

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer explained about research type, research design, population and sample, role of research in the study, time and place, collecting data procedure, data analysis procedure and verification of finding.

A. Research Type

There are many different types of qualitative research; we consider briefly eight of the most widely used approaches: basic interpretative studies, case studies, document or content analysis, ethnography, grounded theory, historical studies, narrative inquiry, and phenomenological studies. This study used document or content analysis as research type method. Content analysis focused on analyzing and interpreting recorded material to learn about human behavior. The material maybe public records, textbooks, letters, films, tapes, diaries, themes, report, or other documents.¹

B. Research Design

The writer used qualitative research. Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal was a holistic picture and depth of understanding rather than a numeric analysis of data. Researchers focused on

¹Donald Ary. *Introduction to Research in Education*. (Canada : Wadsworth. 2010). P. 29

a few black students and study them in great detail through observation and in-depth interviews.²

C. Subject of The Study

Subject of this study is the third semester students of English education study program at IAIN Palangka Raya especially in writing II. The number of the subject is 54 students. Homogeneous sampling selects a subgroup that is considered homogeneous in attitudes, experiences, and so on. For example, you might choose only a sample of special education teachers from a population of teachers. This approach may be used with focus group interviewing.³

The writer chosen them as subject of study because they had gotten an English intensive course from English study program and also they had already passed English skill such as writing, vocabulary, structure or grammar from the first semester and the writer believed that they could apply it into the writing product well.

D. Source of The Data

In qualitative research, sources of data are assumed to be homogeneous, having no variation. Therefore, the trustworthy source of data does not come from representation of different groups of the source, but selected based on

²*Ibid.*P.29

³*Ibid* P.430

certain criteria to find the most authoritative one. The source in qualitative research is usually called informant (of course when the source is human being).⁴ Source of the data for this study were from the lecture in English education study program from the students' writing products.

E. Role of Researcher in The Study

In qualitative research, the researcher collected and analyzed data simultaneously to draw a temporary conclusion and repeats the cycles several times, deciding what data needed to be collected again to verify their temporary conclusion. Therefore, the researcher had to be involved himself in the process of data collection using all kinds of necessary instruments. The instruments used by the researchers themselves are called human instrument.⁵ Bogdan and Biklen also state that “Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument.”⁶

In this study, the writer defined instrument as a tool or a means that the writer used to collect the data. So, the writer is only instrument that analyze the whole data used in this research based on the researcher's point of views which related to the theory applied.

⁴Mohammad Adnan Latief. *Research Methods on Language Learning an Introduction*. (Malang: UM. Press, 2014). P. 79

⁵*Ibid*, P. 81

⁶M. Djunaidi Ghony and Fauzan Almanshur. *Metode Penelitian Kualitatif*. (Jogjakarta: Ar-Ruzz Media, 2012). P. 95-96

F. Time and Place

This study was conducted for two months including the taking the data, and interpreting the data. It took place in English Education Study Program in IAIN at Palangka Raya, located in St. G. Obos 9, Islamic Center complex Palangka Raya, Central Kalimantan, Indonesia, especially in writing class of the third semester students.

G. Collecting Data Procedures

1. Writer took the students' writing products from the lecturer
2. Writer analyzed the students' writing products
3. Writer matched the data with the theory
4. Writer interpreted the data
5. Writer made conclusion

H. Data Analysis Procedure

1. Data Collection

Writer collected the data from the documentation.

2. Data Reduction

Writer analyzed of nominal group and reduce the data that has been collecting to put away unimportant data.

3. Data Display

Writer collected all nominalization which were categorized by two common types : verbal nominalization and adjectival nominalization, and then display the data that had been collected in a narrative text.

4. Conclusion

Writer calculated the total sentence are counted based on the full stop, the frequency of nominalization was obtained through the division of nominalization by the total words in the text and made a conclusion to conclude the data that had been selected to give a brief explanation.

I. Verification of Findings

1. Triangulate

Triangulate that was used in this study is *Theory Triangulation*. Theory Triangulation involves consideration of how the phenomenon under study might be explained by multiple theories. Considering different theories, the researcher may gain better insights.⁷

It mean that the writer compared the finding with the theories whether it agreed with the theories or not.

⁷Donald Ary.Op.cit. P. 500

2. Peer debriefing

This process involved locating a person (a peer debrief) who reviews and asks questions about the qualitative study so that the account resonated with people other than the writer.

Thus, the writer consulted with a person (expert) who gave the contribution the finding.

3. Recording

Recording was new to the writer and the project and provided an assessment of the project throughout the process of research or at the conclusion of the study. The role was similar to that of a fiscal auditor, and specific questions exist that auditors might ask.

The writer gathered all of the result of the data to make a conclusion.