CHAPTER III

RESEARCH METHOD

This chapter presents about research approach and design which will be used in this study, setting of this study, subject of this study, data and source of data, data collection technique, research instrument, data analysis technique and checking validity of finding. To make them clear, there will be some detail explanation in the following part of this chapter.

A. Research Approach and Design

1. Research Approach

Qualitative approach was used to answer the research question, which was about the students' shortcomings in writing paragraph. The researcher wanted to describe the students' shortcomings in writing paragraph as clear as possible. John W. Creswell mentioned that the allure of qualitative approach was giving in-depth understanding by exploring the problem in the research so a research had complete information.[1]

[1] John W. Creswell. *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. (USA:Pearson,2012), 16.

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2. Research Design

Research design was defined as the procedure to collect and analyze data.[2] Since this study talked about students' shortcomings in writing paragraph, evaluation research became research design of this study. The data collected was evaluated by comparing it with the good criteria of writing paragraph. Then, it would be divided into two categories. They were good paragraph and paragraph which had shortcomings. Then, the shortcomings were classified into some types based on the theories.

B. Setting of the Study

The setting here meant the place where the study was conducted started from collecting data and analyzing data. Then, this study was conducted in English Teacher Education Department of UIN Sunan Ampel Surabaya because the data was gathered in proposal writing course.

C. Subject of the Study

The population of this study was the students who took writing proposal course in UIN Sunan Ampel Surabaya's English Teacher Education Department. The total was 83 students from 4 different writing proposal classes. It was caused that they had acquired materials and exercises how to write good paragraph in the previous writing courses.

[2] K. Yin, Robert. *Qualitative Research from Start to Finish.*(USA:Guilford Publications,2011), 6.

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The sample of this study was 37 students of two proposal writing courses. They were from 2 different classes which were 23 students from Mr. Arif furqon class and 14 students from Mr. As'adi class. In contrast, 46 students who were taught by Mr. Arfiyan rejected the researcher's permission to ask their documents because of certain reasons. Therefore, 37 students became the sample of this study.

D. Data and Source of Data

1. The data which was needed in this research was the students' paragraph.
2. The source of data was the students' proposal. Actually, the source of data could be acquired from other sources for example, students' paragraph in writing paragraph course, students' essay, and others. However, the students' proposal was selected as the source of this study because proposal was higher level than the previous studies found. Moreover, the paragraphs in proposal would be more challenging because it was written by the students who had gotten some materials and exercises in writing paragraph in the previous semesters.

   The paragraph was taken from background of proposal because the students have to write their reasons why they choose the topic in the research. It was more difficult than other parts which only followed the theory and the data. Then, only one paragraph in the background was taken

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to be the data because some of students had only one paragraph in it. In addition, taking only one paragraph could be such the representation of students' other paragraphs. When the first paragraph had not good organization, it could happen on the other paragraphs and vice versa. Therefore, the first paragraph in the background became the data of this study.

E. Data Collection Technique

Document study was used to collect the data. Firstly, the researcher permitted to ask their documents by asking to one of the students in two classes. Then, she/he delivered the researcher' message to their chief of class to ask their documents which were saved by their lecturers. After they permitted, the researcher asked the students' paragraphs to the lecturers of writing proposal courses. The data from Mr. As'adi was collected on Thursday, 30th April, 2015 and the data from Mr. Arief Furqon was collected on Sunday, 11th may, 2015.

F. Research Instrument

The researcher collected the data by herself from the two lecturers of writing proposal courses. As Donald Ary said that, the researcher of the study was the best instrument to collect data in qualitative approach because she/he

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could be adaptable to the needed data. She or he could run to acquire the data or send the message to the lecture to ask the data.[3]

G. Data Analysis Technique

Some steps were done to analyze the data. The steps were:

1. Collecting Data

   14 proposals were collected from Mr. As'adi on Thursday, 30th April, 2015 and 23 proposals were collected from Mr. Arief Furqon on Sunday, 11th may, 2015. The total of data was 37 proposals.

2. Reducing Data

   Data reduction was used to choose the primary data which is only needed in the research in order to keep on track the main focus of the research.[4] Therefore, the data collected was coded as follows:

   a. The data were classified into two categories. They were the paragraph which had standard and short paragraph. Standard paragraph consists of five up to ten sentences and short paragraph consists of less than five sentences.

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[3],Donald Ary, Lucy Cheser Jacob, and Chris Sorensen. *Introduction to Research in Education*. 8th ed. (USA:WADSWORTH Cengage Learning,2010), 424.

[4] Sugiono. *Metode Penelitian Pendidikan:Pendidikan Kuantitatif Kualtiatif, dan R&D*.(Bandung:Alfabeta Bandung,2012), 338.

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b. Either standard or short paragraph were classified based on three-paragraph component which were topic sentence, supporting sentences, and concluding sentence.

c. Each paragraph component in both standard and short paragraph was categorized into good and shortcomings

d. The shortcomings in each paragraph component either in standard and short paragraph were categorized into some types based on the similar faults.

3. Analyzing Data

To analyze the data, both standard and short paragraphs were evaluated by comparing its three-paragraph component based on the standard of criteria. Analyzing data itself was gathered with some reasons why it was categorized into good and shortcomings classification. The standard of criteria were:

a. Topic sentence

1) The topic sentence should have clear topic and specific controlling idea.

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2) The topic sentence should show provable statement and it does not show the fact which only can be answered by yes or no. In other words, it should show the writer's opinion about something.

3) The topic sentence should have single focus whether in the topic or in the controlling idea in order to keep on tract the discussion. It may have more than one controlling idea as long as it is closely related ideas each other.

4) The topic sentence should show forceful statement so readers want to know why the writer states like that.

b. Supporting sentences

Supporting sentences should be three relevant sentences to the topic sentence minimally.

c. Concluding sentence

Concluding sentence should restate to the topic sentence by some alternative ways. For example, giving restatement to the topic sentence by writing the synonyms of the topic sentence, giving suggestion, opinion, or prediction which is still related to the topic sentence.

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4. Interpreting Data

After analyzing data, the researcher described the finding of the research in the discussion section. Here, the finding was defined as clear as possible based on the data. Besides, the interpretation itself was in line with the "background of the study, perspective, knowledge, and theoretical orientation of the researcher and the intellectual skills he or she brings to the task."[5]

H. Trustworthiness

To check the validity of findings, the study used triangulation to strengthen the findings and explore the discussion.[6] According to Given, there are four triangulations types. They are "triangulation of methods of data collection, investigator triangulation, theory triangulation (including methodological variations that account for between-method and within-method approaches), and triangulation of data sources".[7]

In this study, theory and data sources triangulation were used to strengthen the discussion about the findings.

[5] Ary, Donald, Lucy Cheser Jacob. Chris Sorensen. *Introduction to Research in Education*. 8th ed. USA:WADSWORTH Cengage Learning, 2010), 490.
[6] Lisa M. Given. (Eds.). *The Sage Encyclopedia of Qualitative Research Methods*. (USA:A SAGE Reference Publication Volumes 1&2, 2008), 892.
[7] Ibid., 893.

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1. Theory Triangulation

Analyzing the data, this study confirmed the data with the theories from some books.

2. Triangulation of Data Sources

To strengthen the discussion of findings, the researcher interviewed 5 students because they had given enough needed information. The interview was in-depth interview in order to know both the students' understanding about paragraph and paragraph component and the reasons of their faults in writing paragraph and paragraph component based on criteria.

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