CHAPTER III

RESEARCH METHOD

This chapter deals with the process for conducting the study. It consists of approach and research design, researcher presence, research location, data and source of data, research instruments, data analysis technique, checking validity of findings and research stages

A. Approach and Research Design

This research is a survey research. Survey research (also called descriptive research) uses instruments such as questionnaires and interviews to gather information from groups of individuals.⁴³ Descriptive research is to describe or to get information about the current condition of certain objects. Therefore, it includes "describing, taking notes, analyzing, and interpreting the existing facts".⁴⁴ The researcher needs some numeric data to obtain understanding about the phenomenon being analyzed and followed up by interview to give more understanding about the result. Besides, in the interview, students are asked to reflect on their challenges in academic writing. Thus, the researcher uses questionnaires and interviews as instruments in this research due to the requirement of both data to give more understanding. Furthermore, this study is

⁴³ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education* (Belmont, CA: Wadsworth, 2009), 28.

⁴⁴ Mardalis, *Metode Penelitian* (Jakarta: Bumi Aksara, 1995), 26.

designed to gain information and description regarding to the challenges in academic writing faced by sixth semester students of 2014/2015 academic year at English Teacher Education Department of State Islamic University Sunan Ampel Surabaya.

In general, the researcher conducts a survey research to describe the phenomenon. To describe the phenomenon, the researcher requires both quantitative and qualitative data together to provide a better understanding of this research problem. Miles stated that when one combines quantitative and qualitative data, "we have a very powerful mix".⁴⁵

B. Researcher Presence

The role of the researcher in this research is the collector of the data and the interviewer. Instruments used in this research can be used to collect the data, but it still requires the researcher presence as the collector of the data since this research uses questionnaire. Furthermore, this research needs data from interview, so the researcher has a role in this research as an interviewer. Therefore, the researcher presence is necessary in this research. The research subjects of this research know about the role of the researcher.

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⁴⁵ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook for New Methods*, 2nd ed. (Thousand Oaks California: SAGE, 1994), 42.

C. Research Location

This research is held in State Islamic University of Sunan Ampel Surabaya at English Teacher Education Department. This university is chosen by the researcher because there are some considerations. Firstly, in State Islamic University of Sunan Ampel Surabaya, there is English Teacher Education Department where students learn about English education. Therefore, they are demanded to produce academic writing in English. Secondly, In English Teacher Education Department, there are writing classes where students are taught to write academic writing. Thirdly, In English teacher education department, students have a writing class in each semester. They begin writing class at second semester and finish it at fifth semester if they take the class punctually. Therefore, they have 4 writing classes. They are required to produce thesis proposal writing in order to pass thesis proposal writing class or writing 4 class. Thus, students need to use their knowledge from all previous writing classes to produce good thesis proposal writing.

This University is located on Ahmad Yani Street, no. 117, Wonocolo, Surabaya. Moreover it is located in strategic place which is in the south of Surabaya. Thus, students from south places such as Sidoarjo and Mojokerto. and from Surabaya and Gresik are able to reach the place using public transportation. This place is also near the highway, hospital, sport center, DBL stadium, restaurants and industrial area.

English Teacher Education Department is one of departments in state Islamic university of Sunan Ampel Surabaya. In English Teacher Education Department, students learn to write through four writing classes beginning at second semester. First writing class is paragraph writing class. Second writing class is essay writing class. Third writing class is argumentative writing class. Fourth writing class is proposal writing class. Teaching learning activities in English teacher education department begin at 08.00 am to 17.00 pm.

D. Data and Source of Data

This study is conducted to describe the challenges in academic writing faced by sixth semester students of 2014/2015 academic year through reflection at English Teacher Education Department of State Islamic University Sunan Ampel Surabaya. For the purpose of the study, some data collected are:

1. Students' difficulties in academic writing as their challenges

To answer the first research question of this study, Students' difficulties in academic writing are needed to be analyzed. This data are from students as the main source. The researcher uses questionnaire to describe students' difficulties in academic writing as their challenges. By calculating the result of questionnaire, it will be known the greatest difficulty perceived by students and the lowest difficulty. It will be also known the score of the difficulties from every students. The result of questionnaire can be a source to select respondents for reflection in the interview.

2. Students' reflection on the challenges in academic writing

To answer the second research question of this study, students' reflection on the challenges in academic writing is needed to be analyzed. The reflection only focuses on students' difficulties as the challenges in academic writing and their attitudes toward the challenges. The researcher uses in-depth interview as students' reflection. The data are from students as the primary source.

The source of data to answer the first and the second research questions are sixth semester students of 2014/2015 academic year at English Teacher Education Department.

E. Population and Sample

Ary states that quantitative researchers use a wide variety of instruments to gather data, including tests, questionnaires, ratings, and attitude scales. 46 Since the researcher uses questionnaire in this study, the researcher needs to determine the population and samples. The population is eighty students. In determining samples, Suharsimi stated that if the population is less than 100, it is better to take all population as samples, therefore the research becomes population research. Furthermore, if the population is larger (more than 100), determining

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⁴⁶ Ary, Jacobs, and Sorensen, *Introduction to Research in Education*, 32.

samples is enable, around 10% - 15% to 20% - 25% or more. Thus, the researcher takes all population as samples.

To gain better understanding, semi structured interview is needed to answer the second research question. Ary states that qualitative researchers also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis. In qualitative research, there is no general rule about the number of participants to include in a qualitative study. Of course, practical considerations such as time, money, and availability of participants influence the size of the sample. However, the primary criterion of sample size is redundancy of information. Sampling should be stopped when no new information is forthcoming from new units. This point is called as data saturation. Besides, the researcher should select the participants who have sufficient information. The researcher select purposive samples believed to be sufficient to provide maximum insight and understanding of the study. Hence, the researcher will interview the participants who have great difficulty based on their answers on the questionnaire and stop when no new information is emerging from new units.

⁴⁷ Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), 112.

Ary, Jacobs, and Sorensen, Introduction to Research in Education, 32.

⁴⁹ Ibid., 429.

⁵⁰ Ibid.

⁵¹ Ibid., 428.

F. Data Collection Technique and Instrument

As Ary states that survey research (also called descriptive research) uses instruments such as questionnaires and interviews to gather information from groups of individuals.⁵² Knowing the nature of this study, the researcher uses questionnaires and interviews as the technique to gain the data. To apply the techniques, the researcher needs some instruments, they are questionnaire sheet and interview guide. Those instruments are described as the following:

1. Questionnaire sheet

This instrument is used to get information from the data sources. The researcher uses questionnaire sheet based on some theories adapted from Luna's finding. The questionnaire sheet consists of the difficulties in general academic writing skills and difficulties in language problems. This instrument will answer the first research question of this research.

2. Interview guide

In-depth interview formed in semi-structured is used to gain deep information of students' reflection on challenges in academic writing. The reflection is focused on students' difficulties as the challenges in academic writing and their attitudes toward the challenges. The students are expected to explore their experiences about the difficulties in academic writing that are challenging for them. Besides, students also reflect their attitudes toward the

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⁵² Ibid., 28.

challenges. Therefore, this instrument will answer the second research question.

The questionnaire sheet and interview guide is based on instrument design based form. Through this form, the researcher develops the instruments.

G. Data Analysis Techniques

The data of this study are described narratively and descriptively. The following were the steps in analysing the data:

1. The targetted data from questionnaire is to answer the first research question dealing with students' difficulties in academic writing as their challenges. On the questionnaire, students will answer 15 items about the difficulties in academic writing which are divided into two categorized. 8 items are categorized as the difficulties in general academic writing skills and 7 items are categorized as the difficulties in language problems. They answer the items on scale 1 to 4. The answers will be calculated using average formula that is $M = \frac{\Sigma X}{N}$, where ΣX stands for the sum of the scores or values of the items and N for the total numbers of items is a series of group.⁵³

The result of the calculation was interpreted based on the table below:

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⁵³ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International, 2006), 286.

Table 3.1 Interpretation on calculation of questionnaire

Component	Degree
Writing Introduction	4 (very high) means very difficult
Searching for appropriate literature using	3 (high) means difficult
databases and library sources	2 (low) means fairly difficult
Referring to sources	1 (very low) means no difficulty
Reviewing and critiquing the previous research	1 (101) 10 11) 111011110 110 1111101110
and creating a research space (gap)	
Designing the research methods	
Writing the method section	
Writing references / bibliography	
Proofreading written assignments	
Understanding the specific language features of	
the academic genre (such as research paper)	
Using appropriate lexical phrases (such as on the	
basis of, it should be noted that) freely to build	
sentences and paragraphs	
Summarizing / paraphrasing	
Writing coherent paragraphs	
Linking sentences smoothly	
Using proper "academic" language and	
vocabulary (style)	
Using the proper grammar such as correct	
tenses, agreements, reporting verbs, and	
prepositions	

Interpretation:

Very difficult : if the result calculation is on the degree of 4 or the response

to components is strongly agree.

Difficult : if the result calculation is on the degree of 3 or the response

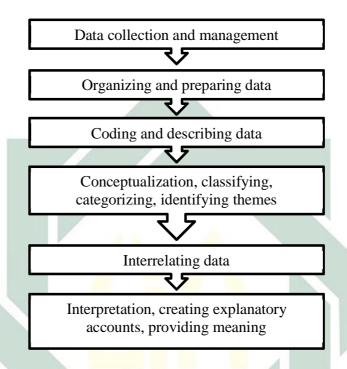
to components is agree.

Fairly difficult: if the result calculation is on the degree of 2 or the response to components is disagree.

No difficulty : if the result of calculation is on the degree of 1 or the response to components is strongly disagree.

2. The targetted data from Semi-structure interview is to answer the research question number two. The researcher will interview the participants who have great difficulty based on their answers on the questionnaire and stop when no new information is emerging from new units. After gaining the data of interview, the data are managed and prepared to make easier for description. Then, the researcher describes the data. The next step is conceptualization, classifying, categorizing, and identifying themes. After the data managed in organized arrangement, the researcher interrelate the data. The last, the researcher makes interpretation based on the process of analysis. Here are the steps of the analysis technique:

Figure 3.1 Steps of analysis technique



H. Research Stages

The procedures of doing this research are explained into four steps:

1. Research design and planning

In this step, the researcher chose the research design based on the research problem. In relation to conduct this research, a set of plans were needed to be prepared well. Then, the researcher tried to build up some theoretical foundation related with academic writing and prepare some instruments such as questionnaire sheet and interview guide. The research planning was conducted from Tuesday, February 24th 2015 to Friday, April 24th 2015

2. Research Action

This part is a main part of this research because it is time for the researcher to begin collecting the data. This stage contained two implementations. The first is giving and collecting questionnaire sheet to students as the respondent to know their difficulties as the challenges in academic writing.

The second is interviewing students as the research subject to know their reflection on their difficulties as the challenges in academic writing and their attitudes toward the challenges. The interview was an indepth interview with semi-structured form. The research action is conducted from Monday, April 2015 to Monday, June 1st 2015.

3. Analysing the data

In this step, the researcher analyzes the data collected from the field. The data are then arranged in good order in order for the researcher to do data analysis easily. In analyzing the data, the researcher describes the data. The next step is conceptualization, classifying, categorizing, and identifying themes. After the data managed in organized arrangement, the researcher interrelate the data. The analysis started on Tuesday, June 2nd 2015.

4. Writing the result and concluding data

In this action, the researcher reflected all of the information that have been collected with the theories from library research. So, the researcher designed the result, described intensively, interpreted the literature, stated the parts of result complements and wrote the conclusion. Finally, the researcher

concluded the research findings to answer all of the research problems. This activity was done from Tuesday, June 9^{th} 2015 up to the deadline before the thesis examination.

