## **CHAPTER III**

## **RESEARCH METHODOLOGY**

Research method is a way collected by the writer to answer a research question. In this chapter, the researcher will present in details the method of the research used in this study. It is divided into several sub chapters. They are research design, research subject, data collection technique, instrument of the research, and data analysis technique.

### A. Research Design

Research design is the plan of the research that will be conducted.<sup>1</sup> In this research, the researcher used descriptive research. According to Burns and Grove, descriptive research is designed to provide a picture of a situation as it naturally happens. The researcher argued that this research was categorized as descriptive research because it described and analyzed the elements of coherence and unity that were arranged by the students when they wrote or composed paragraph.

In conducting the research, the writer uses quantitative approach. Quantitative data is a numerical record that results from a process of measurement and on which basic mathematical operations can be done.<sup>2</sup> Therefore, in this study

<sup>&</sup>lt;sup>1</sup> Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: PT. Rineka Cipta, 2006), p. 51

<sup>&</sup>lt;sup>2</sup> Mark Balvaves and Peter Caputi, *Quantitative (Introduction to Quantitative Research Method)*, (London: SAGE Publication, 2001), p.123

the author analyzes two of features of argumentative paragraph written by the students.

Considering the purpose of the research and the nature of the problem, the writer attempts to gather the data from the students' task. The students' quality of writing in the Final-test becomes one important attention in this study.

## **B.** Research Subject

Sample is a portion of population. Accessible population is the population of subjects accessible to the researcher for drawing a sample. There are three steps of sampling, they are: population, accessible population, and sample.

## 1. Population

Population is a group of object that will be the target of the research.<sup>3</sup> In this research, the population is the students of argumentative writing class at fourth semester of English teaching and education department (ETED) of UIN SUNAN AMPEL SURABAYA Academic year 2014-2015 and they divided into 5 classes, they were A, B, C, D, and E class. Each class had about 20 students and the total number of the students is 100 students.

### 2. Accessible population

<sup>&</sup>lt;sup>3</sup> Bungin Burhan, Metodologi Penelitian Kuantitatif, (Jakarta: Kencana Prenada Group, 2008), p.99

The accessible population of this research is the students of UIN Sunan Ampel Surabaya. This university is located in Jl. Ahmad Yani No. 117, Surabaya, and East Java.

## 3. Sample

Arikunto states that the data resource is the subject from which the data can be found.<sup>4</sup> Sample is group of people that will be respondent.<sup>5</sup> For the sample, the researcher took two techniques of sampling because this research needed it to finish and complete the research. The first is stratified sampling. Stratified random sampling involves dividing the population into mutually exclusive and mutually exhaustive subgroups, then taking a simple random sample in each subgroup.<sup>6</sup> It is used to take the sum of sample that would be analyzed of the research. In this case, the researcher will take the samples 50% of each class of argumentative writing. Then, purposive sampling is used after the researcher analyzed the product of writing. It will show how many writing results of students that had been analyzed as representation of the data analysis.

## C. Data Collection Technique

<sup>&</sup>lt;sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), 6th Ed., p. 129.

<sup>&</sup>lt;sup>5</sup> Sugiyono, Metode penelitian kuantitatif kualitatif R&D, (Bandung: Alfabeta, 2010), p. 81

<sup>&</sup>lt;sup>6</sup> Singh, Kultar, *Quantitative Social Researcher Method*, (New Delhi: Sage Publication, 2007), p.104

Data collection has function to gather the information used by researcher. The emphasis in data collection is to develop research evidence analytically, searching for a broad arrangement of evidence which search both confirming and disconfirming data.

The first data is gained from Final-test of argumentative writing class, where in this test, students are asked by their lecturer to make a good essay that consists of some paragraphs.

The researcher will gather the students' task of write an argumentative essay from 5 (five) classes that have explained above. She will investigate the essay considered by the coherence and unity analysis. Hence, the researcher has documentation from students of argumentative paragraph writing class, since documentation is a technique of data collection by gathering and analyzing documents.<sup>7</sup>

### **D.** Instrument of the Research

To get the empirical data and draw the conclusion or the result of research, the writer will use some instruments. Instrument here is a tool to measure which potentially make the researcher easier in collecting data and analysis.

#### 1. Writing Task

<sup>&</sup>lt;sup>7</sup> Nana Syauhid Sukma Dinata, *Metodologi Penelitian Pendidikan*, (Bandung: PT Remaja Rosda Karya, 2004), p.221

The instrument of this research is writing task from Final-test held by the lecturers. It referrers to one of the components of performance assessment, that is performance task. It shows that this task find out the ability of the students in composing every single paragraph or connecting the sentence to other become a paragraph. According to Brown, the writing task that was given to the students was a writing based on the topic development within a paragraph.<sup>8</sup> It is a task where there is only a topic sentence of paragraph that was given to the students. Here, the students are asked to compose supporting details in order to complete paragraph.

2. Rubric

Coherence is about between the one sentence and the next should be supported by good transition words or conjunctions. Unity is every sentence in the paragraph works toward developing a single idea. In other words, if the paragraph connects the sentences each other to discuss only one topic, it will create and appear the unity naturally in the paragraph.

## Table 3.1

<sup>&</sup>lt;sup>8</sup> Brown, H. Douglas. *Language Assessment: Principle and Classroom Practices*. (New York: Pearson Education. Inc2004). p. 235

Categories of Performance	Advance (4)	Intermediate (3)	Basic (2)	Beginner (1)
Thesis	- State a clear	- States a clear	- States the	Thesis and/or
Statement	and complete	thesis of the	thesis but	problem are
(Introduction)	thesis	paper.	does not	vague or
	statement.	- States the	adequately	unclear.
	- A clear	problem, but	explain the	
	explanation	does not	background	
	or definition	explain using	of the	
	of the	details.	problem.	
	problem.		- The problem	
			is stated, but	
			lacks detail.	
Main Points	- Three or	- Three or more	- Three or	- Less than
	more main	main points are	more main	three main
	points are	present but may	points, but	points, with
	well	lack detail and	all lack	poor
	developed	development in	development	developmen
	with	one or two.	- Refutation	t of ideas.
	supporting	- Refutation	paragraph	- Refutation
	details.	paragraph	missing	missing or
	- Refutation	acknowledges	and/or	vague.
	paragraph	the opposing	vague.	- there is no
	acknowledge	view, but	- there are	transitions
	s the	doesn't	only two	
	opposing	summarize	transitions	
	view, and	points.		

Argumentative Essay Rubrics: Coherence

	-			
	summarizes	- need more		
	their main	transitions.		
	points.			
	- transitions			
	make a good			
	"flow"			
Conclusion	Summarizes	Summarizes	Summarizes	Conclusion
	the main topics	main topics.	main topics,	does not
	without	Some	but is	adequately
	repeating	suggestions for	repetitive. No	summarize the
	previous	change are	suggestions for	main points.
	sentences;	evident.	change and/or	No suggestions
	writer's		opinions are	for change or
	opinions and		included.	opinions are
	suggestions for			included.
	change are			
	logical and			
	well thought			
	out.			

Table 3.2Argumentative Essay Rubrics: Unity

Categories of Performance	Advance (4)	Intermediate (3)	Basic (2)	Beginner (1)
	<b>x</b> 1 <b>A</b> 1 <b>A</b>	<b>.</b>		×1 · · 1
Organization	Ideas flow in the	Ideas in the	A few ideas	Ideas in the
	paragraph and	paragraph	in the	paragraph are
	clearly support	support the	paragraph do	disorganized
	the main idea	main idea, but	not support	and do not

	(related to the	could be	the main idea	support the
	paper's thesis).	organized more	or are out of	main idea,
		clearly.	place,	causing
			causing a	a confusion of
			confusion of	meaning.
			meaning.	
Evidence	- Support the	- Supports the	- Evidence	- Lacks
	claim with	claim with	is not	evidence
	logical	reasoning and	relevant or	and
	reasoning and	evidence	not	relevance
	relevant	- Demonstrates	completely	
	evidence	some	thought out	
	- Demonstrating	understanding		
	a complete	of the topic		
	understanding			
	of the topic			

Sources:

Karen Schwalm,

http://web.gccaz.edu/English/Assessment/Spring07/Final/ArgumentRubric.htm

Utah educators, Washington County School District. http://www.uen.org/corelanguageartswritingdownloads/ArgumentativeEssayRubric

The term "flow" is a rather imprecise way of describing a paper's organization. In applying "flow" to essay writing, it is important to be more specific about the kind of smooth movement and clear connections the writer seeks to create.

## E. Data Analysis Technique

Data analysis is the process of systematically searching and compiling the data obtained from interviews, field notes, and other materials, so it can be understood easily, and its findings can inform others.<sup>9</sup> After collecting the data, the next step was analyzing the data. The researcher used the data analysis from Gay and Airasian who claimed that the analysis of descriptive research data required four iterative steps: reading, describing, classifying and interpreting.<sup>10</sup>

## 1. Students' Competence

In analyzing students' individual competence, the author went to use the formula:

 $\mathbf{P} = \underline{\mathbf{F}} \times 100\%$ 

N

P = the percentage of the correct point.

F = the frequency of the correct point.

N = total number of item.

The table was used in measuring the students individual ability is as follows:

Students	F	N	Р%	Category

According to Arikunto, students' competence can be recognized into: 11

<sup>&</sup>lt;sup>9</sup> Sugiyono, Metode Penelitian Pendidikan, (Bandung: Alfabeta, 2011), p.334.

<sup>&</sup>lt;sup>10</sup> Gay, L.R and Airasian, Peter. *Educational Research: Competencies for Analysis and Application*. (New Jersey: Prentice-Hall. Inc., 2000) p. 239

Very good	= 81 - 100%
Good	= 61 - 80%
Fair	= 41 - 60%
Bad	= 21 - 40%
Very bad	= 0 - 20%

# 2. Measuring the Mean of Students' Ability

The *mean* represents a whole data set of scores with one single number.<sup>12</sup> To obtain the mean, adding up all of the scores (x) and divide by the total number of scores. The following formula is used in this research:

$\overline{X} = -\frac{2}{3}$	$\frac{\Sigma X}{n}$
x	= Mean (the score)
Σx	= the total score
Ν	= the number of students

<sup>&</sup>lt;sup>11</sup> Arikunto, Suharsimi, Prosedur Penelitian Suatu Pendekatan Praktek, (Jakarta: Rineka Cipta,1997), p.67

<sup>&</sup>lt;sup>12</sup> Supranto, J. *Ekonometrik Buku Dua.*, (Jakarta: Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia, 1995), p.91