

CHAPTER III

METHODOLOGY

In this chapter, the writer is going to explain the method of this study, which is divided into ~~six~~ sub chapters consisting ~~of~~ approach, source of data, instrument, data collecting, and ~~data~~ analysis.

3.1. Approach

The approach of this study that the writer is going to do is a qualitative and descriptive approach. In **this** study, the writer ~~is~~ going to present all of the data in details. Moreover, the writer would describe and explain all facts found in the data.

3.2. Instrument

The writer plays an important role in collecting the data and finding the data since she attended the class and administered the test to the students during the lesson. In this study, the items were taken from Kernel Lesson Plus (O'Neill and Kingsbury: 1974) for items no. 1 until no. **10**, Fundamentals of English Grammar (Azar: 1992) for items no. 11, 12 and 15, and Tense situation (Hartmann, Esparza and Zarian: 1984) for items no. **13** and **14**. The test consisted of fifteen items. From ~~fifteen~~ items in the test, the tenses were given in random order. Therefore, the students must answer with a correct tense for each item **based** on the context given in the test. The test was divided into two parts, the first part consisted of ten items and the second consisted of **five** items. In the first part the students ought to answer the correct form **based** on the **verb** given in brackets. In the second part, the students were obligated to identify the errors by choosing the errors in each sentence. Each sentence in this part only consisted one error. After choosing the error, they should also **correct** it. Their ability in identifying and correcting the errors might reflect their knowledge about tenses. Three items are given for each tense, because the writer wanted to **know** whether or not they have mastered the tenses. The complete test can be seen in the appendix.

3.3. Source of Data

In this study, the source of the data is a test committed by thirty-five students from **six** classes in BBC English course at Rungkut Surabaya. The writer is going to

take two classes of Basic 1, two classes of Elementary 1 and two classes of Elementary 2. Each class consists of approximately six students.

3.4. Data Collection

In this part, the writer chose classes, which had higher level than Basic I since the students had already learned tenses. Then, the writer gave the test from September 19 until October 1, 2001. The test was given once in each class. Since there were ~~six~~ classes, the writer attended each class based on the schedule, for example Basic 2 has two classes. The first class begins every Monday and Thursday, while the second class begins every Saturday and Monday. The students had fifteen minutes to do the test and the last five minutes was used to write their name and to read the instruction. The students were allowed to ask question to the writer concerning the instruction **and** difficult words.

3.5. Data Analysis

Having the data, the writer analyzed them into four parts. The first part is presented all the data committed by the students in the form of table and it was shown in appendix.

Table 1. Table of Data

Items Students	1	2	3	4	5
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In the second part, she found the errors and classified them into types of errors. In the type *of* errors, the writer classified the errors that the students produced based on the types of tenses that the errors belong to. The same errors that the other students produced would not be written twice. The table was shown in the appendix:

Table 2. Table of Errors in Five English Tenses

Question No.	Errors	Types of Errors	Expected Forms

As stated in the instrument that the test consisted of fifteen questions, in which each tense was represented by three questions. In this third part, the writer counted all the tense **errors** that occur in each number. After counting the errors that occur for each question, the writer put it in table as follows:

Table 3. Table of Frequency of Tense Errors Occurred in Each Question

Question No.	Tenses	Total

In the last part, the writer counted all the tense errors that occur in the test. For example, in the question no.2, which represented Simple Present tense, the students might produce different kinds of errors to answer that question. The writer considered those kinds of errors as errors that occur in Simple Present Tense. Therefore, the counting of the frequency of each tense was based on the amount of all kinds of errors that occur in each tense. Furthermore, if in some cases, the students did not answer the question, the writer would consider it as an error too because they were unable to give the correct answer. If the students were unable to identify the errors or give the wrong answer in the second part of the test, the writer considered those as errors and they were also counted. The writer counted the unanswered question and wrong answer in one part, which was others. The writer counted the frequency **based** on the five tenses and **others** by using this **formula**

$$\frac{\text{Frequency of error}}{\text{Total frequency of all errors}} \times 100 \% = n \%$$

The frequency of the tense errors would be put in the form of table **as** follows:

Table 4. Table of Total Frequency of Tenses

Tenses	Total Errors	Percentage	Rank