

CHAPTER III

RESEARCH METHODS

3.1 Research Design

3.1.1 Types of Research

The study employed a quantitative approach using the Error Analysis (EA) method to examine students' language errors in learning English. This study focused on 4 elements of writing; punctuation, capitalization, spelling, and grammar. Data were collected from the results of third grade students' assignments at Gedanganak 3 Elementary School through one data collection in the form of a written evaluation. Based on Ellis (2007), the steps of conducting error analysis include gathering samples of student language, identifying the error, describing the error, and error explanation. The purpose of error analysis is to determine the types of mistakes that students often made in English lessons, by knowing the common mistakes that occur teachers can provide more appropriate feedback and design more effective learning strategies. In addition, error analysis also aims to increase students' courage that mistakes are a natural thing to happen in language learning, especially foreign languages.

3.2 Setting

This research was conducted at SD N Gedanganak 3, focusing on the 3rd grade class, starting on April 25,2025.

3.3 Subject of the Research

The subjects in this study were all third-grade students at SD N Gedanganak 3. The number of students who were the subjects of the study were 25 people. The selection of these objects was based on the consideration that students in third grade have already acquired a basic understanding of English, but are still prone to making various types of errors in using the language.

3.4 The Role of Researcher

In this quantitative descriptive study, the researcher served as the primary planner and executor of the research activities. The researcher developed the writing task used as the assessment instrument, administered the test to the students, and collected their written responses. After gathering the data, the researcher categorized and analysed the errors based on writing mechanics, including spelling, punctuation, capitalization, and grammar. The findings were then interpreted to describe the types and frequency of errors made by the students.

3.5 Procedure of Research

This study used third-grade elementary school students as subjects, with five sessions that focused on analysing errors in writing simple sentences about the rooms in the school. The selection of learning materials was based on the themes and vocabulary that the students had previously learned at school.

In the first session, the researcher opened the lesson by introducing vocabulary about the rooms in the school. The students were asked to name the rooms they knew. The first session focused on writing vocabulary related to the rooms in the school to minimize spelling errors.

In the second session, the researcher focused on introducing the use of capital letters and basic punctuation. The teacher explained the function of capital letters at the beginning of a sentence and when writing the names of places. In addition, the teacher introduced three basic punctuation marks: the period (.) for declarative sentences, the question mark (?) for interrogative sentences, and the comma (,) to separate more than one object or place.

In the third session, the students began practicing how to write simple sentences. The researcher reviewed the previous material and then provided several example sentences based on correct structure and punctuation. The students were asked to create new sentences following the same pattern while paying attention to spelling, capitalization, punctuation, and basic grammar. The teacher discussed some student answers that still contained errors to help improve their understanding

In the fourth session, the teacher conducted a reinforcement of the material. The researcher reviewed the previously taught materials and gave exercises to the students, which were then discussed together.

The fifth session was a written test, which served as the primary instrument for collecting research data. The researcher briefly reviewed the key material, then distributed a worksheet containing ten short sentences with various errors. Students were asked to rewrite each sentence in its correct form. The test items covered aspects such as the use of capital letters, punctuation marks (periods, question marks, commas), spelling, and basic grammar. The results from this session were used for analysis using Error Analysis techniques to identify the most frequent sentence-writing errors made by the students.

1. this are the computer rom
2. i am in the library
3. she are in the laboratori
4. where are the musik room
5. miss rina are in the art room
6. we is in the clasroom
7. my brother and i is in the canten
8. these is the laboratori the library and the toilet
9. does you like the art rom
10. does you like the library

A. Answer Key

1. This is the computer room.
2. I am in the library.
3. She is in the laboratory.
4. Where is the Music Room?
5. Miss Rina is in the Art Room.
6. We are in the classroom.
7. My brother and I are in the canteen.
8. These are the science lab, the library, and the toilet.
9. Do you like the art room?
10. Do you like the library?

3.6.2 Interpretation of Validity and Reliability Tests

The validity of the instrument was tested using the Pearson Product Moment correlation. This analysis aimed to determine whether each item in the writing test accurately measured the students' ability to construct simple English sentences and identify writing errors related to grammar, spelling, capitalization, and punctuation.

The correlation between each item and the total score was calculated, and the results showed that all items had a correlation coefficient (r count) greater than the critical r table value of 0.4555 at a significance level of 0.05 with 17 degrees of freedom. Additionally, all significance values (Sig. 2-tailed) were below 0.05, indicating that all items are statistically valid.

In the validity test results, it was found that all data had a calculated r value > r table and a significance value < 0.05, so it was stated that all questions in this study were valid.

Table 3.2 Item Validity

Item	R Hitung	R Tabel	Signifikansi	α	Keterangan
P1	0,725	0,4555	0,000	0,05	Valid
P2	0,691	0,4555	0,001	0,05	Valid
P3	0,913	0,4555	0,000	0,05	Valid
P4	0,914	0,4555	0,000	0,05	Valid
P5	0,880	0,4555	0,000	0,05	Valid
P6	0,823	0,4555	0,000	0,05	Valid
P7	0,605	0,4555	0,006	0,05	Valid
P8	0,492	0,4555	0,032	0,05	Valid
P9	0,560	0,4555	0,013	0,05	Valid
P10	0,515	0,4555	0,024	0,05	Valid

Table 3.3 Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items

,897	10
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Furthermore, in the reliability test, the Cronbach alpha value obtained was $0.897 > 0.600$, so it was also stated that the data was reliable to explain the results in the research.