

CHAPTER III

RESEARCH METHOD

This chapter defines research method that used in the study to investigate the issues raised in the research question. It contains research type and research design, role of researcher in the study, research site, sources of the data, data collection procedures, data analysis, and method for verification of the research findings.

A. Research Type

In this present study, the researcher used library research as research type. According to Zed in Harianto, library research is a process of researching and analyzing documents such as books, articles, and other, which related to the problem of research.⁶⁹ It meant that this research only took data from written sources.

In accordance with the data, the researcher only looked up from some documents. Then, the researcher deep analyzed some documents that relevant with the study. The documents were the thesis abstract of English Education Program Students undergraduated on 2012. The documents were collected as soft files from Digital Library of State Islamic College of Palangka Raya

⁶⁹ Jonson Harianto, *The Development of Islamic Education in Public School after Reform Era*, Published Thesis, Jakarta: State Islamic University of Syarif Hidayatullah Jakarta, (Online), 2010, p. 9. URL: [//repository.uinjkt.ac.id/.../96152-Jonson%20Harianto//](http://repository.uinjkt.ac.id/.../96152-Jonson%20Harianto//). (Accessed on Monday, March 3rd 2014).

(Digilib.stainpalangkaraya.ac.id) and also hard files from Library of State Islamic College of Palangka Raya.

B. Research Design

The research design of this study was content analysis. Hsieh and Shannon in Zhang and Wildemuth a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns.⁷⁰ According to Ary, content analysis focuses on analyzing and interpreting recorded material to learn about human behavior, the material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, transcript or other documents.⁷¹ Because content analysis include document as material in a research, therefore this study used content analysis as research design where the object of the study was thesis abstract of English education program of State Islamic College of Palangka Raya undergraduated on 2012.

C. Role of the Researcher in the Study

One of the major characteristics of content analysis that distinguish from others is it is the research tool that only focuses on analyzing and interpreting recorded material to learn about human behavior, the material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, transcript or other

⁷⁰ Yan Zhang and Barbara M. Wildemuth, *Qualitative Analysis of Content*, (Online), p. 1, URL: http://www.ischool.utexas.edu/Content_Analysis.pdf/, (Accessed on Saturday, March 29th, 2014).

⁷¹ Donald Ary, Jacobs Lucy Cheser and Chris Sorensen, *Introduction to Research in Education*, p. 29.

documents.⁷² Content analysis can help identify propaganda or describe attitudes and psychological states. Despite its name, content analysis is more of a data reduction technique than an analytical one because it breaks down lengthy text material into more manageable units of data.⁷³ So, in this present study the researcher would go through several steps based on the Miles and Huberman's technique analysis to do content analysis such as data reduction, data display and conclusion.⁷⁴

D. Research Site

Research site in the present study were thesis abstracts of English education program of State Islamic College of Palangka Raya undergraduated on 2012. Dealing with these, the researcher used purposive sampling. The researcher chose the subjects of the study based on the purpose of the study. Ary points out purposive sampling refer to as judgment sampling - sample elements judged to be typical, or representative, are chosen from the population.⁷⁵ So, the researcher only chose the thesis abstracts that consist of deverbal nouns suffixes. As a result based on the criteria above, there were 48 thesis abstracts of English education program of State Islamic College of Palangka Raya undergraduated on 2012 as

⁷² *Ibid.*,

⁷³ Shane Hall, *How to Do Content Analysis*, (Online), 2014, URL: <http://classroom.synonym.com/content-analysis-2670.html//>, (Accessed on Sunday, September 14th, 2014).

⁷⁴ Keith F Punch, *Introduction to Research Methods in Education*, London: SAGE Publications Inc, 2009, p. 174.

⁷⁵ *Ibid.*,p. 156.

research site of this present study.⁷⁶ Object of this present study was deverbal nouns affixes. The researcher chose deverbal nouns suffixes as object of the study; it was because deverbal nouns suffixes commonly found in thesis abstract of English education program of State Islamic College of Palangka Raya undergraduated on 2012.

E. Source of the Data

The source of the data was taken from 48 thesis abstracts of English education program of State Islamic College of Palangka Raya undergraduated on 2012. It contains many morphological process of transposition word. The data analyzed in this present study is morphological process of transposition word of deverbal nouns suffixes were found in thesis abstract of English education program of State Islamic College of Palangka Raya undergraduated on 2012.

F. Data Collection Procedures

In the study, the researcher used some procedures to collect the data. The procedures consist of some steps as follow:

1. Find out thesis of English education program of State Islamic College of Palangka Raya undergraduated on 2012.
2. Collecting all abstract thesis of English education program of State Islamic College of Palangka Raya undergraduated on 2012.

⁷⁶Digital Library of State Islamic College of Palangka Raya, (Online). [URL://http://www.digilib.stainpalangkaraya.ac.id/](http://www.digilib.stainpalangkaraya.ac.id/), (Accessed on Friday, February 14th 2013) & Manual Library of State Islamic College of Palangka Raya.

3. Read all abstract thesis of English education program of State Islamic College of Palangka Raya undergraduated on 2012 by scanning technique.
4. Identifying words which contain deverbal nouns suffixes.
5. Classifying the form of transposition word of suffixes, the function and the meaning of suffixes.
6. Presenting and interpreting the data of the research to see which productive and unproductive affixes are and then the data are presented in the table.

G. Data Analysis

Ary state that data analysis is a process whereby researchers systematically search and arrange their data in order to increase their understanding of the data and to enable them to present what they learned to others.⁷⁷ While, according to Effendi and Singgarimbun in Harianto point out that data analysis is a process of simplification in the form of words into a more easily read and interpreted.⁷⁸

In this present study, the researcher used Miles and Huberman's technique to analyze the data, as follow:

1. Data reduction

Reduction data refers to the process of selecting, focusing, simplifying, abstracting, and transforming field notes, interview transcriptions, or other raw

⁷⁷ Donald Ary, Jacobs Lucy Cheser and Chris Sorensen, *Introduction to Research in Education*, p. 480.

⁷⁸ Jonson Harianto, *The Development of Islamic Education in Public School after Reform Era*, p. 9.

data.⁷⁹ According to Punch, it is not something separate from the analysis; it is part of the analysis. In the early stages, it happens through editing, segmenting, and summarizing the data. In the middle stages, it happens through coding, memoing and associated activities such as finding themes, clusters and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstract concepts is also a way of reducing the data.⁸⁰ In short, all the data that have been collected are processed to know between the relevant and irrelevant with the topic discussed. Therefore, data reduction is the data that have been gotten from the study and have been explained, so the invalid data are omitted. It is done in order to the data provided is appropriate with the problems in this study.

In this study, data reduction refers to the process of selecting deverbal nouns suffixes that is presented in thesis abstract of English education program of State Islamic College of Palangka Raya undergraduated on 2012. This first process is finding deverbal nouns suffixes, showing the process of deverbal nouns suffixes based on the theory, presenting the function of deverbal nouns suffixes and the last is presenting the meaning of it.

2. Data display

Data displays organize, compress, and assemble information.⁸¹ It makes the data compact and immediately accessible - so that the researcher can see a large amount of data at once, begin to understand what is happening, and start to

⁷⁹ Region of Waterloo Public Health, *Qualitative Data Analysis*, (Online), p. 1, URL: http://chd.region.waterloo.on.ca/en...QUALITATIVE_ANALYSIS.pdf/, (Accessed on Saturday, March 29th, 2014).

⁸⁰ Keith F Punch, *Introduction to Research Methods in Education*, p. 174.

⁸¹ *Ibid.*,

draw justified conclusions. There are many different ways to displaying data – graphs, charts, networks, diagrams of different types (Venn diagrams, causal models, etc) - and any way that moves the analysis forward is appropriate. Displays are used at all stages, since it enables data to be organized and summarized, it shows what stage the analysis has reached and it is the basis for further analysis.

In this present study, after gathering the data then the researcher will analyze the data. After analyzing whole data founded from thesis abstract of English education program of State Islamic College of Palangka Raya undergraduated on 2012, the researcher displays the result of the analysis on the form of table based on each category. The first table is presenting the form of deverbal adjectives suffixes in the form of word- formation processes. Second table is presenting each function of each word used in thesis abstract of English education program of State Islamic College of Palangka Raya undergraduated on 2012 found in thesis abstract of English education program of State Islamic College of Palangka Raya undergraduated on 2012. The last table is presenting the meaning of each word.

3. Conclusion

The reason for reducing and displaying data are to assist in drawing conclusions.⁸² This stage is not finalized until all the data are in, and sharpened during it. In the process of verification involves testing the meanings that are emerging from the data for their likelihood and for whether or not they can be

⁸² *Ibid.*, p. 175.

confirmed. In this steps the conclusions are taken by recheck the data reduction and data display. Therefore the conclusion taken is directed and is not deviated from the data analyzed, even if the final study is reached. In this study, it is put after presenting the whole findings of the analyzed data that aimed to clarify and note the most important points to avoid vagueness.

The processes of analyzing the data are illustrated in the following chart :

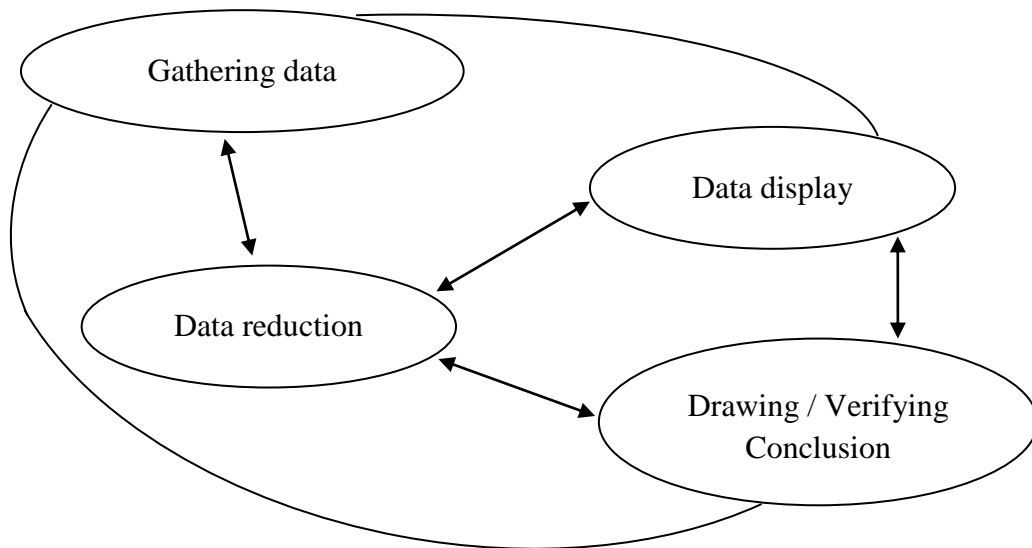


Figure. 3.1

Miles and Huberman's technique analysis

H. Method for Verification of the Research Findings

The validity of the data was used to guarantee all of the data that observed and investigated by the writer that relevant with the purpose of the research. There were four techniques to determine the endorsement of the data, as follow:

1. Credibility

In terms of credibility, because qualitative research can be based on the assumption of multiple, constructed realities, it may be more important for qualitative researchers to demonstrate that their findings are credible to their research population.⁸³ Credibility concerns the truthfulness of the inquiry's findings.⁸⁴ Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context. A number of methods have been identified in the literature for enhancing the credibility (internal validity) of qualitative studies.

According to Ary, these methods may be categorized according to five types of evidence, as follow⁸⁵:

a. Evidence Based on Structural Corroboration

Eisner in Ary defines structural corroboration as a “means through which multiple types of data are related to each other to support or contradict the interpretation and evaluation of a state of affairs”.

b. Evidence Based on Consensus

Eisner in Ary states validity based on consensus is defined as “agreement among competent others that the description, interpretation, evaluation, and thematic” are correct.

⁸³ Alison Mankey & Susan M. Gass, *Second Language Research: Methodology and Design*, USA: Lawrence Erlbaum Associates. inc, 2005, p. 179-180.

⁸⁴ Donald Ary, Jacobs Lucy Cheser and Chris Sorensen, *Introduction to Research in Education*, p. 498.

⁸⁵ *Ibid.*, p. 499-500.

c. Evidence Based on Referential or Interpretive Adequacy

Johnson & Christensen in Ary state referential or interpretive evidence of validity refers to “accurately portraying the meaning attached by participants to what is being studied by the researcher” and “The degree to which the participants’ viewpoints, thoughts, feelings, intentions, and experiences are accurately understood and portrayed”.

d. Evidence Based on Theoretical Adequacy

Theoretical adequacy or plausibility concerns the degree to which a theoretical explanation developed from the study fits the data and is defensible.

e. Evidence Based on Control of Bias

Researcher bias is a source of invalidity in qualitative studies. Bias may result from selective observations, hearing only what one wants to hear, or allowing personal attitudes, preferences, and feelings to affect interpretation of data.

Depend on the explanation above, it can be concluded that credibility is a technique to confidence or accuracy in the 'truth' of the findings.

2. Transferability

The research context is seen as integral. Although qualitative research findings are rarely *directly* transferable from one context to another, the extent to which findings may be transferred depends on the

similarity of the context.⁸⁶ Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. The researcher must strive to provide accurate, detailed, and complete descriptions of the context and participants to assist the reader in determining transferability.⁸⁷

Accordance with the explanation above, it can be concluded that transferability is a technique to showing that the findings have applicability in other contexts.

3. Dependability

Researchers aim to fully characterize the research context and the relationships among the participants.⁸⁸ Consistency is viewed as the extent to which variation can be tracked or explained. This is referred to as *dependability* or *trustworthiness*.⁸⁹

Dealing with the explanation above, it can be concluded that dependability is a technique to showing that the findings are consistent/stability and can be repeated in different sets of people or in different settings and time periods.

⁸⁶ Alison Mankey & Susan M. Gass, *Second Language Research: Methodology and Design*, USA: Lawrence Erlbaum Associates. inc, 2005, p. 180.

⁸⁷ Donald Ary, Jacobs Lucy Cheser and Chris Sorensen, *Introduction to Research in Education*, p. 501.

⁸⁸ Alison Mankey & Susan M. Gass, *Second Language Research: Methodology and Design*, p. 180.

⁸⁹ Donald Ary, Jacobs Lucy Cheser and Chris Sorensen, *Introduction to Research in Education*, p. 502.

4. Confirmability

Researchers are required to make available full details of the data on which they are basing their claims or interpretations.⁹⁰ Confirmability is concerned with whether the data they collect and the conclusions they draw would be confirmed by others investigating the same situation.⁹¹

Based on the explanation above, it can be concluded that confirmability is a step of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest or step to which findings in a study can be corroborated by others investigating the same situation.

⁹⁰ Alison Mankey & Susan M. Gass, *Second Language Research: Methodology and Design*, p. 180.

⁹¹ Donald Ary, Jacobs Lucy Cheser and Chris Sorensen, *Introduction to Research in Education*, p. 504.