CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses: previous studies, the nature of research problem, quantitative research, qualitative research, research and development (R&D), and the criteria of research problem.

A. Previous Studies

The writer founds three previous studies that discussed about research problem.

The first research by Mohammad Adnan Latief which the title is "Research Problems and Objectives in Language Learning". Research problems refer to questions raised to be answered through research projects. Research questions are different from questions raised by journalists, by classroom teachers, or by a book reader. Research questions involving one research design is stated differently from those involving another different research design. Good research questions are stated clearly, involving clear assessable and accessible variables, showing clear relationship of the variables to be investigated. Most of all, the answer to the questions has to give some theoretical as well as practical contribution. Research questions can be found primarily from the recommendation of the last part of research reports.[1]

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[1]Mohammad Adnan Latief, *Research Problems and Objectives in Language Learning,* University of Malang.

The second research by Rahmadi Nirwanto which the title is "Research Problems in S-2 Theses." The study is intended to identify, classify, evaluate, describe, and explain the quality and the patterns of research problems in the S-2 theses of the English Education Program at Islamic University of Malang. Qualitative approach and evalu   6   signs were used. The data of the study were 135 of S-2 theses of the English Education Program at Islamic University of Malang from 2003-2008. The study reveals that the majority of the research problems, as written in the theses, indicate clarity, research ability, variables being involved, areas, designs, non-factual data or information, and significance.[2]

The third research by Rahmadi Nirwanto which the title is "Research Problems in The S-1 Theses of The English Education Program at STAIN Palangka Raya." This article discuss, classify, describe, and explain the quality of research problems in the S-1 theses of the English Education Program at STAIN Palangka Raya. Qualitative approach was used. The general research showed the research problem in the thesis students had good quality indicate clarity, research ability, variable being involved, research area and design. In contrast, research problem had the bad quality in the terms of patterns,

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[2]Rahmadi Nirwanto, *Research Problems in S-2 Theses*, UIN Malang.

relationships between variables or facts, and benefits or contribution in the study.[3]

B. The Nature of Research Problem

The word research problem consists of two words, research + problem. 'Research' means the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions. 'Problem' means the matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome. Research problem is questions that to finding the answer with collecting the data.

Systematic research begins with a research problem. In a classic work, spoke of the first step in the scientific method as the recognition of a felt difficulty, an obstacle, or problem that puzzles the researcher. Your first step in the research process is therefore to select the problem for investigation. Selecting and formulating a problem is one of the most important aspects of doing research in any field. Beginning researchers are often surprised to find that this initial stage can take up a large part of the total time investigated in research project. There is no way to do research until a problem is recognized, thought through, and articulated in a useful way.

When the research problems are not clearly stated, the researcher will not be able to choose the right research design. This will make it difficult to conduct

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[3]Rahmadi Nirwanto, *Research Problems in The S-1 Theses of The English Education Program at STAIN Palangka Raya,* STAIN Palangka Raya.

the research project correctly. It may happen in the research report that when the research design and research results do not match the research problems, then the researcher has to change, either the research problems or the process of research. Very often, a researcher prefers changing the research problems to suit the research design and the research results to repeating the research. This is of course not recommended.

C. Quantitative Research

Quantitative and qualitative research stem from different philosophical assumptions that shape the ways researchers approach problems and collect and analyse data. Quantitative research originated in positivism, a philosophic view formulated in Europe in the 19th century. Positivists believe that general principles or laws govern the social world as they do the physical world and that through objective procedures researchers can discover these principles and apply them to understand human behaviour.

The positivists, stressed observation as the primary source of dependable knowledge. Positivism is often considered the traditional scientific method, which involves hypothesis testing and objective data gathering to arrive at findings that are systematic, generalizable, and open to replication by other investigator.

D. Qualitative Research

Qualitative research is based on a different philosophical approach, which sees the individual and his or her world as so interconnected that essentially the one has no existence without the other. It sees social reality as unique; thus, researchers can only understand human behaviour by focusing on the meanings that events have for the people involved. Furthermore, because researchers do not know in advance how naturally occurring events will unfold or what variables may be important, they do not begin a study with hypothesis.[4]

E. Research and Development (R&D)

According to Borg and Gall, "Educational Research and development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the filed-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviourally defined objectives."[5]

Research and Development (R&D) is a series of processes or measures in order to develop a new product or enhance existing products in order to be

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[4]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education Eight edition,* p.23.

[5]Walter R. Borg and Meredith Damien Gall, *Educational Research, an Introduction*. New York: Longman.

accountable. Such products are not always in the form of objects or hardware (hardware), such as books, modules, teaching aids in the classroom or in laboratory, but it can also software (software), such as program computer data processing, learning in the classroom, library or laboratory, or models of education, teaching, training, guidance, evaluation, management systems, and others.

F. The Criteria of Research Problem

If the research problem that warrants an expenditure of time and effort to investigate. The research problem can be evaluates following some criteria. The first criteria, a research problem is stated clearly, not ambiguously, without technical terms that make it difficult for readers to understand. Also, a good research problem should have significance. It should be one whose solution will make a contribution to educational theory or practice. The research problem may fill gaps in current knowledge or help resolve some of the inconsistencies in previous research. A research problem *"What is the effect of sex to students achievement in learning English at elementary schools?"* contain a technical term *the effect* which may no be understood easily by readers. A better statement for that research would be *"Do female elementary school students achieve better in learning English than male elementary school students.*

The second, Mc. Millan explains that one of purposes of research problems is to communicate the purpose of study, a result that occurs only if the reader's

understanding of the purpose is consistent with the researcher's. Also, a clear problem reflects the researcher's clear thinking. A clear problem includes terms that are not ambiguous. It is important to avoid technical language or jargon that may be well understood by others unless the report is intended to be read only by other professionals in a specified field.[6]

Third, research problem must be researchable. Although this criterion would seem self-evident, in practice, many proposed problems are not researchable. A researchable problem is one we can study by collecting and analysing data. There may be a lot of questions that can be asked in the areas of educational theories and practices. However, not all research problems are researchable,[7] because they are concerned with value questions or philosophical ideas in a sense that a specific question has a correct answer.[8] Since a value question, has something to do with notions of right or wrong, proper and improper.

Fourth, research problems should indicate or specify the variables.[9] Variable must be observable or measurable in some way. When something cannot be measured, there is no tangible way to tell how it differs in quantitative or quality

[6]H. James. Mc. Millan, *Educational Research Fundamentals for The Consumers'*. New York: Harper Collins Publisher.p.37.

[7]Willian Wiersma, *Research Methods in Education, an Introduction*. Boston: A division of Simon and Schuster, Inc.p.31.

[8]H. James. Mc. Millan, *Educational Research Fundamentals for the Consumers'*. New York: Harper Collins Publisher,p.37.

[9]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education Eight edition,*p.52.

from one situation to another.[10] In a qualitative study, the total picture of a phenomenon is focused rather than breaking it down into variables.[11] The following are examples of research problems in which variables are shown. A research problem *"Do vocabulary and structure correlate significantly with writing skill?"* indicates three variables; vocabulary and structure act as predictors and writing acts criterion variables. A research problem *"Do the more research article students read the better they write and argumentative essay?"* indicates two variables, the number of time needed for reading research article and skill in writing argumentative essay.

Fifth, research problems should indicate research area.[12] Hatch adds that the more specific the area, the easier question should be to formulate clearly.

Sixth, research problems should indicate research design. Some of the most commonly used designs include qualitative, quantitative, correlation, causal, classroom action research (CAR), and research and development (R&D). A research problem *"How can drama technique be used to improve students' skill in speaking?"* indicates that classroom action research is going to be used. A research problem *"What kind of syllabus can be developed to meet the need of the Department of Informatics Management?"* indicates research and development is going to be used. A research problem *"Do the higher the students master the*

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[10]Evelyn J. Sowel and Rita J. Casey, *Analysing Educational Research*. California:A Division of Wadsworth,p.5.

[11]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education Eight edition,*p.31.

[12]Walter R. Borg and Meredith Damien Gall, *Educational Research,an lntroduction*. New York: Longman,p.84.

elements of paragraph, the better they can write an essay?" indicates correlational is going to be used. A research problem *"Do the students learning speaking skills taught by native speaker of English achieve better than those taught by non-native speakers?"* indicates causal design is going to be used.

Seventh, the expected answers from research problems should be non-factual information on variables involved, it must explained the patterns of relationship among the variables, or system operating in the object of the study.[13] More specifically, Hopkin stated research is directed toward developing a body of scientific principles about educational concerns.[14] The research problems as in *"What are the names of the teachers? What kinds of methods do the teachers use? How many teachers are in the school? How often do the teachers teach in a week?"* are not research questions. They can be answered easily without necessarily gathering and analysing data.

Eighth, research problem is suitable. Research problem may be excellent from stand point of the previous criteria but inappropriate for the individual. The research problem should be one with the researcher; the researcher must have a genuine interest and be enthusiastic. Research problem whose solution is personally important because of what it could contribute to researcher knowledge or to improving researcher performance as an educational practitioner. Unless the

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[13]Muhammad Adnan Latief, *Rumusan Masalah dalam Tesis Program Studi Pendidikan Bahasa Inggris Pascasarjana Universitas Negeri Malang.* Jurnal Ilmu Pendidikan.p.34.
[14]R. Charles Hopkins, *Understanding Educational Research*. Columbus: E. Merill Publishing Company, A. Bell & Howell Company.

research problem is meaningful and interesting it is doubtful whether research would be willing to expend the time and energy to do a thorough job.[15]

G. Forms of Research Problem.

Research problem is a question that answers with collecting data. Forms of research improving consider research of level of explanation. According Sugiyono, there are three forms of research problem; descriptive research problem, comparative reseach problem, and assosiative research problem.

1. Descriptive research problem

    Descriptive research problem is a research question related to the declaration of existence of independent variables, either only on one or more variables (variables that stand-alone). So in this study the researcher did not make a comparison variable to another sample, and finding the variable relation with other variables. this research called descriptive research. Examples of descriptive research problem:

    - *Bagaimanakah sikap masyarakat terhadap perguruan tinggi negeri berbadan hukum?*
    - *Seberapa tinggi efektivitas kebijakan mobil berpenumpang tiga?*
    - *Seberapa tinggi tinggi tingkat kepuasan konsumen dan apresiasi masyarakat terhadap pelayanan pemerintah daerah di bidang kesehatan?*

2. Comparative Research Problem

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[15]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education Eight edition,* p.50.

Comparative research problem is a research question where compare a variable or more different samples, or at different times. Examples of comparative research problem:

- *Adakah perbedaan produktivitas kerja antara pegawai negeri dengan swasta? (satu variabel pada dua sampel)*
- *Adakah perbedaan kemampuan dan disiplin kerja antara pegawai swasta nasional dan perusahaan asing? (dua variabel pada dua sampel)*
- *Adakah perbedaan daya tahan berdiri pelayan toko yang berasal dari kota, desa dan gunung? (satu variabel pada tiga sampel)*
- *Adakah perbedaan motivasi belajar dan hasil belajar antar murid yang berasal dari keluarga Guru, Pegawai Swasta, dan Pedagang? (dua variabel pada tiga sampel)*
- *Adakah perbedaan kompetensi profesional guru dan kepala sekolah antara SD, SMP, dan SLTA? (satu variabel untuk dua kelompok, pada tiga sampel)*

3. Associative research problem

Associative research problem is a research question that has relationship between two or more variables. the relationship can be symmetrical, casual, and mutual relations.

a. Symmetrical relationship is a relationship between two or more variables that happen to the appearance of the same. So it was not a casual relationship or interactive. Example:

- *Adakah hubungan antara banyaknya semut dipohon dengan tingkat manisnya buah?*
- *Adakah hubungan antara jumlah payung yang terjual dengan jumlah kejahatan?*

b. Casual relationship is casual. In this case there are independent variables and dependent variable. the independent variables affect the dependent variable.

- *Adakah pengaruh sistem penggajian terhadap prestasi kerja?*
- *Seberapa besar pengaruh tata ruang kantor terhadap efisiensi kerja karyawan?*
- *Adakah pengaruh pendidikan orang tua terhadap prestasi belajar anak? (pendidikan orang tua merupakan variabel independen dan prestasi belajar merupakan variabel dependen)*
- *Seberapa besar pengaruh kepemimpinan kepala SMK terhadap kecepatan lulusan memperoleh pekerjaan? (kepemimpinan merupakan variabel independen dan kecepatan memperoleh pekerjaan merupakan variabel dependen)*

c. Mutual relations is a relationship of mutual influence. Here is not known where the dependent variables and independent variables.

- *Hubungan antara motivasi dengan prestasi. Disini dapat dinyatakan motivasi mempengaruhi prestasi dan juga prestasi mempengaruhi motivasi.*

Hubungan antara kecerdasan dengan kakayaan. Kecerdasan dapat menyebabkan kaya, demikian juga orang kaya dapat meningkatkan kecerdasan karena gizi terpenuhi.[16]

[16] Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, ALFABETA, Bandung, 2008.