CHAPTER III

RESEARCH METHODOLOGY

The description of the research methodology is employed in this research. This chapter discusses approach and research design, research presence, research location, data and source of data, research instrument, data analysis technique, research validity of findings, and research stages.

A. Approach and Research Design

This research is using qualitative approach. Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore¹. Besides, qualitative approach is general way of thinking about conducting qualitative research which three major categories of data, such as indepth interviews, direct observation and written document². In qualitative research typically you gather a text data base, the data analysis of text consists of dividing it into groups of sentences, called text segment, and determining the meaning of each group of sentences³. The goal is a analyze picture and depth of understanding rather than a numeric analysis of data⁴.

Qualitative research consists of eight types: basic interpretative studies, case studies, document or content analysis, ethnography, grounded theory, historical

¹John W Cresswell, Educational Research, (university of Nebraska-Lincoln, 2012), 16

²Trochim, William M.K., *The research Method Knowledge Base 2nd Edition* (Cornell University: Custom Publishing, 1999), 159

³John W Cresswell, *Educational Research*, 18

⁴Donald Ary, *Introduction to Research in Education*, (Canada: Nelson Education, 2010), 29

studies, narratives inquiry, and descriptive study⁵. One of them will be used as research design for this study. The research design is the overall plan or structure used to answer the research question⁶. This step is important for the researcher to choose the suitable research design for her research. In addition, the researcher uses case study research.

Case study research is a qualitative approach in which the investigator explores a bounded system. It involves the study of an issue explored through one or more cases within a bounded system. Thus, the focus of case study is developing an in dept description and analysis of a case or multiple cases⁷.

In conclusion, this research uses qualitative as the method for colleting the data. The result of the research is presented in form of descriptive. Therefore, it is appropriate for this research since the research will analyze students' skill in writing argumentative essay and describe the students' way in producing public writing.

B. Researcher Presence

In qualitative research, the researcher is the instrument itself. The researchers can be everything in the whole research process. They acted as draftsman and collector. Besides, they also must analyze, interpret and report the

⁵Donald Ary, *Introduction*...., 31

⁶ Phyllis Tharenou, Ross Donohue, Brian Cooper, Management Research Methods, (Newyork: Cambridge University Press, 2007), 16

⁷ John W Cresswell, 2nd edition qualitative inquiry & research design choosing among five approaches (university of Nebraska-Lincoln, 2012), 75

data. Contribution of the researchers actually determines the success of the research. If they leave one process, it will decrease the validity of the data⁸. Thus, one of researchers' roles here is as interviewer. The researcher interviewed three students who wrote argumentative essay in newspaper.

C. Site of the Research

This research will conduct in English teacher education department of UIN Sunan Ampel Surabaya. Based on the preliminary research 30th of July, 2015 the researcher found six students of English Education Teacher Department (EETD) who produce their writing on publish. Additionally, argumentative writing was taught in third semester for students in academic year 2011 of EETD. The subject was called writing two. The purposes of writing two is students be able to write a variety of essays in English coherently⁹. In current time, the subject is called argumentative writing. It was taught in fourth semester for students in academic year 2012 until 2015. Therefore the location can support this research.

D. The Subject of Research

The subject of research is seventh semester students of EETD UIN Sunan Ampel Surabaya 2015. The researcher focuses to them because they have got material about argumentative essay in the previous semester and some of them have published their writing. In addition, the researcher will observe the students who published their writing at newspaper. Then, based on preliminary research

⁸Trochim, William M.K., *The research*,...., 159

⁹SitiNurulHidayah, M.Ed., M.Ed., SAP Writing II 2012, (accessed on 30th of July 2015)

30th of July, 2015 the researcher found them at seventh semester students. This fact can support the researcher to achieve the purpose of this research.

E. Methods of data collection

To obtain the valid data, the researcher use kinds of data collection. For conducting the research, the researcher used some methods of data collection as follow:

1. Documentation

Documentation usually involves analysis of verbal text, but can include quantitative data in the form of archival records. Documentation is unobtrusive and non-reactive. It can also be used for triangulation of data, helping to counteract the biases of other methods and supplements source of information. Besides, documentation may be used as a preliminary to a study using primary data (e,g., interviews) or as a research data in their own right¹⁰.

In this research, documentation is used in preliminary research. The researcher gets the information about the background of the respondents through documentation. The researcher record communication with the respondent when gather the data. Thus, researcher also collects the result of students' writing. Students' writing acted as documents which represent the important information about the research.

 $^{10}\mbox{Phyllis}$ Tharenou, Ross Donohue, Brian Cooper,, 125

2. Interview

Interview is which is done by the interviewer to get the information from the interviewee ¹¹. The writer uses the interview as an instrument, because the writer wants to know the teacher's strategies to overcome the students' grammatical errors in adjective clause. For efficiency of the time, the writer interviews the teacher orally face to face to get the information about the teacher's strategies.

F. Research Instrument

Research instrument is tools or facilities that are used by the researcher in order to collect data. By using this instrument it help the researcher can make the job easier, complete, and systematic¹². The instrument that use in this research are:

1. The assessment checklist of argumentative essay

The assessment checklist of argumentative essay will be used to analyze the argumentative skill of students.

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Sugiyono, Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D (Bandung:ALFABETA, cv., 2010), 155

¹²Arikunto Suharsimi, prosedur suatupendekatan praktek, 149

Table 3.1 Assessment Rubric

	Analyzing the argumentative				
Element	essay	Checklist			
	Indicator				
Introduction					
1. Introduction by	Opening with a specific anecdote				
narrative	or short narrative.				
2. Introduction by	Begin with a strong, unambiguous				
generalization	generalization related to the				
	readers' experiences.				
3. Introduction by	The essay begins with quotations				
quotation	that are eventually connected to				
	the topic of the essay.				
Claim					
1. Factual claim	To convince an audience by				
	giving condition or phenomenon				
	exists or has existed.				
2. Causal claim	Assert that one event or condition				
	produces or helps to produce				
	another event.				

	3.	Evaluation	Make a value judgment of a	
			person, activity, or object.	
	4.	recommendation	Argue for a particular course of	
			action in order to change existing	
			circumtances.	
Conclusion				
	1.	Finding	Ends an argument of fact, such as	
3			the reporting of a scientific	
4			experiment or a case study.	
	2.	Recommendation	Conclude arguments of	
			recommendation.	
	3.	General closing	Suggest a movement orward	
			(where we go from here) or out	
			ward (how this spesific argument	
			relates to other arguments)	

2. Interview Guide

The interview guide will be provided to interview the students who write argumentative essay in public to gather the information needed. It will be used to answer the second question of this research. It used to verify and support the other data and to find out additional and relevant information.

Table 3.2 Indicator of interview

No.	OBJECT	QUESTIONS	INDICATOR
1		Would you please to tell me	To now students' interest
		about your experience in	and background about writing
		writing?	
2		When did you start to send your writing on newspaper?	To know the appearing of their confidence and effort to share their writing on public
3	Students	What is your motivation to send your writing on	to know students' motivation for writing on newspaper
		newspaper?	
4		What is your particular ways to write on newspaper?	To describe their ways to write on newspaper
5		What is the contribution of	To make sure that their
		your study at this	study effect to their
		department for this	achievement.
		achievement?	

G. Data Analysis Technique

Data analysis is the most complex and mysterious phase of qualitative research. 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 which must be examined and interpret¹³. Qualitative analysis involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships, theorize about how and why the relationships appear as they do, and reconnect the new knowledge with what is already known¹⁴. Therefore, after the data is gathered from the result of collecting data, they must be managed and organized. The data must be described, classified, and interpreted. Thus, the researcher represents the data for others.

In this case, there are three stages in analysis qualitative data¹⁵.

1. Familiarizing and organizing

In this stage, the researcher must be immersed in the data. Field notes, audio tapes, video tapes, observer comments, and other data must be put into a form ready for analysis. The researcher can write notes or memo to capture the information from the data. It will help researcher be familiar with the data.

¹³Donald Ary, Introduction to Research in Education, (Canada: Nelson Education, 2010), 481

¹⁴Donald Ary, Introduction to Research in Education,, 481

¹⁵Donald Ary, Introduction to Research in Education,, 481

After that, Files can be organized in a variety of ways, for example, by interview, by questions, by people, or by places.

In addition, the researcher will collect all of data she or he got. The researcher will collect the result of preliminary research, field note, interaction with the subject, etc. After that all of the data will be ready to process and analyze for the next step.

2. Coding and reducing

This is the process to generate categories and themes the data that gotten in writing form (script). In this stage, the researcher will change the result of documentation into script analysis of document. Thus, she or he will change the recording of interview in a writing form without decreasing or adding any words.

After that the researcher will analyze the result of interview and documentation. The researcher will make a theme table to categorize the respondents' statement. The statement that explains the theme will put on the theme table. Thus, the next step is giving code for the statement. Giving code is to show the identity and explain the subject. Thus the result of documentation will analyze with the rubric of argumentative essay.

3. Interpreting and representing

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. In

interpreting qualitative data, the researchers confirm what they already know is supported by the data, you question what they think they know and eliminate misconceptions, and they illuminate new insights and important things that they did not know but should have known. Then Representation involves how the data are presented. It can use graphs, pictures, diagrams, figures, or frameworks. In this stage, the researcher interprets the finding and stating conclusions.

H. Checking Validity of Findings

The researcher use some techniques to check the validity of findings, they are:

1. Triangulation

Triangulation is the most common way used to increase the validity of data in qualitative research. Triangulation is a technique to check the validity of the data which utilized something besides the data. It used to check or to compare the validity of the data¹⁶.

Triangulation compares the observed data with the results of interviews and results of documentation. Thus it will be evidence when compared to similar data which obtained from other different sources¹⁷.

¹⁷Lexy J, Moleong,...., 179

¹⁶Lexy J, Moleong, *MetodologiPenelitianKualitatif*, (Bandung: PT. RemajaRosdakarya, 2004), 178

2. Peer Debriefed

Peer debriefed is a technique that is done by exposing the interim results or final results obtained in the form of an analytical discussion with colleagues. Based on the information that was gathered, dissent is something which is expected, because it can establish result of the research¹⁸.

3. Criterion-related validity

Criterion-related validity means that the measure predicts a relevant criterion. In other words, it attempts to answer the question, 'Does it matter?' Criterion-related validity is practical and pragmatic. However, the choice of the criterion variable is critical. Smithson (2005) notes that the criterion measure should be known to be reliable and valid already¹⁹.

In this case, the researcher employ criterion of writing argumentative to measure the validity of the data. The researcher gets two criterions. First criterion uses to analyze whether students' writing is argument or not. Then, the second one is to evaluate students' writing through criterion of assessment made by lecturer.

I. Research Stages

In qualitative approach, there are some stages done by the researcher. There are three research stages; they are preliminary research, research activity, and

¹⁸Lexy J, Moleong,...., 178

¹⁹ Phyllis Tharenou, Ross Donohue, Brian Cooper, *Management Research Methods*, (Newyork:Cambridge University Press, 2007), 156

intensive analysis²⁰. The researcher also writes the research report as the last stage²¹. In this study, the research uses some stages, they are:

1. Research design

In this stage, the researcher formulated research title and research questions, examined related literatures, choose the research location based on the suitability of research question, determine research subjects, and choose collecting data instruments.

2. Preliminary research

In this stage, the researcher collects the information to write research proposal, decide research instruments, organize preliminary research, construct research instruments, and prepare for research activity.

3. Proposal seminar

In addition, the researcher presents her research proposal to the examiner of proposal. Thus, the researcher will get some suggestions to repair the proposal.

4. Research activity

In this study, the researchers do some activities dealing with the description of research activity in the field. The description itself is divided into four parts, they are:

²⁰Lexy J, Moleong, *MetodologiPenelitianKualitatif*, (Bandung: PT. RemajaRosdakarya, 2004), 84
²¹Ibid, 84

a. Recognizing research background and self preparation

In this step, the researcher did preliminary research to get needed information dealing with this research. First, the researcher asked basic course outline and rubric of assessment to the lecturer of argumentative essay. It will help the researcher to know the material that students got on argumentative essay class. Second, the researcher asked EETD's office to get the list of students who wrote on public. Thus, the researcher knew that they are three students from seventh semester. Then, the researcher met them and asked them to tell their experience in writing. Based on their story, the researcher got some information to complete the data and determine the focus this research. As a result, the researcher decided that she would analyze the students' argumentative skill in writing opinion which published on newspaper.

b. Planning

In relation to the application of action research, the researcher made a prior preparation to the implementation of action based on preliminary research. In this case the researcher collected the argumentative essay of the students and their opinion which published on newspaper. Thus, the researcher met them again to interview.

c. Implementing

The researcher did this part after completing the planning step. In this step, the researcher analyzes students' argumentative essay using rubric assessment from the lecturer. Then, to answer research question number two, the researcher analyze the result of interview with students. The result of interview will match with their opinion which published on newspaper.

d. Concluding

In this part, the researcher reflected the data that will have been found out through the related theory. Then, the researcher discusses all information concerning the research to find out the data. Finally, the researcher concluded the result and finding to answer the research question.

5. Writing the research report

In the study, the researcher consider some aspects related to the writing of research report, they are design of the report, basic content of the report, parts of the complement and written system of the report.