CHAPTER III

RESEARCH METHOD

This chapter presents and discusses some aspects of the research methodology. It covers approach and research design, researcher presence, research location, data and source of data, data collection technique, research instruments, data analysis technique, checking validity of findings and research stages.

A. Approach and Research Design

This study used qualitative research because this study was focusing on the total description rather than breaking it down into variables.[1] The research conducted qualitative research and was descriptive and explorative since it described metadiscourse categories, the common metadiscourse categories, and the possible cause of the metadiscourse categories commonly appeared in a text, in this case thesis abstracts. Qualitative research can be used to analyze the frequency of metadiscourse using simply frequency table and descriptive research.[2]

. This research focused on content or document analysis. Content or document analysis focused on characteristics of material. As Tharenou, et.al

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[1] Donald Ary, et.al.,*Introduction to Research in Education* (Canada: Nelson Education, 2010), 29

[2] Stuart MacDonald. Nicola Headlam. *Research Method Handbook Introductory guide to research methods for social research* (CLES: The Centre for Local Economic Strategies, 1986) p. 37

suggested that Content analysis is a technique for systematically describing and analysing written, spoken, or visual material.[3] The materials analyzed could be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.[4] Tharenou, et.al added that in content analysis, often use is made of material already available, such as public or other documents (e.g., company annual reports).[5]

In this study, undergraduate thesis abstracts of English Teacher Education Department in UIN Sunan Ampel Surabaya were analyzed as a document analysis. The process of doing the research dealing with the document. The research was done to observe the metadiscourse fearures in thesis abstracts. Also, this study examined about the common metadiscourse categories and the possible causes of the dominantly metadiscourse appeared in thesis abstracts. The subject of this study was undergraduate thesis abstracts of English Education Department Sunan Ampel State Islamic University year 2014-2016.

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[3] Phyllis Tharenou, Ross Donohue, Brian Cooper. *Management Research Method.* (New York:Cambridge University Press, 2007), 269.

[4] Donald Ary, et.al., *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010, 2006), 457.

[5] Phyllis Tharenou, Ross Donohue, Brian Cooper. *Management Research Method.* (New York:Cambridge University Press, 2007), 262.

B. **Setting of the Study**

This study conducted library research which is obtained from digital library of UIN Sunan Ampel State Surabaya. The researcher analyzed the metadiscourse categories in thesis abstracts of English Teacher Education Department from digital library of UIN Sunan Ampel Surabaya (www.digilib.uinsby.ac.id) year 2014-2016.

C. **Subject of the Study**

In term of getting subject of this study, purposive sampling was used in this research. Purposive or judgement sampling involved the researcher making a decision as to what units he or she deemed appropriate to include in the sample.[6] Sugiyono (cited by Asrori) also stated that purposive sampling is a technique to decide sample based on selected characteristics.[7] Therefore, the subject of this study was undergraduate' thesis abstracts year 2014-2016 of English Teacher Education Department. The reason which supported the researcher to choose them based on the consideration that abstract was the first thing that readers would look up for knowing the overview of thesis before reading a whole thesis.

The focus of the study was the metadiscourse categories in thesis abstracts. The abstract was specified by writing analysis as the thesis topic

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[6] Kimberly. A. Neuendorf. *The Content Analysis Guidebook.* (USA:Sage Publication, Inc., 2002), 88

[7] SuganjarAsrori, Thesis: "An Analysis of Grammatical Cohesive Devices in Students' Argumentative Essay of The Fourth Semester of English Teacher Education Department UIN SunanAmpel, Surabaya". (Surabaya: SunanAmpel State Islamic University), 33

chosen since this study analyzes metadiscourse in academic text and the researcher assumed that those who decided to analyze writing as the thesis topic would be more aware to their writing. Based on the topic chosen, there were 9 abstracts found in the (www.digilib.uinsby.ac.id) year 2014-2016 to be analyzed by the researcher. Here was the title list of thesis abstracts chosen,

Table 3.1 Thesis Title

Code	Thesis Title	Year
A	*An Error Analysis of Using Cohesive Devices In Writing Narrative Text at the Second Year Students of SMPN 5 Surabaya*	2014
B	*Students' Ability in Writing Noun Phrase in Writing Descriptive Text at Seventh Grade of SMP Bumi Sholawat Sidoarjo*	2014
C	*The Students` Ability to Write Logical Argument on Writing Argumentative at English Teacher Education Department of Faculty of Education and Teacher Training of State Islamic University Sunan Ampel Surabaya in Academic Year 2014-2015*	2015
D	*The Students' Ability in Writing Argumentative Essay at English Teacher Education Department of the State Islamic University of Sunan Ampel Surabaya*	2015
E	*Student's Shortcomings in Writing Paragraph at UIN Sunan Ampel Surabaya's English Teacher Education Department*	2015
F	*The Grammatical Accuracy, Cohesion and Coherence of Thai's Students English Writing at Darawithaya School, Narathiwat -Thailand.*	2015
G	*Students' Ability of Building Coherence and Unity in Argumentative Writing at English Education Department of UIN Sunan Ampel Surabaya*	2016
H	*An Analysis the argumentative writing skill of students at English Education Teacher Department of UINSA*	2016

I	*The Students' Ability to Write Logical Reasoning as Reflected on Students' Opinion on Schoology's Comment in CALL 2 Course at UIN Sunan Ampel Surabaya*	2016

D. Data and Source of of Data

1. Types of Data

For answering research question in this research, the researcher used two types of data; primary data and secondary data. Those data were explained below:

a. Primary Data

The primary data of this study was documentation and interview. Documentation was obtained by collecting English Teacher Education Department students' abstract. This primary data was used to examine metadiscourse categories and the dominantly categories appeared in thesis abstracts. Furthermore, researcher used data interview to obtain direct information of the frequencies appearance of metadiscourse categories causal in thesis abstracts from the writers.

b. Secondary Data

Secondary data was form of supporting data gained from some sources, such as alumni data and some theories which supported the data obtained.

2. Source Data

The source of both primary and secondary data were obtained from graduated students of English Teacher Education Department, digital library of Sunan Ampel State Islamic University, and experts' theories for triangulation. The primary data was obtained by analyzing thesis abstract of English Teacher Education Department using metadiscourse framework analysis from Hyland's theory and interviewed some graduated students to find out the frequencies appearance of metadiscourse categories causal in thesis abstracts. Then, the secondary data was gained by asking copies of data alumni and supported theories for the research.

E. Data Collection Technique

In this study, the researcher used two technique to collect the data. They were:

1. Documentary

In this research, data documentation was part of content analysis research.[8] Documentation was looking for data about variables such as note, transcript, books, magazine, newspaper, journal, and others. In this case, the researcher conducted document study of thesis abstracts of English Teacher Education Department Sunan Ampel State Islamic University.

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[8] Donald Ary, et.al., *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010, 2006), 503.

The researcher did intensive reading of thesis abstracts to analyze the metadiscourse categories and to found out the commonly metadiscourse categories appeared in thesis abstracts using framework analysis of Hyland.

2. Interview

According to Tharenou, The overall aim of interviews is to elicit the interviewee's information (e.g., their thoughts and feelings) about a topic, rather than the interviewer influencing them.[9] Since the researcher needed the information from the undergraduate students related to the frequencies appearance of metadiscourse categories causal in their thesis abstracts, interview was chosen as data collection technique.

F. Research Instrument

1. Rubric

To analyze the metadiscourse in undergraduate of English Teacher Eduation Department' thesis abstracts, the researcher used a framework analysis adapted from Hyland as a rubric. The framework analysis involves model of metadiscourse categories. The researcher used Hyland' theory *(see Appendix 1)* because his model was based on the research in academic discourse, which made the model more concrete and more influential.

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[9] Phyllis Tharenou, Ross Donohue, Brian Cooper. *Management Research Method.* (New York:Cambridge University Press, 2007), 102.

Besides, Hyland' model was preferred for being recent, simple, clear and comprehensive. Also, builds on previous taxonomies of metadiscourse.[10]

2. Interview Guideline

Interview Guideline purposed to find the arguments and the real information related to the frequencies appearance of metadiscourse categories causal in their thesis abstracts, interview was chosen as data collection technique. Some points in the interview guideline based on Hyland' interview guideline in his research appendix[11] and the rest was made by the researcher through theoretical frameworks *(see Appendix 3)*. The results of interview were used to answer the third research question.

G. Data Analysis Technique

As research design, content analysis could be a technique for analyzing the data as well. According to Bungin cited by Fajriyah[12], content analysis higlights on how the researcher observes at stable communication through descriptive data on how the researcher understand the content of communication, read symbols, decode the content of symbolic collaboration happen in communication.

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[10] Reza Abdi, et al., "The cooperative principle in discourse communities and genres: A framework for the use of metadiscourse." Journal of Pragmatics 42, 1669–1679, 2010, p. 1671

[11] Ken Hyland, "Disciplinary interactions: metadiscourse in L2 postgraduate writing", *Journal of Second Language Writing 13,* 2004, p. 150-151

[12] Lathifatul Fajriyah, *Thesis: "Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Departement",* (Surabaya:UIN Sunan Ampel Surabaya, 2015), 46.

Furthermore, Sugiyono claimed that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.[13]

The researcher descriptively placed the explanation focusing on data to be discussed into the finding of the research with constantly relating to the research questions as confirming way whether the questions were answered or not. The data was examined through these following detailed techniques that was adapted from the theory of Miles and Huberman[14]:

Table 3.2 Data Analysis Technique

1. Data Collection

   Before analyzing the data, the researcher collected the data using research instruments above. The data taken from undergraduate thesis abstracts of English Teacher Education Department in UIN Sunan

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[13] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta,2009), p.244
[14] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, ...p.247

Ampel Surabaya and interviewed the undergraduate students. All of the instruments such as document, rubric and interview were gave alphabetical code to hide students' identity.

2. Data Reduction

Data reduction was applied to select the primary data required by the researcher. Data reduction is to select and to concentrate on the main topic of the research.[15] In the terms of reducing the data, the researcher coded the documentary by categorizing the metadiscourse of thesis abstracts based on framework analysis by Hyland *(See Appendix 1)*. Then, finding the dominantly metadiscourse categories based on total number of metadiscourse categories employed in the abstracts *(See Appendix 2)*. Next step was to interview for those who used dominant metadiscourse categories found using interview guideline *(See Appendix 3).*

3. Data Display

After categorizing the primary data, the researcher decided to display the data. Data display were formed in short essay, table, graphic, matrix, flowchart, etc[16]. By displaying the data, it would make better the researcher to comprehend the data that had been categorized before.

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[15]I'anatulAvifah, Thesis: "Teachers' Self-efficacy in Managing Classroom Behaviour Program".
(Surabaya: SunanAmpel State Islamic University), 63.
[16] Ibid ……………………………. 64.

In this study, researcher displayed the data using table and short essay as follows:

a. Firstly, the researcher displayed the table contains the number of students who used metadiscourse categories and its characteristic. Then, the detail categories of metadiscourse were explained below.

b. Secondly, the researcher tabulated data based on total metadiscourse categories employed in the abstracts and examined the metadiscourse categories that commonly appeared.

c. Lastly, the researcher described the result of interview which had been transcripted.

4. Conclusion

The last process of analyzing the data was conclusion. The researcher made a conclusion about the data to answer research questions based on data finding.

H. Checking Validity

In this study the data collection based on document, rubric and interview. The researcher conducted the research through digital library of UIN Sunan Ampel Surabaya. The data were examined by rubric that had been checked. Also, the rubric had been confirmed with the theory. And, the data instruments had been checked and validated by the discourse expert in UIN Sunan Ampel Surabaya.