranging the order of the data, organize into a pattern, category, and description of the basic unit⁹. Meanwhile, Taylor defined data analysis as a process of detailing a formal effort to find a theme and formulate a hypothesis (idea) as suggested and as an attempt to provide assistance and theme of the hypothesis. If assessed, essentially the first definition is more focused organizing data while the second emphasizes the intent and purpose of the data analysis. Thus, these definitions can be synthesized into: organizing data analysis process and sort the data into patterns, categories and basic units of description that match the theme and can be formulated as a working hypothesis based on the data¹⁰.

The data were analyzed through qualitative data analysis on the basis of the research questions. As discussed in data collection section, the source of data in this study was documentation of students writing product. The followings are the steps of data analysis for the source of data.

⁹Lexy j. moleong, *Metodologi penelitian kualitatif*, (bandung: PT Remaja Rosdakarya, 2002), p.103

¹⁰Taylor *design action research* USA: Wadsworth Group A Division Of Thompson Learning Inc 1975. p. 79

1. identifying collocations made by students.
2. grouping and classifying these collocations into categories.
3. computing the percentages of the collocations occurrences.
4. identifying collocation errors made by students.
5. grouping and classifying these errors into categories.
6. computing the percentages of the errors occurrences.
7. giving examples for every type of collocation errors.
8. giving explanations for the occurrence of these errors.

Then, to get the qualitative description of each type of collocation use, the percentage of error collocations were calculated by using the following formula proposed Sudjana.¹¹

$$P = \frac{F}{N} \times 100\%$$

Where: P = percentage of error items

F = frequency of error items

N = Total Number of items

¹¹Sudjana, 1991, *Penelitian Hasil Proses Belajar Mengajar*, Bandung: Remaja Rosida Karya.