

CHAPTER III

RESEACH METHOD

This chapter presents an overview of the research method. It contains an account of the procedures used in the study, including research design, research presence, data collection technique, instrument of the research, and data analysis.

A. Research design

The design of this study is qualitative design using descriptive approach since the researcher' purposes are to understand and describe the ability of students in wrting arguentative essay in argumentative essay class at English Teacher Education Department of the State Islamic University (SIU) of Sunan Ampel Surabaya. Collecting, analyzing the data, understanding the data and describing the result of the analysis are emphasized in this study because in qualitative analyses provide detail, process, richness, and sensitivity to context and they are appropriate if the aim is to understand meaning and to build theoretical explanations from participants understanding.¹ Furthermore, this descriptive study is used to gain certain information about a certain phenomenon

¹ Phyllis Tharenou. "Management Research Methods"(New York; Cambridge University Press, 2007), 17.

that happens when this study is conducted.² Therefore, this study is called as descriptive qualitative research, in which the researcher conducts this research by collecting, selecting, analysing and describing the data.

B. Researcher presence

The researcher presence is needed in this research. It is because the researcher has an important role to collect the data. The researcher presence was known by the students and the lecturer in the classes. The lecturer and the students accepted if the researcher conducted the research about students' ability in writing argumentative essay. In this research, the researcher just collected and analyzed the students' argumentative essay that they produced to fulfill the middle test. Therefore, the researcher was not a participant observer.

C. Research location

This research was held at State Islamic University (SIU) Sunan Ampel Surabaya. This university is located on Jl. Jend Achmad Yani 117 Surabaya. This university is chosen by the researcher because the researcher has some considerations. Firstly, the reason is because the university has English Education Department that has argumentative essay class. Secondly, the researcher chooses that class because this study is about analysing students' ability in writing argumentative essay. Thirdly, it is because the difficulties of

² Bogdan and Biklen. *"Qualitative Research for Education"* (United States of America: Pearson, 2007), 11.

students of Argumentative class and the experience of the researcher who has become students in the class, writing argumentative essay.

The researcher conducted this research in two argumentative classes that were held by same lecture and every class had different number of students The first class consisted of fifteen students and the second class consisted of twenty one students but the researcher only got eleven students in the first class.

D. Research instrument

The instrument is important to find out the result of the research. Therefore, the instruments must be prepared well. In this study, the researcher used some instruments, such as assessment rubric, human instrument and documentation.

1. Assessment rubric

There are two key component of a writing assessment and they are called “ the development and trialing of task for writing assessment and procedures for scoring the written product”.³ It means that the assessment scoring guide or assessment rubric is one of the important component in writing assessment. There are three scoring guide to assess the written product. They are primary trait scoring, holistic scoring and analytic scoring.

This study used analytic scoring in measure the students’ ability in writing argumentative essay beacuse analytic scoring was more appropriate

³ Sara Cushing Weigle. ”*Assessing writing* “(Cambridge: Cambridge University Press, 2002), 108.

and useful to assess students' written product and because analytic scoring applies the criteria in separate scales than in holistic scales and primary trait scales.⁴ The scales in analytic scoring is more specific, thus this study emphasized more the analytic scoring.

The researcher had one assessment rubric or analytic scoring guide in analysing or measuring the students' ability in writing argumentative essay that was adapted from assessment rubric in Sara's book (*Assessing writing*).⁵ Then, the researcher adapted the assessment rubric from Alice and Ann's book (*Introduction to academic writing*).⁶ The last, the researcher adapted the assessment rubric from Schwalm's rubric.⁷ Those rubrics have elements that is used in analysing the students' ability in writing argumentative essay but the researcher only used some elements from those rubrics in analysing students' ability in writing argumentative essay at State Islamic University (SIU) of Sunan Ampel Surabaya. The elements are organization that is generated more specific into some elements (introduction and thesis statement, body paragraph or supporting sentences, and conclusion), grammar, sentence

⁴ Sara Cushing Weigle. "*Assessing writing*120.

⁵ Sara Cushing Weigle. "*Assessing writing*" (Cambridge: Cambridge University Press, 2002), 116-117,193

⁶ Alice Oshima – Ann Hogue. *Introduction to Academic Writing* (Pearson Education, Inc, 2007), 196-197

⁷ Karen Schwalm. "*Rubric for assessment of the argumentative essay*" (<http://web.gccaz.edu>, accessed on April 17, 2007)

structure and vocabulary, and mechanics (spelling, punctuation, capitalization).

Table 3.1

The elements of rubric in assessing argumentative essay

Elements	Category descriptor	Score
Introduction Thesis statement	The thesis or problem in introduction is completely unclear or vague, and the introduction does not orient the reader sufficiently to the topic or to the author's thesis	1
	The introduction paragraph states the thesis but the introduction does not adequately explain the background of the problem or the introduction is largely unclear and may not orient the reader sufficiently to the topic or to the author's thesis	2
	The introductory paragraph begins with several general sentences, contains some background information, states the problem and ends with a thesis statement but not explain using details. The introduction orients the reader sufficiently to the topic and to the author's thesis	3

	Well-developed introductory paragraph, the introduction paragraph begins with several general sentences and ends with full development of clear thesis statement. the introduction has clear explanation of the problem and orients the reader effectively to the topic and the author's thesis (purpose, plan, and focus)	4
Main points Body paragraph	Each paragraph is not related with the thesis, each paragraph doesn't have material; facts, examples, quotations and low paraphrased, each paragraph almost doesn't have unity and coherence, and almost all transition inaccurate	1
	Each paragraph discusses a new point and begins with a topic sentence but not clearly related to the thesis, each paragraph has low material; low facts, examples, quotations and low paraphrased, each paragraph has unclear unity and coherence, and low standard in using transitions to link paragraph	2
	Each paragraph discusses a new point and begins with a topic sentence, each paragraph has few material; less facts, examples, quotations, and less paraphrased, each paragraph has adequate unity and coherence, and some inaccuracies in using transitions to link paragraph	3
	Each paragraph discusses a new point and begins with a clear topic sentence, each paragraph has specific material; facts, examples, quotations, and paraphrased, each paragraph has clear unity and coherence, appropriate transitions are used to link paragraph	4
Conclusion	The conclusion does not adequately summarize the main topics and no suggestion or opinion is included. The conclusion neither reinforces nor	1

	comments on the thesis	
	The conclusion summarizes the main topics but is not repetitive and no suggestion and opinion are included. The conclusion may neither reinforce nor comment on the thesis, the conclusion doesn't effectively capture thesis or argument	2
	The conclusion summarizes main topics. The conclusion reinforces and comments on the thesis or the conclusion restates thesis but not full argument	3
	Conclusion summarizes the main topics without repeating previous sentences and ends with appropriate concluding sentence. Writer opinion and suggestion for change are logical and well thought out. The conclusion effectively reinforces and comment on the thesis and providing closure to the essay	4
Grammar and sentence structure	Almost all grammatical patterns inaccuracies and contains fragments or run-on sentences	1
	Frequent grammatical inaccuracies, sentences lack variety and show errors of structure	2
	Some grammatical inaccuracies, some sentence structures are effective and sentences have varied structure	3
	Almost no grammatical inaccuracies or no grammatical errors, sentences are strong, effectively and expressive, with varied of sentence structure	4
Spelling, punctuation, capitalization and vocabulary	Almost all punctuation inaccurate, or dominated by errors of punctuation, almost all spelling inaccurate, or dominated by errors of spelling, dominated by errors of capitalization, vocabulary inadequate, little knowledge	1

	of English vocabulary and word form	
	Low standard of accuracy in punctuation, or frequent errors of punctuation, low standard of accuracy in spelling, or frequent errors of spelling, frequent errors of capitalization, ordinary vocabulary range or limited range, frequent errors of word, choice and usage but meaning confused or obscured	2
	Some inaccuracies in punctuation, or occasional errors in punctuation, some inaccuracies in spelling, or occasional errors in spelling, occasional errors in capitalization, occasional errors of word, choice and usage but meaning not obscured	3
	The punctuation is correct, almost no inaccuracies in punctuation, or few errors of punctuation, the spelling is correct, almost no inaccuracies in spelling, or few errors of spelling, capital letters are used correctly, or few errors of capitalization, exceptional vocabulary range, effective word or idiom choice and usage	4

2. Human instrument

The researcher conducted this research from the beginning to the end and only the researcher knows how this research runs well. Therefore, in this study the researcher played as human instrument throughout research process. According to Sugiono in his book by the title "*Metode Penelitian Kuantitatif Kualitatif dan R&D*", he says that in qualitative research, the instrument that

will be used in the research is the researcher herself.⁸ Therefore, the researcher has to know about the process of this research well and has to have extensive knowledge about this study or this research in order to get satisfactory result.

In instrument of qualitative research, Lincoln and Guba (1986) state that:⁹

“The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that grounded in the data that the human instrument has produced”.

It seems that the human instrument is also important instrument in qualitative study to collect and analyze the data to get the result that can answer the research question of this study.

E. Data collection technique

Data collection is an important part in research study. The data collection technique is a technique used to collect the data. In this study, the researcher used document study or the students assignment that the produce in the middle test. The researcher collected the students' argumentative essay or the product of the students that they produced to fulfil the requirement of middle test in the

⁸ Sugoyono. *”Metode Penelitian Kuantitatif, Kualitatif, dan R & D”*(Bandung, Alfabeta,cv, 2007), 222.

⁹ Sugoyono. *”Metode Penelitian Kuantitatif, Kualitatif, dan R & D.....* 223.

fourth semester and the researcher directly asked that data from the lecturer of that classes.

In data collection technique of qualitative research, Marshall and Rossman state that:¹⁰

“the fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-deep interviewing, and document review”

According the statement above, it shows that document study or collecting students assignment is one of the technique that was used by the researcher in collecting the data of the students. Then the researcher presented five examples of students' argumentative essay in this study.

The researcher collected the data from two classes which every class has different number of student. For the first class consists of fifteen students but the researcher only got eleven data from the students and for the second class consists of twenty one students. From two classes, the researcher got thirty two data and these data were used in answering the research question of this study, in which to know the students' ability in writing argumentative essay.

After the researcher got the data, the data were analyzed by the researcher by assessment rubric that was prepared before. Then, the researcher made conclusion about the students' score by noticing the marking

¹⁰ Sugoyono. *“Metode Penelitian Kuantitatif, Kualitatif, dan R & D”*(Bandung, Alfabeta,cv, 2007), 225.

scale that was adapted by the researcher from Jacob's scoring profile.¹¹ It can be interpreted as follow:

Table 3.2
Marking Scale of students' grade

Criteria of Mastery Grade	Grade
17-20	Very good
11-16	Good
5-10	Fair
Less than 4	Poor

The formula is:

$$P = \frac{F}{N} \times 100 \%$$

Notes: P = percentage

F = frequency

N = number of sample

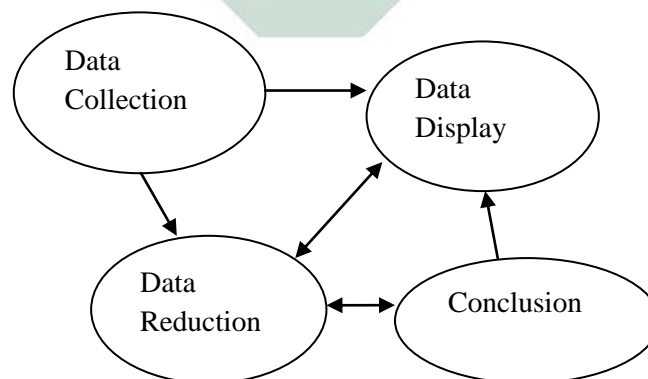
F. Technique of data analysis

¹¹ Sara Cushing Weigle. *Assessing writing* (Cambridge: Cambridge University Press, 2002), 116.

This study used descriptive qualitative in analyzing the data. The researcher analyzed the students' ability in writing argumentative essay by focusing on the aspects of argumentative essay and the aspects of writing. The researcher used assessment rubric instrument in analysing students' ability in writing argumentative essay. There are some procedurs in analyzing the students' ability in writing argumentative essay that was adapted from the theory of Miles and Huberman:¹²

Picture 3.1

Components of Data Analysis: Interactive Model



¹² Sugoyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R & D"(Bandung, Alvabeta,cv, 2007), 247.

1. Get to know your data

Before analyzing the data, knowing and understanding our data are important because by knowing and understanding the data, it makes the researcher feels easy in analyzing the data. According to Tylor and Marcus, they state that *“good analysis depends on understanding the data. For qualitative analysis, this means you read and re-read the text. Write down any impression you have as you go through the data, these impressions may be useful later”*. It means that knowing and understanding the data before analyzing the data can help the researcher in analyzing the data. In this research, the researcher read repeatedly to know and understand the data well in order to be able to analyze the data easily.

2. Data reduction (focus)

Data reduction involves the process of selecting, transcribing, and translating the raw data obtained in data collection.¹³ In selecting the data, the researcher only took the relevant data. The relevant data were about the students' ability in writing argumentative essay. The abilities are focused on

¹³ Alice. *“An Analysis of Feedback on Students' Lesson Planning at Microteaching Class of English Education Department Uin Sunan Ampel Surabaya”* (Thesis, State Islamic University, 2014), 68-69.

the aspects of argumentative essay such as the organization (introduction and thesis statement, body paragraph, and conclusion), style (grammar and sentence structure), and mechanics (spelling, punctuation, capitalization, and vocabulary). The researcher reduced the irrelevant data such as the works cited, language use and diction. All the data selected were transcribed in form of description or written form.

3. Data display

According to Alice, she says that “data display referred to the process of organizing and arranging the selected, transcribed, and translated the data in the form.¹⁴ In displaying the data of qualitative research, there are some forms that can be used by the researcher. They are table, graphic, phi chart, pictogram, and brief description.¹⁵ In displaying the data, the researcher discusses and describes the data finding “how is the students’ ability in writing argumentative essay” in description and table.

4. Conclusion Drawing

The last process of analyzing the research data is conclusion drawing. In this process, the researcher drew the conclusion based on the finding and the discussion of the findings.

G. Checking Validity of Finding

¹⁴ Alice. “*An Analysis of Feedback on Students’ Lesson Planning at Microteaching Class of English Education Department Uin Sunan Ampel Surabaya*” (Thesis, State Islamic University, 2014), 69

¹⁵ Sugiyono. “*Metode Penelitian Kuantitatif, Kualitatif, dan R & D*”(Bandung, Alfabeta,cv, 2007), 249.

The validity of the research finding in this research has been shown in some aspects, they are:

1. The researcher is the key instrument in the qualitative research.¹⁶ The statement can occur because in this research the researcher held the collection of the data and the analysis of the data by herself. The researcher took the data in two classes to get varied data and valid data and the researcher got the data directly from the lecturer of that classes. Then, the researcher also conducted the analysis by the assessment rubric to know the students' ability in writing argumentative essay. All actions of the researcher in this research had shown that the researcher is the important instrument that has big role in getting valid data finding.
2. The second is validity of the assessment rubric to get the finding. The assessment rubric which was used by the researcher was adapted from some theories of some experts. Also the researcher's assessment rubric had been validated by one of the lecturers from the argumentative class at State Islamic University (SIU) Sunan Ampel Surabaya.

H. Research Stages

There were some stages which was done by the researcher in this research. They are preliminary research, planning, implementing, analyzing data and concluding data.

¹⁶ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*.....223.

1. Preliminary research

Preliminary research is very useful for the researcher before the researcher done the research. The researcher will know whether the researcher can continue her research or not. The researcher conducted the preliminary research by some steps. The first step is the researcher met the lecturer who held the argumentative class and asked to the lecturer whether the researcher could conduct the research in the class or not.

The second step is after getting permission from the lecturer, the researcher interviewed the students about the difficulties in writing argumentative essay in two classes to get the description about the students' difficulties and the students' ability in writing argumentative essay. Based on the result of preliminary research, the researcher could conduct the research because the researcher got permission from the lecturer to conduct this research and the researcher got description about the aspects of argumentative essay that are used in producing assessment rubric to measure the students' ability in writing argumentative essay.

2. Planning

The researcher prepared the instruments that was needed by the researcher in doing this research. The instruments are the human instrument and assessment rubric (analytic scoring) instrument. The human instrument is the researcher herself. The researcher prepared herself to be valid instrument

in this research by establishing the extensive knowledge about the process of descriptive qualitative research. Then, the researcher prepared the assessment rubric by considering some theories to assess the students' ability in writing argumentative essay. The assessment rubric instrument was valid because of some considerations of the expert's advisor.

3. Implementing

In implementing the instruments of this study, the researcher collected the students' assignment which was done by the students in the middle test. Then, the researcher used the scoring rubric assessment (analytic scoring) to collect the data in order to answer the research question about students' ability in writing argumentative essay. The scoring guide consists of some aspects in writing argumentative essay that shows the ability in writing argumentative essay such as establishing the organization (introduction and thesis statement, body paragraph, and conclusion), style (grammar and sentence structure), and mechanics (spelling, punctuation, capitalization, and vocabulary).

4. Analyzing

After receiving the data from the instruments that was used by the researcher, the researcher collected and analyzed the data by noticing on the techniques of analyzing data, they are the data collection, data reduction, data

display and conclusion. The processes of analyzing the data had been explained base on the research instrument was used in research process.

5. Concluding data

In concluding data, the researcher explained and interpreted the data based on the theory and the data found from documentation and assessment of the students' ability in writing argumentative essay by using analytic scoring rubric. Finally, the researcher could discuss and conclude the result that was received from data analysis as the research finding of this study to answer the research question of this study.