

CHAPTER I

INTRODUCTION

This chapter consists of the background of the research that explains about the problem and reason for choosing the topic, statement of the problems, the significance of the research and objectives of the research, scope and limit of the research and definition of key terms.

A. Background of the Research

Commonly, researchers always try to prove the reason of the phenomena around them. Researchers can find the phenomena in the classroom, playground, an organization or community. Researchers learn something from those phenomenon by asking some questions and prove them through the research process. As researchers always develop, researchers can find the simplest thing from general things in their life.

In understanding the phenomena, researchers use the qualitative research which has the role to prove the phenomena. Researcher also needs some stages to prove it. As stated by Dawson and Algozzine that research involves determining: 1. what we want to research (the research question) 2. How do we want to research it (the design), 3. Whom we want to research (the “case,” “cases,” or “sample”) 4. How best to acquire information (the data-collection techniques) 5. How best to analyze or interpret the information that we acquire (the data analysis) 6. How and with whom to share our findings (the dissemination process) 7. How to

confirm our findings (the verification process).¹ It means the researchers must follow some stages in doing a research to make it easy and to make good research.

Qualitative research is difficult and has some challenges. It is supported by Rohmah in her workshop material that challenges in qualitative research are make sense of massive amounts of data, reduce the volume of information, identify significant patterns and construct a framework for communicating the essence of what the data.² It also in line with Ary's statement that data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.³ Therefore, the researchers will find many difficulties in analyzing qualitative data. Especially for the beginner such as students university and some solutions are needed in order to not spend much time in this step.

Qualitative research is also flexible and have various form in answering research question depended on the research the researchers want to answer. As cited by Dickson, they argued that the reporting of qualitative data may be one of the most fertile fields going: there are no fixed formats, and the ways data are being analyzed and interpreted are

¹ Hancock, Dawson R. and Bob Algozzine. *Doing case study research: a practical guide for beginning researchers*. (Teachers College : Press New York. 2006)

² Rohmah, Zuliati. *Analyzing Qualitative Data*. adapted from http://pbi.uinsby.ac.id/?page_id=129

³ Ary, Donald. *Introduction to Research in Education Eighth Edition*. (Canada : Cengage Learning, 2009)

getting more and more various.⁴ It is very potential for the researcher to have difficulty in displaying the data because it has many various form. Different stakeholder will have different point of view of those varieties.

A preliminary research was conducted by the researcher to 10 students at eighth semester of English Teacher Education Department in UIN Sunan Ampel Surabaya who are in the process of writing thesis. At the preliminary research, the researcher asked open-ended questions about difficulties in designing the elements of research method. It consists of research design, research subject, research location, research instrument, data collection, data analysis, etc. The result of the preliminary research shows that there are some common problems happened on the students at eighth semester of English Teacher Education Department in UIN Sunan Ampel Surabaya. They have many difficulties in analyzing the data, especially in analyzing qualitative data. At the previous semester they had already got the subject related to the research method such as Research Method, Research Statistics and Thesis Proposal Seminar, but they are still confused when they conducted the research especially in analyzing qualitative data, such as how to analyze the data, how to display the data, how to categorize the data, etc. Based on those problems above, it is important for the researcher to know what difficulties are faced by the student in analyzing qualitative data. Therefore, the researcher is interested

⁴ Dickson, Virginia. et al. *Doing sensitive research: what challenges do qualitative researchers face?*. Australia: La Trobe University, 2007

to conduct the research about “*Students’ Difficulties in Analyzing Qualitative Data*”.

There are some previous studies related to this research. The first one is the research with the title is “Difficulties experienced by education and sociology students in quantitative methods courses.”⁵ This research studied the difficulties of student of education, psychology and social science in their quantitative research course at university. This result of research shows that the difficulties in in their research course at university were students’ difficulties with superficial teaching, linking theory with practice, unfamiliarity with and difficulty of concepts and content, constituting an integrated picture of the parts of scientific research in order to really understand it, and negative attitude toward these studies.

The second previous research is “Students’ Difficulties in Analyzing Experimental Statistics Data”.⁶ This research is about factors causing students’ difficulties in analyzing experimental research and the solutions to overcome this problem. This research use qualitative research in which the instruments are interview, questioner and documentation. The result of this research showed that those factors causing difficulties in experimental statistics data calculation are: First, they seldom read experimental statistic data processing. Second, the experimental formula is

⁵ Murtonen, Mari. *Learning of quantitative research methods - University students’ views, motivation and difficulties in learning*. (Finland: University of Turku, 2005)

⁶ Irdiyansyah, Iyan. *Students’ Difficulties in Analyzing Experimental Statistic Data*. faculty of Teacher Training and Educational Sciences. Pakuan University. 2009

more difficult from others statistic formulas, many tables should be prepared, and taking the conclusion is also becoming students' difficulties.

Based on the previous studies above, the researcher conducts different research. In this research, the researcher is going to observe students' difficulties in analyzing qualitative data, causes of difficulties in analyzing qualitative data and also solution to overcome difficulties in analyzing qualitative data. The researcher is going to do an interview to get the information and answer the research question with the subject of the research is students at eighth semester of English Teacher Education Department in UIN Sunan Ampel Surabaya in UIN Sunan Ampel Surabaya.

B. Research Question

Based on the background of the research above, it can be formulated the research questions as follows:

1. What are the difficulties of the students at eighth semester of English Teacher Education Department in UIN Sunan Ampel Surabaya in analyzing the qualitative data?
2. What are the causes that make students at eighth semester of English Teacher Education Department in UIN Sunan Ampel Surabaya difficult in analyzing qualitative data?
3. What are the solutions of the students at eighth semester of English Teacher Education Department in UIN Sunan Ampel Surabaya to overcome those difficulties in analyzing the qualitative data?

C. Objective of the Research and Significance of Research

1. Objective of The Research

Based on the research questions mentioned above, the objectives of the research are as follow:

- a. To describe the difficulties of the students at eighth semester of English Teacher Education Department in UIN Sunan Ampel Surabaya in analyzing qualitative data.
- b. To describe the causes that makes the students at eighth semester of English Teacher Education Department in UIN Sunan Ampel Surabaya difficult in analyzing qualitative data.
- c. To describe the solution to overcome the difficulties in analyzing qualitative data of the students at eighth semester of English Teacher Education Department in UIN Sunan Ampel Surabaya.

2. Significance of the Research

This research is conducted to know the students' difficulties in analyzing qualitative data at eighth semester of English Education and Teacher Training Faculty in UIN Sunan Ampel Surabaya. Through this research, the researcher expects that it will give significance for the department, students and lecturer as follows.

1. For the Department

For English Teacher Education Department, this research is expected to make any evaluation related to the students' difficulties in analyzing the data and make any syllabus dealing

with students' difficulties in analyzing qualitative data to improve teaching method or strategy in teaching research method in order to the students can understand about how to analyze qualitative data.

2. For the Students

This research is also expected to make the student get better understanding on what are students' difficulties in analyzing qualitative data, the causes that make the students difficult in analyzing qualitative data and the solution to overcome those difficulties in analyzing qualitative data. Therefore, they can prepare themselves before they start to analyze qualitative data.

3. For the lecture

For the lecture, this research is also expected to give significant benefit for the lecture who teach Research Method course in order to know the difficulties in analyzing the qualitative data, causes that make the students difficult in analyzing qualitative data and the solutions to overcome difficulties in analyzing qualitative data. Therefore, the lecture will find the strategies to teach the subject related to the research such as Research Method, Research Statistics, and Thesis Proposal Seminar, and give more practice to the students in order to have experience in analyzing the data, especially for qualitative research.

D. Scope and Limitation of the Research

This research only focuses on the students' difficulties in analyzing qualitative data. The researcher does not observe the students' difficulties of all elements in research method such as research design, research subject, data collection technique, data analysis techniques, etc. The researcher determines the scope of this research on data analysis. It is data analysis technique, exactly in students' difficulties in analyzing data. The researcher limits this research on students' difficulties in analyzing qualitative data. In essence, this research just focuses on students' difficulties in analyzing qualitative data.

E. Definition of Key Term

In order to avoid misunderstanding about term used in this research, the researcher provides some key terms bellow:

1. Qualitative data is a data taken from instruments used as technique of qualitative research such as interview, observation, document analysis, etc.
2. Data analysis is a process whereby researchers systematically search and arrange data in order to increase their understanding of it as well as enable them to present what they learned to others.⁷ It involves organizing and familiarizing, coding and reducing, interpreting and representing.

⁷ Ary, Donald et. al. *Introduction to Research in Education Eighth Edition*. (Canada : Cengage Learning, 2009)

3. Qualitative research is a process of exploring and understanding the meaning individual or groups as a social or human problem. It means that qualitative research consists of narrative or textual description about the phenomena.
4. Student is the eighth semester students of academic year 2011/2012 who is in the process of writing thesis at English Teacher Education Department in UIN Sunan Ampel Surabaya.

