CHAPTER III
METHODOLOGY OF RESEARCH

This chapter will discuss method of research, approach of study, source of the data, technique of collecting the data, and the last is technique of analyzing the data.

Method of Research

The method used in this research was qualitative method. It describes error of using punctuation in an English text, how many punctuation that used in English text, what kinds of them and how to use punctuation correctly. In this research, students were gave a text without punctuation, and then the students put the punctuation to the text. After that, the researcher analyzed the students’ work and find out the error of using punctuation in English text. In this research, the researcher used two English texts. The first text used to check if there any error made by student, and the second text was to make sure whether the student truly made error or not.

With the existence of this research, that will be able to better help students in learning later especially in writing. The correct punctuation will help the reader because placed in text to make meaning clear and to make reading easier. Because of the four basic skills is correlated one each other, it most important to help the other skill. Like the explanation before, can conclude the good writing can be improving reading well. Then, the good reading can be improving speaking also, so after all can be easier for the listener to improving their listening.
The approach used in this research is error analysis approach. Corder in Pateda (2004, p. 17) said that have the different definition about “mistake” and “error”. Mistake refers to performance, while error refers to competence.

**Participant**

The participant of this research was taken from the students’ work about the use of punctuation in English text. The students are in semester six of English Department 2012/2013 academic year in Letter and Culture Faculty of Gorontalo State University. They are class 6C and consist of 20 students. The researcher choose them, because they were have finished all of writing subject and understand about using of punctuation. In other hand, they were very enthusiastic with this research.

**Technique of Collecting the Data**

The data of this research is collected from students’ writing and English text which has no punctuation given by researcher. The text will be given twice, because it can be said the error has occurred repeatedly. The kind of the text is descriptive test and it is about 4 paragraphs. By this test is used to know the students’ error of using punctuation in an English text. Based on informal interview this text is suitable for the students because the students of the sixth semester have finished in writing 1, 2, 3, 4 and they also have a lotto learned the kinds of similar text.
**Technique of Analyzing the Data**

After collecting the data, the researcher analyzing the data used approach of error analysis procedure by Parera (1997, p. 45). They are follows:

1. Collecting the data of the learners’ essay or the result of examination.
   At the first step, the researcher gave the test to student about English text which has no punctuation, and then collects it.

2. Identifying of the error
   After giving the test, collected it and made the specific table to use to know the students’ right and wrong answer. Identification is needed in error analysis, because at this step where researchers will mark the students' error. So, the researchers will be easy to distinguish where the fault the students themselves.

3. Classifying the error
   Classification is step which help to understanding how the students’ error.
   In this step, the researcher classified and analyzed the students’ error.

4. Interpreting the error
   Interpreting is the way of researcher to consider how the errors that have been discussed in the lesson so that the error is corrected or avoided in the next time.
   Moreover, the researcher would like to find out the level of frequency and percentage of students’ errors in all students’ error.
   In this research used formula as follow:
Sudjana (1996,p.67)

\[ X = \frac{\sum x_i}{n} \]

\[ \sum x_i = X \text{ sum number of students' error in using punctuation.} \]

\[ n = \text{Total number of students.} \]

The standard of evaluation of students’ error percentage category of assessment:

(81% - 100%) is classified as highest

(61% - 80%) is classified as high

(41% - 60%) is classified as enough

(21% - 40%) is classified as low

(0% - 20%) is classified as lowest

Arikunto (2005,p.44)