

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used qualitative research. Qualitative research is best suited to address a research problem in which we do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and we need to learn more from participants through exploration. For example, the literature may not adequately address the use of sign language in distance education courses Creswell (2012)

In addition, a qualitative research study is needed to explore this phenomenon from the perspective of distance education students. Unquestionably, using sign language in such courses is complex and may not have been examined in the prior literature.

In this research, the researcher used descriptive qualitative design. The researcher described the students' error of interrogative sentences and their problems in learning interrogative sentences.

B. Setting, Subject and Object of Research

The researcher as on-participant observer sees the process of implement thing the strategy during the teaching learning process. Then, the researcher observed the students respons toward the strategy through documentation and identify the problems that appear during the teaching learning process to know the students' opinions and responses on activities do an interview to the students.

The setting of the research was conducted at Universitas Muhamadiyah Metro. In addition, the subject of research were the students at the fourth semester of English Department of Universitas Muhammadiyah Metro. The object of research were the students' writing ability in interrogative sentence.

C. Data and Sources of Data

In this research, the source of the data obtained from the researcher. The researcher provided the writing text and then the students developed each sentence into interrogative sentence form.

D. Research Instrument

In this research, the researcher used writing text and interview sheet to get the data. The writing text was taken from other source (textbook and internet). In addition, the interview sheet was made based on the students' problems in learning interrogative sentences. The explanation of the research instruments were as follows:

1. The Researcher

In this research, the researcher was as primary instrument by analyzing the students' writing ability in interrogative sentence. The researcher identified the students' writing and their problems in interrogative sentences.

2. Test

The purpose of writing test was to complement the data. The writing test was used to know the students' writing ability in developing interrogative sentences. The researcher gave writing text to students and ask them to develop the sentences into interrogative sentences. Each students got two sentences inthe text. After that, they developed the sentences into interrogative sentences.

3. Interview Sheet

Interviews are used in qualitative research including data collection method that uses an open question. The researcher used interviews to know the students' response in learning interrogative sentences. The researcher provided some questions that refered to their problems in learning interrogative sentences. *The topics of interview can be described as follows:*

Table 3.1
Specification of interview

No	Component of interview	No. item
1	To know whether the students have understood about the instruction of their exercises	1
2	To know whether the students knew the topic about interrogative sentences	2, 3
3	To know the difficulties in learning interrogative sentences	4, 5

E. Data Collecting Procedures

In this research, the researcher gave a written test in the form of a text. And then, the students was asked to change the sentences in the text into interrogative sentence. Then to ensure that the students' answers really represent their knowledge, the researcher interviewed the students so that the information obtained through the written test in accordance with the real knowledge of students about the interrogative sentences.

F. Research Procedures

This research was conducted through a procedure comprises six steps. The first, making code on the research subject. Second, making tense error codes on the data. Third, making vowel error codes on data. Fourth, classifying the types of tense errors in the data. And then, classifying vocabulary errors on data. And te last, describe the results of data analysis.

G. Data Analysis

Data analysis can be defined as consisting of three concurrent flows of action: data reduction, data display, and conclusions and verification Berg (2001)

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In qualitative research, data reduction does not necessarily refer to quantifying nominal data. Qualitative needs to be reduced and transformed in order to make it more readily accessible, understandable, and to draw out various themes and patterns. As the project continues, further elements of data reduction will occur (written summaries, coding, development of grounded themes, identification of analytic themes, consideration of relevant theoretical explanations, etc). In this step, the researcher will make a code in research subject, make tense error code, and vowel error code.

2. Data Display

Data displays include many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and their draw justified conclusions or move on to the next step of analysis the display suggests may be useful.

The nature of data display is intended to convey the idea that data are presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn. Displays may involve tables of data, tally sheets of themes, summaries or proportions of various statements, phrases or themes. In this step, the researcher will classify the types of tense and vocabulary error based on the data.

3. Conclusion and Verification

Throughout the research process the investigator has been making various informed evaluations and decisions about the study and the data. Sometimes these evaluations and decisions have arisen as a result of data as they are collected (based on observations in the field, statements made during interview, observation of pattern in various documents, etc). In this step, the researcher will describe and give conclusion about the types of tenses and vocabulary error based on the data.