

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is a study strategy chosen by the researcher. According to Creswell (2016), research designs are plans and procedures for research that span the decision-making process from broad assumptions to detailed data collection and analysis methods. This means that research design is a connector among research problems. A research design processes the issues in research. There are three research designs: quantitative, qualitative, and mixed-methods. The research method that will be used in this research is a qualitative approach.

According to Flick (2018), a qualitative approach is a set of research practices that produce rich and meaningful descriptive data, where the data is collected through various methods, such as observation, interviews, and document analysis. According to Morse (2020), a qualitative approach is a series of practices and processes that aim to understand human meaning and experience, where these meanings and experiences are explored in-depth and contextually.

This research was designed with descriptive qualitative research, which addresses the problems of errors commonly found in students' writing. This research can be called descriptive research because the data is described using words that describe its condition.

3.2 Setting of the Research

This research was conducted at two universities, namely Abulyatama University and Muhammadiyah University of Aceh, specifically in the English Language Education Department. Participants in this research were students who were in their final semester and had completed courses in grammar and academic writing.

The implementation of the research was carried out directly in the classrooms of each university. The classroom environment was arranged to be conducive to implementing individual writing tests. The test focused on the use of the simple present tense in writing report texts. During the test, participants were not given access to external tools such as automatic grammar checkers or other online platforms in order to ensure the authenticity of the grammatical abilities possessed by each participant.

3.3 Subject of the Research

The subjects in this research were 15 students of the English Language Education Study Program at Abulyatama University and 15 students of the English Language Education Study Program at Muhammadiyah Aceh University. This study used a purposive sampling technique, a sampling technique based on particular objectives and criteria that had been set by the researcher (Fraenkel, Wallen, & Hyun, 2023). The sample was selected intentionally according to the needs of the research focus, namely, analyzing grammatical errors in the writings of university students who have completed courses in grammar and academic writing.

The criteria for participants in this study were active final semester students of the English Language Education Study Program at Abulyatama University and Muhammadiyah Aceh University. The participants had taken courses that support English writing skills, such as grammar and academic writing. Participants were also willing to take the report text writing test prepared by the researcher without using external tools such as grammar checker applications or AI writing tools. The text written by the participants had to follow the report text structure and apply the simple present tense independently so that it could be analyzed objectively based on the SST.

3.4 Technique of Data Collection

The test was used in this research as a research instrument to collect the data. The test aims to determine the frequency of errors made by university students in using the simple present tense in writing report texts. The researcher utilized a writing test, which was only done once. Because the researchers' primary interest is assessing the university students' errors, this test was only administered once.

In collecting data, this research selected 30 university students from both universities to complete the data collection. The university students were assigned to write a report text based on the topic provided with the theme "Online Learning Platform in 2025". This topic was chosen because it is very relevant and easy enough for university students to explain, considering that they are used to using platforms such as Google Classroom, Zoom, Duolingo, or Kahoot in the learning process. The university students were asked to write a report text manually on the

sheet of paper provided. Furthermore, the researcher analyzed each writing result based on the SST.

3.5 Technique of Data Analysis

After the data collection, the researcher analyzed the data. The researcher analyzed the collected data by administering tests. The researcher applied the theory of Ellis (2008) to analyze the data. The steps of analysis were as follows:

1. Collection of samples: The first step of analyzing errors was the collection of samples. In this step, the researcher had to decide which students would be in the research sample. Then, the students were given a writing test, and the researcher collected the data from the students' work.
2. Identification of errors: The researcher had to read the university students' writing report text to identify the errors. The researcher identified the university students' errors by underlining the error items and comparing the sentences produced by university students to the correct sentences in the target language.
3. Description of errors: After identifying the errors, they could be classified into the types of errors. The researcher classified the errors based on SST. There are omissions, additions, misformations, and misorderings.
4. Explanation of errors: This step explained why errors occur.
5. Evaluation of errors: In this step, the researcher decided the criteria of error that would be corrected because some errors could be considered more serious than others. The aim of evaluating errors is to distinguish which errors would be corrected.

The formula used is as follows:

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

P = Percentage of the error

F = Frequency of the error

N = Total sample

Percentage of the students' errors on the use of the simple present tense based on SST:

1. Omission

$$P = \frac{\text{Total Omission}}{\text{Total of Error}} \times 100\%$$

2. Addition

$$P = \frac{\text{Total Addition}}{\text{Total of Error}} \times 100\%$$

3. Misformation

$$P = \frac{\text{Total Misformation}}{\text{Total of Error}} \times 100\%$$

4. Misordering

$$P = \frac{\text{Total Misordering}}{\text{Total of Error}} \times 100$$

