

CHAPTER III RESEARCH METHOD

This part study deals with research methodology which is design as technique to collect and analyze the data.

A. Approach and Research Design

This research is typically designed as qualitative descriptive study. A qualitative research leads the researchers to understand the phenomenon of the research subjects such as behavior, perception, motivation, etc. through descriptive approach in form of words.¹ Furthermore, it holds a valuable place within education, because in contrast to laboratory experiments, the human nature of educational research is critical to the result.²

The approach of descriptive study research is trying to describe reality according to a systematic approach rigorously followed; it is based on theoretical considerations and is dependent on the objective of the study as well.³ It goes to show that the emphasis is then not so much on generalizing, but on generating knowledge and on building hypotheses. Therefore type of qualitative descriptive study with descriptive approach is used in this research with aims to analyze the thematic progression used by the eight semester students of English Teacher Education Department at UIN Sunan Ampel Surabaya in writing a thesis proposal.

The data are collected through document study. Thus, some thesis proposals are chosen based on those who had followed

¹Lexy Jmoleong. *Metodologi Penelitian Kualitatif*. (Bandung : PT Remaja Rosdakarya, 2005), 6

²Nancy Nelson Knupfer and Hilary McLellan. *Descriptive Research Methodologies*.

³Wendelien Lans, Theo Van Der Voordt. "Descriptive Research". Delft: DUP Science. 2002, 53-60

proposal examination during the even semester of eighth semester students' academic year 2016/2017.

So, there will be twelve students' background of studies in thesis proposal that will be analyzed by the researcher.

B. Research Object

The research object of this research is background of study of thesis proposal written by the students of English Teacher Education Department. The research object took specifically in academic year of 2016/2017.

C. Data and Source of Data

1. Data

The data of this study is the data from the students' thesis proposal writing. So, the researcher gets the students' thesis proposal from the students directly. Then, after getting the file, the researcher would conduct analyzing them by breaking down through some sentences and then identifying the thematic progression occurred in the text.

2. Source of Data

The source of data is from students' thesis proposal writing at English Teacher Education Department of UIN Sunan Ampel Surabaya. The data is attained by asking copy of students' thesis proposal to the students directly. After getting the copies of the writing, the researcher starts to analyze the thematic progression in students' background of study in their thesis proposal.

D. Data Collection Technique

In this study, data were collected by techniques of document study. The researcher asked the documents of students' background of study in thesis proposal of English Teacher Education Department. Then, the researcher analyzes the thematic progression in students' background of study to know the way they produce their writing. In short, the process of collecting data can be specified in the table 3.1 as follows:

Table 3.1
Technique for collecting data based on Research Question

Research Questions (RQ)	Source of Data	Data Collection	Research Instrument	Data Collection Technique
RQ	Students' thesis proposal	Document study	Researcher's Table of Classification	Identifying Thematic Progression Pattern

To answer the only one research question of how the thematic progression in students' thesis proposal which is needed to be written academically, the researcher did analysis through thematic progression pattern's theory which has been stated in the chapter two, review of related literature through some steps.

1. Collecting the background of study of thesis proposal from the students
2. Reading those texts
3. Placing the sentences into table format to make the process of the analysis easier and clearer
4. Determining the theme and the rheme
5. Classifying the thematic progression pattern
6. Calculating the occurrence of each type of thematic progression patterns found in the background of study in students' thesis proposal

E. Research Instrument

In light of collecting data of the research, it absolutely needs the instrument. Thus, the researcher designed the instruments for investigating research question in one technique included thesis proposal background of study analysis.

1. Main Instrument

In this research, the researcher is as the main instrument because she is playing rules who examine the

work done by students of English Teacher Education Department at UIN Sunan Ampel Surabaya.

2. Instrument Tool

The particular tool is needed to analyze the result of thematic progression occurred in students' background of study in thesis proposal writing. In doing the research, the researcher makes the table 3.2 as below:

Table 3.2 Instrument Tool

Sentence		Thematic Progression Pattern											
Theme (T)	Rheme (R)	Enhancing-Coherence						Obscure-Coherence					
		Reiteration		Zig-zag		Multiple		Brand New Theme		Empty use of <i>there</i>		The Dummy use of <i>it</i>	
		T	R	T	R	T	R	T	R	T	R	T	R
		T1 ↓	R1	T1 ↙	R1	T1 ↘	R1	T1	R1	T1	R1	T1	R1
		T2 ↓	R2	T2 ↙	R2	T2 ↘	R2	T2	R2	T2	R2	T2	R2
		T3	R3	T3	R3	T3	R3	T3	R3	T3	R3	T3	R3

According to the table instrument above, the researcher does not focus on analyzing the types of themes of the sentence instead there are three kinds of themes (textual, interpersonal and topical). Therefore, the researcher only focuses on the pattern of the thematic progressions which enhance the coherence and obscure the coherence of students' writing.

F. Data Analysis

The documentation of analysis is used to answer research question. To answer RQ, the researcher used theory of Eggins and Danes which mention the types of thematic progression reveals in students' background of thesis proposal.

G. Checking Validity

To get the validity of the findings, triangulation technique is used by the researcher. Triangulation in qualitative research is generally used as technique to ensure that data of the research is

rich, robust, comprehensive, and well-developed.⁴ Thus, the function of checking validity is for making sure of the absolute this research. As explained by Creswell that using a single method can never adequately shed light on a phenomenon; therefore multiple methods or techniques are needed in order to get deeper understanding.⁵

Further, Denzin divided triangulation into four types. They are theoretical triangulation, triangulation of source, analyst triangulation, and methodological triangulation.⁶ In this research, the researcher also validated the findings using theory triangulation; as several thematic progressions pattern theories were regarded. Moreover, analyst triangulation was applied as well through the researcher and the expert lecturers, including the advisors have warranted the findings too.

H. Research Stage

The researcher conducted this study with some stages. The detail stages are:

1. Preliminary Research

The researcher had a mini research of dealing with 2016 odd semester students' writing coherently and cohesively. Due to the semester curriculum that obligates the students to write their proposal, the researcher analyzed the students' thesis proposal to know the way the students maintain their writing in it.

2. Research Design

The researcher chose the research design for this research after finding out the title and the theme of this research. Furthermore, the research question is used to decide the research design.

⁴MJ Angen. *Qualitative Health Research*. Vol. 10, 2000, p. 379,

⁵John W. Creswell. *Qualitative Inquiry and Research Design Choosing Among Five Traditions* (Thousand Oaks, CA: SAGE Publications Inc., 1998), p. 57

⁶NK Denzin. *Sociological Methods*.(New York: McGraw Hill, 1978), p. 72

3. Conduct the Research

a. Collecting Data

At the first, the researcher asked the dean of academic staff of English Teacher Education Department to know the amount of students who have followed thesis proposal examination. Then, the researcher decided to take and collect the data from students' thesis proposal and start to analyze it.

b. Analyzing Data

After obtaining the data from the students' background of study in thesis proposal, the researcher directly analyzed the data in attempt to get the answer of the research question as stated in data analysis techniques.

c. Concluding Data

In term of getting the result of the research, the researcher concluded the findings. The conclusion became the final report of this study.