CHAPTER III

METHOD OF THE STUDY

This chapter discusses: (1) design of the study, (2) operational definition, (3) participants of the study, (4) data collection (5) validity and reliability, and (6) data analysis.

3.1. Design of the Study

This study aimed to analyze the difficulties faced by preservice teachers' in writing research proposal based on survey questions. As statement by Creswell (2012) "survey design are produces in quantitative research in which the researcher administers a survey to the sample or the entire population of the people to describe the attitudes, opinions, behaviors or characteristics of the population" (p. 302). Furthermore, Fraenkel and Wallen (2012) added that "the major purpose of surveys is to describe the characteristics of a population."

In addition, Singleton and Straits (2009) stated that survey research can use quantitative research strategies (e.g., using questionnaire with numerically rated items). So, this method is appropriate to be used in this research because in this procedure, the researcher collects the numbered data by using a questionnaire and analyzes the data statically. Then, the researcher interprets the meaning in the form of description. Therefore, in carrying out this research, I apply descriptive quantitative research method.

3.2. Operational Definitions

To avoid the possibility in misunderstanding or misinterpretation in this study, there are two key words that will be explained by the writer.

Preservice teachers' problem in writing means the problem(s) that students face when they write their research proposal.

Research proposal means an academic text which is as an introduction of thesis research.

3.3. Participants of the Study

3.3.1. Population

The population of this study was the preservice teachers at English department study program at UIN Raden Fatah Palembang in academic year 2016. Before the sample was collected, I have to determine the population. According to Creswell (2012), population is a group of individuals who have the same characteristic. Moreover, Fraenkel, et al (2012, p. 122), population is a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the result. Then I conducted the eight semester students of preservice teachers at English department study program at UIN Raden Fatah Palembang. The distribution of the population is as below:

Table 3.1
Population of the study

No	Class	Number of Students
1	PBI 1 academic year 2016	37
2	PBI 2 academic year 2016	27
3	PBI 3 academic year 2016	29
4	PBI 4 academic year 2016	35
	Total	128

3.3.2. Sample

According to Fraenkel, Wallen and Hyun (2012), sample is a group of people on the experiences they have with a fairly small number of individual members. According to Sugiyono (2014) stated that sample is part of number and characteristic those set in the population. In this study, in order to have a well representing sample, I used purposive sampling technique. This sampling technique used because I choose participants according to the criteria that I have set, in this case is the students of the preservice teachers at English study program at UIN Raden Fatah Palembang who are facing research proposal especially in the academic year 2016. There were four classes as the sample of this study:

Table 3.2
Sample of the study

No	Class	Number of Students
1	PBI 1 academic year 2016	12
2	PBI 2 academic year 2016	21

3	PBI 3 academic year 2016	13
4	PBI 4 academic year 2016	24
	Total	70

According to Fraenkel, Wallen and Hyun (2012), the minimum number of subjects needed for descriptive studies, a sample with a minimum number of 100 is essential. Therefore, I used 70 of the preservice teachers at English study program at UIN Raden Fatah Palembang who are facing the research proposal, because 70 is close to 100 and it also can be considered as survey research.

3.4. Data Collection

In collecting the data from the sample, I used an instrument which was closed-ended questionnaire which the model is the likert scale proposed by me but adapted from Dwihandini, Marhaeni, and Suarnajaya (2013).

3.4.1. Questionnaire

The questionnaire is used to find out what are the difficulties that faced by the preservice teachers' in writing research proposal at English study program at UIN Raden Fatah Palembang in academic year 2016. Cohen, Manion and Morrison (2007) said that the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze. Habibi, Wachyuni, and Husni (2017) added about the using of the

questionnaire technique is to obtain the information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intention of research respondents.

The questionnaire usually consists of a statement followed by a response continuum such as strongly agree, agree, neutral, disagree and strongly disagreed. The participants select the response that best describes their reaction to the statement. Therefore, the model of questionnaire will be used in this study is the likert scale in providing response options for the participants. It contains five statements and each statement has a scale value ranging from 1 to 5. The scale indicates of positive sense of strongly agree has a score 5, the scale indicates of positive sense of agree has a score 4, the scale indicates sense of neutral has a score 3, the scale indicates of disagree has a score 2, and the scale indicates of strongly disagree has a score 1.

Table 3.3
Table of Scale Value

Responses	Scale Value
Strongly agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The likert type questionnaire consists of 30 question items. It has been made based on indicators of the factors that considered as potential factors causing undergraduate students' difficulties in writing research

report (thesis) by previous researchers, in this case Dwihandini, Marhaeni, and Suarnajaya. Therefore, this questionnaire consisted of the three factors that the preservice teachers' may face in writing their research proposal. There are 19 items of questionnaires' statements refer to psychological factors, and there are 7 items of questionnaire's statements refer to sociocultural factors, and also there are 4 items of questionnaire's statements refer to linguistic factors. The following table 3.3 will show the blue print of the three factors in the questionnaires' statements of difficulties in research writing:

Table 3.4
Blue print of the questionnaire of difficulties
in research proposal writing:

NO	FACTORS	SUB-FACTORS	INDICATORS
1.	Psychological Factors	a. Self Esteem	1. in deciding the topic of my research 2. in deciding the title of my research 3. in having prior knowledge due to the research topic 4. in identifying and formulating the research problem 5. in identifying the research purposes 6. in writing a proper literature review 7. in deciding the method I would like to use in my research writing 8. in deciding the technique sampling of my research 9. in deciding data analysis of my research
		b. Inhibition	10. in writing a good research proposal 11. in thought due to a lot of ideas in writing my research 12. in financial during the research writing
		c. Risk Taking	13. in trying or to presentiment to write a research
		d. Anxiety	14. in writing a research proposal

		e. Empathy	15. In being awareness of the current issues toward my research writing 16. in identifying of some issues related to the research writing
		f. Extroversion and introversion	17. being critical about some issues regarding the research writing
		g. Motivation	18. Having intrinsic motivation toward the research writing 19. Having extrinsic motivation in writing a research
2.	Sociocultural Factors	a. The social Distance among undergraduate students	20. in discussing about the research writing
		b. The social distance between undergraduate students and their tutors	21. in discussing about the research writing
		c. The culture in the language classroom of the undergraduate students	22. in understanding about the culture in the classroom or department of the university regarding the format of the research proposal writing
		d. The communicative competence	23. In having knowledge of proper lexical items and linguistic units on the research proposal writing 24. In connecting each sentence and to form it into a meaningful research writing 25. In having knowledge about the roles of the social context related on the study of research writing 26. In sustaining communication through speech styles on the research writing
3.	Linguistic Factors	a. Domain error analysis	27. in minimalizing the error of the grammar on my research proposal writing 28. in paraphrasing sentences from the sources to my research proposal writing
		b. Extent error analysis	29. in knowing which grammar use that supposed to be deleted, replaced, supplied and reordered on my research proposal writing 30. in deciding which set of linguistic units that have to be deleted, replaced, supplied and reordered on my research proposal writing

(Source: Dwihandini, Marhaeni and Suarnajaya, 2013)

3.5. Validity and Reliability

3.5.1. Validity

Creswell (2008) stated that validity is the individual's scores from an instrument that makes sense, meaningful; enable you as the researcher, to draw good conclusion from the sample you are studying to the population. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

According to Gay and Airaisian (2000), there are three kinds of Validity. They are content validity, criterion-related validity, and construct validity. In this research, I used content validity. The content validity of the questionnaire was measured through the experts' judgment. The content validity of the product was examined from a process, like two experts reviewed the questionnaire and compare it to the blue print of the questionnaire. The judges may give notes or suggestions or revisions toward certain items of the questionnaire. There searcher asked the two English teachers.

The findings of the content validity of the difficulties faced by preservice teachers' in writing research proposal at English study program at UIN Raden Fatah Palembang showed that the questionnaire has very high content validity. The coefficient of the result of the factors of students' difficulties in writing research proposal as seen from the

questionnaire was 1.00 (very high), in which the coefficient was more than 0.70 (high).

Empirical validity

After the questionnaire of factors affecting preservice teachers' difficulties in writing research was checked, the validity of each item was calculated by using product moment correlation formula in order to find out which items of the questionnaire were dropped and which items were valid.

Based on the analysis of validation items of the questionnaire, the entire items of the questionnaire were found valid. Therefore, the factors affecting undergraduate students' difficulties in writing thesis used the entire 30 items of questionnaire.

3.5.2. Internal Reliability

The internal reliability in this research was estimated by using Cronbach Alphas' formula. The reliability of the questionnaire was measured by determining how entire items of the questionnaire relate to other items and to the whole questionnaire. The coefficient criteria of Cronbach Alphas' formula should be ≥ 0.60 to be considered acceptable. However, the Guilford Reliability Qualification could also be used to determine internal reliability coefficient besides the Cronbach Alphas' formula. Below is the table of the coefficient of Guilford Reliability Qualification.

Table 3.5
Guilford Reliability Qualification Table

Coefficient	Qualification
0,900 - 1,000	Very High
0,700 - 0,900	High
0,400 - 0,700	Fair
0,200 - 0, 400	Low
0,000 - 0,200	Very Low

3.6. Data Analysis

In analyzing the data, I used a descriptive survey analysis to gain the affecting factors in writing research proposal by preservice teachers' in English study program at UIN Raden Fatah Palembang. In this study, there was three ways in a qualitative analyzing data, namely: data reduction, data display and conclusion drawing/verification (Miles and Huberman, 1984, (as cited in Sugiyono, 2014, p. 246-253)).

The data analysis method conducted by taking the whole respondents answers from the questionnaire. The data from the questionnaire was going to be qualitatively described. The data was obtained from the questionnaire guides representing the description of the several major problems from the factors of the preservice teachers' difficulties encountered in writing research.

The data was also descriptive qualitatively analyzed by using percentage of frequency. The frequency was obtained by looking to the

result of calculation of the statements which the student choices in the questionnaire. The formula as shown the following:

$$P = \frac{F}{N} \times 100\%$$

Therefore, in this study, I organized and prepare the data analysis. This involves the data of questionnaire. I distributed the affecting factors in writing research questionnaire task. When the data from the questionnaire has been calculated, the data examined in order to know the challenges in writing the research proposal faced by preservice teachers at English study program at UIN Raden Fatah Palembang. The following table below is the categories of difficulties based on the questionnaire to examine the data.

Table 3.6
Categories of difficulties
Per-each factor

Psychological factor

Score	Meaning
76-95	Have difficulties
57-75	Neutral
19-56	Don't have difficulties

Sociocultural factor

Score	Meaning
28-35	Have difficulties
21-27	Neutral
7-20	Don't have difficulties

Linguistic factor

Score	Meaning
16-20	Have difficulties
12-15	Neutral
4-11	Don't have difficulties