CHAPTER III

RESEARCH METHOD

This chapter will concern on the methodology and the procedure to develop the study. On the research method, the researcher tries to conduct the validity and reliability research by its method and its analysis. The subtitles of this chapter are research design, subject of the study, the data and source of data, data collection technique, research instruments, research procedure, data analysis technique and research validity.

A. Approach and Research Design

The method of research is the common strategy that is used by research to get and collect the data needed in order to answer the research problems.[1]Considering the goal, this study is included as qualitative descriptive design since it tries to describe a phenomenon of language behavior. In addition, one of the characteristics of qualitative study is the natural setting since its goal is to describe social phenomenon as it occurs naturally without manipulation.

The researcher tried to observe the research by defining the qualitative research as the research that investigates the quality of relationships, activities, situations, materials. It focuses on understanding the context and attempts to explain the intentionality of behaviors.[2]

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[1]ArifFurqon." *PengantarPenelitianDalamPendidikan"*. Translated from DonalAry. (Yogyakarta :PustakaPelajar, 2011), p.39.
[2] Donald. Ary., et.al., *Introduction to research in Education* (Belmont, CA: Wadsworth, 2009), 420.

Referring back to Donald, the study will use the qualitative descriptive research design to collect and to analyze the students' critical thinking in their writing argumentative essay and finding the level of their critical thinking skill with their written work and the activities in the class.

B. Research subjects

The study takes in English Teacher Education Department (ETED) of Education Faculty and Teacher Training at SunanAmpel State Islamic University which located on Street A. Yani 117 East Surabaya. In this research, there are 87 students and 25-30 students from fourth semester students whom entering Argumentative Class in A-C class.

The researcher uses a purposive sampling to choose the subject of the research. Purposive sampling is a non-representative subject of some larger population and is constructed to serve a very specific need and purpose. Therefore, the researcher choose this class as the object of the study because in the students in fourth semester is the one semester who is facing this class that focused on writing argumentative essay.

In this class, the students trained to have good skill in writing with their own ability. Their experiences and their insight must be readily trained by the teacher in their written work. For collecting and analyzing between the same fact and the main goal, the researcher should have the facts to describe the same activities, situations, relationships, materials, or another fact with the study. By

those reasons, the researcher chooses the fourth students semester of English Teacher Education Department.

C. The data and sources of data

a. Data

In this research data will be collected use the qualitative descriptive design. Occasionally, qualitative data could be much more than just words or text. It further analyzes with Photographs, videos, sound recordings, and so on. In this study the researcher needs some data to complete the research. *Firstly*, the researcher needs the students' writing argumentative essay to analyze and describe it in the research. *Secondly*, the researcher needs the students' level of critical thinking by using the rubric. *Thirdly*, the researcher needs the critical thinking theories for making the data valid.

b. Sources of Data

The researcher needs three sources of the data that comes from the object of the data. *Firstly*, the researcher takes the data of students' writing argumentative essay in the field or to the direct object itself. *Secondly*, students' level of critical thinking can research get from the field which using the documentation technique. It will analyze by the rubric that the researcher got form the third data. *The last data* is critical thinking theory which is taking in the library. Cause of that, this research called library research or the research that compare with some theories inside.

D. Data Collection Technique

To answer research question, the researcher collected the data that appropriate for this research. The researcher uses two techniques in collecting the data.

a. Questionnaire

According to Donald Ary, as explained in Furqon book, there are two kinds of questionnaires: structured questionnaire and closed questionnaire.[3] This research used open questionnaire in which the answer options have been given in the multiple choices: the student respondents only needed to choose the answer best express what their opinion (See Appendix 1). In another that in this research uses also quantitative data that support the qualitative data, in side of quantitative data.

b. Documentation

Documentation is ready for analysis without the necessary transcription that is required with observational and interview.[4]The researcher takes the data from the field use the documentation technique. Documentation technique is one of technique that used to collect the data in the last of the learning process. In this study the researcher needs the students' writing, the students' achievement and also the teachers' objectives in the learning process of writing.

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[3]ArifFurqon."*PengantarPenelitianDalamPendidikan*".Translated from DonalAry. (Yogyakarta: PustakaPelajar, 2011), 260.
[4] Donald. Ary., et.al., *Introduction to research in Education* (Belmont, CA: Wadsworth, 2009), 432.

E. Research Instruments

In order to collect the data, the researcher will use some instruments. Moreover, some documents used to support the research that it will be analyzed by the researcher such as documentation and questionnaire.

a. Questionnaire

In this instrument, the researcher needs the students as the one subject to answer the questions and gives the informant identity. This research used open questionnaire in which the answer options have been given in the multiple choices: the student respondents only needed to choose the answer best express what their opinion (See Appendix 1). Further, look at the table below to know what the research expects from the informant or the students.

No.	Data of Questionnaire
1	The way of the students write their ideas in the written work
2	The students' ability in responding new information or issue
3	The level of the students' critical thinking
4	The students' critical thinking skill
5	The way of the students think their ideas before and after write their written work

The Table 3.1 Data of Questionnaire Result

b. Documentation

The researcher will use this technique to collect the data from the subjects in the field.Documentation of Data is a technique to search the data based on the certain study by transcript, books, newspaper, magazine, meeting writer, etc.[5] here some documentation that searched by researcher:

No.	Data of Documentation Result
1	The students' final written work
2	The SAP of the teacher
3	The students' achievement

The Table 3.2 Data of Documentation Result

Besides collecting the students' achievement and the teachers' SAP, the researcher will analyze the data with the theory completely. Moreover, the researcher uses the rubric to assess the students' final written work or the students' argumentative essay. See in **the table 3.3** below.

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[5]Suharsimi Arikanto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: PT. Rineke Cipta), p. 236.

Rubric of The Students' Critical Thinking in Writing Argumentative Essay

FEATURES	6	5	4	3	2	1	Score
INTRODUCTION Background or history, define the problem, thesis Statement	Well-developed introductory paragraph contains detailed background, a clear explanation or definition of the problem and a thesis statement	Begin to develop introductory paragraph contains detailed background, explanation or definition of the problem and states the thesis of the paper well	Begin to develop introductory paragraph contains detailed background, but lack of explanation or definition of the problem and a thesis statement	Introductory paragraph contains some background information and states the problem, but does not explain using details. States the thesis of the paper	Introductory states the thesis but does not adequately of the problem. The problem is stated but lacks detail	Thesis and/or problem is vague or Unclear. Background details are a seemingly randoɪ collectio.. ɔ. information, unclear, or not related to the topic.	
MAIN POINTS Body paragraphs, Refutation	Three or more points are well developed with supporting details and the weakness of ideas and also reasoning are presented well. Refutation paragraph(s) acknowledges the opposing view and summarize their	Three or more points begin to develop with supporting details and the weakness of ideas but the reasoning are not presented well. Refutations paragraph(s) acknowledges the opposing view but may	Three or more main points begin to develop with supporting details and also the weakness of ideas but the reasoning are not presented. Refutation paragraph(s) acknowledges the opposing view but lack of summarizes their	Three or more main points are present but may lack detail or the weakness of ideas are presented and development in one or two. Refutation paragraph(s) acknowledges the opposing view but doesn't summarize	Three or more main points, but all lack development and also the weakness of ideas are not presented. Refutation paragraph(s) missing and/or vague.	Less than three main points, with poor development of ideas. The weakness of ideas is not presented Refutation missing or vague.	

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	main points well.	lack of summarize their main points.	main points.	points.			
CONCLUSION	Conclusion summarizes the main topics without repeating previous sentences; the opinions and suggestions for change are logical and well thought out. The implication of main arguments are also presented well	Conclusion summarizes the main topics without repeating previous sentences. The opinion and suggestions are presented well but it is not clear enough. The implication of main arguments are often presented	Conclusion may lack summarizes the main topics. Some suggestions for change are evident and the implication of main arguments presented in one or two sentences in the paragraph.	Conclusion lack of summarizes main topics. Some suggestions for change are evident. But the implication of main arguments are not presented	Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included. The implication of main arguments are not presented	Conclusion does not adequately summarize the main points. No suggestions for change or opinions are included. The implication of main arguments are also not presented	
ORGANIZATION	Logical, compelling progression of ideas in essay, clear structure which enhances and showcases the central idea or theme and moves the reader	Overall, the paper is logically developed. Progression of ideas in essay makes sense and moves the reader easily through the text.	The paper is logically developed. There are three or four sentences progress ideas in essay make senses and move the reader easily through the text.	Progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion. The writer sometimes lunges ahead too quickly or spends	Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a	Arrangement of essay is unclear and illogical. The writing is unclear sense of direction. Ideas, details or events seem strung together in a loose or random	

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	through the text. Organization flows so smoothly the reader hardly thinks about it. Effective, mature, graceful transitions exist throughout the essay.	Strong transitions exist throughout and add to the essay's coherence	But not equally throughout the essay.	too much time on details that do not matter. Transitions appear sporadically, but not equally throughout the essay.	loose or random fashion; there is no identifiable internal structure and readers have trouble following the writer's line of thought. Few, forced transitions in the essay or no transitions are present.	fashion; there is no identifiable internal structure and readers have trouble following the writer's line of thought. Many of senter forcec transitions in the essay or no transitions are present.	
WORKS CITED	Source material is smoothly integrated into the text. All sources are accurately documented in the desired format both in the text and on the Works Cited page. Some concepts or terms are well	Source material is used. All sources are accurately documented. But a few are not in desired format. Some sources may lack credibility and some concepts or terms are may lack presented	Source material is used. All sources are accurately documented, but some are not in the desired format. Some sources lack credibility and some concepts or terms are presented but lack of	Source material is used, but integration may be awkward. All sources are accurately documented, and many are not in the desired format or lack credibility. Some concepts or terms are not presented to support the	Source material is used. All sources lack of integrated. All sources are accurately documented, and but many format of sources incorrect. Some concepts or terms are not presented to	The sources are not accurately documented. Format is incorrect for all sources. Some concepts or terms are not presented to support the arguments	

	presented to support the arguments	to support the arguments	supporting the arguments	arguments	support the arguments		
MECHANICS Sentence Structure Punctuation & Capitalization	Sentence structure is correct. Punctuation and capitalization are correct.	Sentence structure is generally correct. A few awkward sentences do appear. There are one or two errors in punctuation and/or capitalization.	Sentence structure is generally correct. Some awkward sentences do appear. There are one or two errors in punctuation and/or capitalization.	Work contains structural weaknesses and grammatical errors. There are three or four errors in punctuation and/or capitalization.	Work contains multiple incorrect sentence structures. There are some errors in punctuation and/or capitalization.	Work contains multiple incorrect sentence structures. There are many errors in punctuation and/or capitalization.	
Total Score							

The Table 3.3 The Rubric of the students' critical thinking which is adapted from PIER Macmillan Yale Education wesite. [6]

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[6]http://pier.macmillan.yale.edu/sites/default/files/files/Argumentative%20essay%20rubric.pdf. Retrieved on 17 December 2016

F. Research Procedure

In this recent study the researcher will be an observer in the classroom and collecting the data to complete the primary data. In this case, firstly the researcher uses Questionnairewhich each class will take some students as sample. Further, the second technique will use in this research. It is documentation. The observer needs to collect their final written work to complete the primary data. For making the data more complete, the observer will take their proficiency data from the teacher to make the study clear and will explain how their critical thinking in their writing actually.

The Figure 3.4 Research Procedure

G. The data analysis technique

In this study, the researcher use Miles and Huberman's model to analyze the data, the study did interactively and continuously until the data collect

completely, so that the data reputed enough.[7] On the model Miles and Huberman there are 3 steps to analyze the data, they are:

a. Data Reduction

Data reduction is choosing, focusing, simplifying, abstracting, and transforming raw data from researcher inscription. Researcher reducing the data based on guide and the purpose of the study. So that, researcher classify data based on the purpose of study to answer to research question.

In the study, researcher got data from some sources; they were questionnaire, and documentation. The data collected from that source will select based on the purpose of study accurately. In this study, researcher focused on the students' critical thinking in writing argumentative essay.

b. Data Display

Display is the collected, description, conclusion, and measurement of information. The display data that usually used in this analysis is narrative text. Same in line with Miles and Huberman state that the most frequent form of display data for qualitative research data in the past has been narrative text.[8] On the other hand, researcher also could to use graphic, matrix, network, and chart to display understood data. The researcher measure from field then supported data found by researcher from the field, so that the finding is valid.

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[7] Suharsimi Arikanto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: PT. Rineke Cipta., 2006), p. 209.

[8] M.B. Miles and A.M. Huberman, *Qualitative Data Analyiss: A Sourcebook of New Methods* (California: Sage Publications, Inc, 1984), p. 22.

c. Pulling the Conclusion and Verification

Drawing the Conclusion is the temporary result during the study. Then the researcher checking and verifying it between the beginning of conclusion and final conclusion with the proofs and the research finding. The finding is a description.

H. Research Validity

Qualitative research was aimed some process to gain the data based on the real happen in field, to make the result of study clearly and tangible needs some validity. There are many ways uses to gain validity of data, some ways stated by Fuad and Nogroho. To get the validity the researcher possible to do more time for observing the object, increasing attention to the object of study, triangulation, and do some discussion[9].Triangulation is checking the truth of data or information obtained by researcher from different perspective as much as possible reducing the bias that occurs during data collection and analysis. In this step, the researcher reflects and rechecks the data from document and Questionnaire. The researcher does some correspondences to leading lecture and argumentative class students aimed to get reliability, validity, and reliability of the data and also make a final conclusion of the data that been analyzed, interpreted, and identified in the preceding process.

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[9]FuadAnis, Nugriho, Sapto, Kandung, *PanduanPraktisPenelitianKualitative* , Graham Ilmu, Yogyakarta, 2014. P.18.