

## CHAPTER II

### LITERATURE REVIEW

This chapter is focused on the study of *skripsi*, a highlight of linguistics field *and* then followed by the explanation about the accuracy. To connect them, the writer used the theory of research designs by Cresswell's.

#### **2.1 Definition of *Skripsi***

*Skripsi* is closely related to academic writing as it is done in an academic field. Therefore, it has to be organized through academic standards. This academic writing is needed to be constructed through a formal tone, by focusing on the perspective of third-person rather than first person. It has to be expressed in a clear focus on the research problem combined with precise word choice. These characteristics are derived as it refers to a particular style of expression that scholars use to define the boundaries of their discipline and their areas of expertise (libguides.usc.edu retrieved date : 6 Desember 2012). In other words, conducting *skripsi* as an academic writing deserves students to be a profession alike by adopting a complex idea for a group of scholarly experts.

The term *skripsi* is basically an Indonesian-naming. This is a final assignment that should be done by almost college students who have achieved the last semester. As cited by (Nadi, 2011), it is a duty of the last semester

students to write *skripsi* as the partial requirement to graduate from a college the study in. However, the process is not easy since necessities, lacks, and wants needed to be considered. Meanwhile, Hutchinson and Waters states (1993), these three parts are substantial since the researcher needs to know in order to make effective learning process, to determine the competence of what he / she has done from learning process, and to attract what he / she wanted to gain in the process of learning in the future.

For almost Indonesian colleges, *skripsi* is organized by six main elements as they are; abstract, introduction, literature review, research methodology, discussion and findings, and conclusion. While the minor supporting elements as; the title cover, acknowledgment, lists of table, references and bibliography are needed in order to fulfill the standards of a good academic writing.

There are some techniques in conducting *skripsi*. Smaloy (2001 : 3), elaborates the techniques that have to be implemented in formatting a scientific writing through general rules. The first is *creating a smooth flow from background rationale to conclusion*. It is aimed to make a comfortable appreciation to the readers when they are reading by avoiding them to think harder to figure out a certain logical case. The second is *using standards abbreviation instead of writing complex words*. It means when a certain definition is needed to be abbreviated, it needs to be used for three times or there is a mentioning by clear definition at the beginning. The third is focusing *on the*

*grammatical correctness*. It focuses on the expressing the results, facts, and plan to do. As the example is when the results is described in own paper, it should be described in past tense. Whereas for the results described from the experts, it should be expressed in present tense (it states the facts). However, when there is an experiment that will be done in the future, it should be described in future tense. The fourth is *using the third person rather than one person*. Most text should be written in the third person to avoid sounding-like an autobiographical account penned by a narcissistic author. As example, it is better to say “It is possible to...” rather than “One could...”. Writing that use the impersonal pronoun “one” often seems noncommittal and dry. The fifth is *avoiding the use of phrases that do not contribute to understanding*. In academic writing, it is prohibited to state idea in very long words. In contrary, it should express into the more effective words to avoid the ambiguity. The sixth is *being specified in the using of modifier words*. If there are several expressions modify the same word, they should be arranged so that it is explicit which word they modify. It is common to use a pronoun such as “it” or “they” to refer to a concept from the previous sentence. This is accepted as long as there is only one concept that “it” or “they” means. However, if there are more than one concepts it is easy for the reader to get confused about what the pronoun is meant. The last is be Avoid of double parentheses. For example : “*Three gene products catalyze reactions in*

*the pathway for proline biosynthesis (Figure 1)*” could be reworded to say “*Figure 1 shows the three reactions of the pathway for proline biosynthesis.*”

Meanwhile, Katz (2006, 3) depicts the standard academic writing merely stands for stereotyped format which generally agreed as the common standards of scientific writing (*skripsi*), are described as seven elements; abstract, introduction, material and methods, results, discussion, conclusion, and references. The predictable form and standard order ensure that a reader knows what to expect. The exact section headings sometimes vary, but most scientific papers look pretty much the same from the outside. There are no novel constructions or inventive twists and turns of the narrative. Instead, the framework is always the same so that the inner content can be studied without distraction.

The second factor according to Katz is precise language which derived for stereotyped format. This language of a scientific paper aims to be clean, clear, and unemotional. In scientific language, almost avoids everyday language alike such as ill-defined, emotionally charged, ear-tickling images conjured up by sensuous words. However, the essential characteristic of scientific writing is clarity. Slippery words and vague phrases are confusing, and there is no place for ambiguity, arcane language, or froth. In science, descriptions must be precise, recipes must be complete, data must be exact, logic must be transparent, and conclusions must be cleanly stated.

## **2.2 *Skripsi on linguistics***

Linguistics is a study of scientific language or of particular languages (Oxford: 686). It positioned as an umbrella of branch-fields like sociolinguistics, functional grammar, semantic, pragmatic, and many others which are dealing with human languages. Further Halliday (2003 : 177) elaborates that it also sticks with the grammar as the system in order to formalize the choice of language. This systemic formula is described as a way to deliver message among the human, in any situations whether written or spoken.

To convey the message, it has several ways. One of the ways is as appears in printed text called media. The process is considered as metafunction since the conveyor do not need to interact directly with the participants. Therefore, three variables emerge in the solution to give the participant about the readability of the idea. There are field, tenor, and mode. According to Gerot and Wignell (1994), these aspects further elaborate as ideational, interpersonal, and textual as the context is brought to the semantic approaches.

Another way of expressing idea through the abilities of control two languages as well is called bilingualism. This is a smaller branch of linguistics which lies under the cover of sociolinguistics. According to Hudson (1996 : 1) , this generally occurs in the social interaction, particularly if the participants involved have different culture. Thus, code-mixing and code-switching are used

as the tools to equalize the meaning produced. As described by Wardaugh (1986:103) it merely occurs when there is an aspect of certain language abruptly changed into another form of language.

Another concern of linguistics is how it enables people to convey meanings about languages. This branch is concerned by two disciplines which have deep sustainability, semantics and pragmatics. As elaborated by Griffiths (2006 : 1), semantics is the study of “toolkit” for meaning knowledge encoded in the vocabulary of the language in its parents for building more elaborate meanings, up to the level of sentence meanings. While pragmatics, it is concerned with the use of these tools in meaningful communication. In simple words, it can be concluded as pragmatics is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use. The focus of this study is mainly about utterances and sentences as a raw data of linguistics.

Connected to be put in the *skripsi* object, the idea taken from linguistics should be qualified in the standards of academic writing process, in which the connectivity from the beginning until the last parts can be guaranteed. Katz (2006 : 3) suggests while writing, point the way for the reader, and remove tangents and aside. It means, the maintaining of the core of the theme should be strengthen at the fore. In example, if the core is about pragmatics, then supported

elements like background information, material and methods, discussion, and conclusion should still in the same representation of pragmatics too.

### **2.3 The Accuracy of Sections and sub-Sections**

According to (Webster's, 1996), accuracy is defined as degree of conformity of a measure to a standard or a true value. The definition of accurate means always behaving in the same way, having the same opinions, standards, etc. While the noun forms, the accuracy can be defined as the quality of being accurate. For the case of *skripsi* organization, both terms accurate and the accuracy refer to the all elements involved whether they are well-connected each other or not. However, in this study, the focus of the accuracy only deals with three substantial elements of the *skripsi*; introduction, literature review and methodology chapters. These become the core elements since it contains the plans of doing research, including how a substantial topic is built through research question, supporting overviews and framework, and problem solving to answer its research questions ([www.ihmctan.edu](http://www.ihmctan.edu)).

Whereas Cresswell (2009, 1) brings the concept as the main considerations of the accuracy description. In the beginning of research design plans, it should involve several decisions, and they do not need to be taken in the order in which have no make sense. The overall decision should involve which designs which appropriate and which designs should be trashed. Then, it should

be strengthened by procedures of inquiry (called strategies), specific methods of data collection, analysis, and interpretation. The selection of a research design is also based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study.

Meanwhile, McMillan (2010) stated that a sections and sub-sections connects all relevant aspects of the study, from the research questions to the review literature, methodology, results, and conclusion. In other words, the relevancies between each of the sub-chapters, is considered.

To measure the accuracy, there are several ways. The writer adopts a concept of measuring consistency scale from Sugiyono (2007) as stated in Putri Handayani (2011). The writer blends it in the concern of accuracy as he states that there are five scale levels; (1) inaccurate (0% - 20%), low accurate (21% - 40%), medium accurate (41% - 60%), high accurate (61 % - 80%), and accurate (80% - 100%). It is used to measure the results compared by the standards.

Further, some criteria of Cresswell's are put on the accuracy of Introduction and the accuracy of methodology explanation separately.

#### **2.4 Criteria of The accuracy in Research Design**

As the substantial supports for the main focus of the research, the explanation of the criteria of a good research designs based on the Cresswell as the experts is divided into two sub-chapters as in; (i) the accuracy in



introduction, (ii) the accuracy in literature review, and (iii) the accuracy in methodology. These three chapters are taken for relevancies in which they are created to provide the basic information; an overview of the proposal, a discussion of the topic or focus of the inquiry and the general research questions, the study's purpose and potential significance, and its limitations for the introduction, and details the overall design, the site or population of interest, the specific methods of gathering data, a preliminary discussion of strategies for analyzing the data, how the study's trustworthiness will be ensured, the proposal biography for the researcher, and ethical and political issues that may arise in the conducting of the study for the methodology. The criteria entailed in measuring how accurate the statement inside those two parts of proposal is described separately.

### **2.3.1 The accuracy in Introduction**

The sub-chapters explained consist of; background of the study, significance of the study, purpose statement, and research questions

#### **Background of the study**

Cresswell (2009 : 97), pinpoints that introduction should covers five components of writing a good introduction ; (a) establishing the problem leading to the study, (b) reviewing the literature about the problem, (c) identifying

deficiencies in the literature about the problem, (d) targeting an audience and nothing the significance of the problem for the audience, and (e) identifying the purpose of the proposed study. These components comprise a *social science deficiency model* of writing an introduction, as a major component of the introduction is to set forth the deficiencies in past research.

Meanwhile, in investigating the accuracy of sections and sub-sections, the criteria are illustrated as; (i) *provide the background information for the research*, in which it is reported in the paper. By outlining briefly, the planning of research are clearly undertaken as basic information for the readers. This element enables researcher to provide guidance of the research process. However, as cited from Wilkinson (2000 : 16), the main theme of the background information should begins with a research question or the topic. It indicates that the researcher provides a right track of his / her main idea, as it provides leading to determine the whole background concept. In contrary, the involving of background information beyond the main idea as a theme, is biasing the focus of the research core.

The second criteria is to (ii) *establish a framework for the research*. In building a conceptual framework for the research design (proposal), according to Marshall, and Rossman (1999 : 23) there are five descriptions which enables the researcher to organize the information so that a reader can clearly ascertain the essence of the research study. The parameters are described in the proposal is;

(a) includes the substantive focus of the research – the topic – and its purpose, (b) to frame it in larger theoretical, policy, social, or practical domains and thereby develop its significance, (c) to pose initial research questions, (d) to forecast the literature to be discussed in the review of related literature, and (e) to discuss the limitations of the study. Through proposal, writer should organize the information so that the reader can clearly ascertain the essence of the research study. In addition, although they are separated into discrete sections, the narrative of the whole sections should be derived from a thorough familiarity with literature or relevant theory, empirical studies, reviews of research, and informed essays by knowledgeable experts.

The third criteria is (iii) *relation to other research*. Marshall, and Rossmann (1999 : 43) depicts the benefits of make another research as the previous related study is as it enables the researcher to conceptualize the research problem by locating it in a tradition of theory and related research. This may be an intuitive locating, chosen because of the underlying assumptions, how the researcher sees the world, and how the researcher sees the research questions fitting in. The standard of relating to other research agreed as making a clear site after quoted. As example “

*As cited by Lipson (2006, p7) referencing styles is generally essential to be used accurately for the very first beginning in academic writing*

*especially thesis writing that require a accurate discussion along the chapter*

This also relevant for the fourth criteria of (iv) *place study within the larger context of the scholarly literature*. As cited by Wilkinson (1999 : p19), it supports the original research questions needed to be expanded, renewed and developed. It also enables the researcher to have assistance in establishing the key concerns in the subject area, so that he / she can keep concentrates on own area of literature, or concentrates on questions which add to the research already conducted.

The next criteria is (v) *establish the issue*. Connecting to Wilkinson (1999 : 16), in which he assume that four points should be emerged in determining the issues, which later is used by the writer as the parameter. They are; (a) define what the researcher want to find out, (b) explain why the researcher wish to research certain topic or area, (c) establish why the research is important to be carried out whether it be useful for practitioners to read and apply the result of his / her work, and (d) what data / information exists relating to similar studies elsewhere.

(vi) *Establish the problem that leads to the study*. Maxwell (2005) introduced as nine central inquiries while framing a research designs in order to establish the problem in any proposal. They are; (i) what do the readers need, to

better understand the topic chosen? (ii) What do the readers know little about in terms of the topic chosen? (iii) How the study is proposed? (iv) what is the setting and who are the people will investigated ? (v) What methods is planned to use to provide data? (vi) how will the data are analyzed ? (vii) how the findings are validate ? (viii) What ethical issues will be presented in the study? and (ix) what do preliminary results show about the practicability and value of the proposed study. These nine questions will constitute the foundation of good research and provide the overall structure for a proposal, if they are implemented in one section. The inclusion of validating findings, ethical considerations (to be addressed shortly), the need for preliminary results, and early evidence of practical significance focus a reader's attention on key elements often overlooked in discussed about proposed projects. Therefore, in this section the accuracy is tested by the entailments between the topic and the content of background information, whether the background of the study covers overall problems or otherwise.

Another criteria taken from Creswell theory are; *establish a research problem, highlight the purpose statement, and highlight the significance of particular*. This criteria are used to substantiate the background of the study with research questions, and purpose statement, through whether or not the background of the study covers all of these elements.

### **Purpose of the study**

Crasswell (2009, 112-113) classified a good qualitative purpose statement contains information about the central phenomenon explored in the study, the participants in the study, and the research site. It also conveys an emerging design and uses research words drawn from the language of qualitative inquiry (Schwandt, 2007). Thus, it is considered as several basic design features for writing the statement:

1. *Use words such as purpose, intent, or objective to signal attention* to this statement as the central controlling idea. Set the statement off as a separate sentence or paragraph, and use the language of research, such as “The purpose (or intent or objective) of this study is (was) (will be)...”. Researcher often use the present or past verb tense in journal articles and dissertations, and the future tense in proposals, because researcher are presenting a plan for a study not yet undertaken.
2. *Focus on a single phenomenon (or concept or idea)*. Narrow the study to one idea to be explored or understood. This focus means that a purpose does not convey relating two or more variables or comparing two or more groups, as is typically found in quantitative research. Instead, advance a single phenomenon, recognizing that the study may develop into an exploration of relationships or comparisons among ideas. None of these related explorations can be anticipated at the beginning. For example, a project might begin by exploring

chairperson roles in enhancing faculty development (Cresswell & Brown, 1992). Other qualitative studies might start by exploring teacher identity and the marginalization of this identity for a teacher in a particular school (Huber & Whelan, 1999). In this case, how the writer builds the purpose statement, affecting the entailments towards the title, and of course background of the study.

3. *Use action verbs to convey how learning will take place.* This section agreed by providing action verbs, and phrase, such as *describe, understand, develop, examine, investigate, or discover*, keep the inquiry open and convey an emerging design.

4. *Use neutral words and phrases – nondirectional language –* such as, exploring the “experiences of individuals” rather than the “successful experiences of individuals.” Other words and phrases that may be problematic include *useful, positive, and informing* – all words that suggest an outcome that may or may not occur.

5. *Provide a general working definition of the central phenomenon or idea,* especially if the phenomenon is a term that is not typically understood by a broad audience. Accurate with the rhetoric of qualitative research, this definition is not rigid and set, but tentative and evolving throughout a study based on information from participants. Hence, a writer might use the words “A tentative definition at this time for \_\_\_\_\_ (central phenomenon) is... “. It should be noted that this

definitions not to be confused with the detailed definition of terms section as discussed in Chapter 2 on the review of the literature. The intent here is to convey to readers at an early stage in a proposal or research study a general sense of the central phenomenon so that they can better understand information that unfolds during the study. In this section, the positioning of literature review is also included. The general definitions built are tested whether or not and to what extent they are entailed with the theory supported in literature review.

6. *Include words denoting the strategy inquiry* to be used in data collection, analysis, and the process of research, such as whether the study will use an ethnographic, grounded theory, case study, phenomenological, narrative approach, or some other strategy. This section can be positioned as the supporting tool to measure the accuracy level between purpose statement and research methods, together with data analysis procedure.

7. Mention the participants in the study, such as whether there might be one or more individuals, a group of people, or an entire organization. This section is investigated by the reciprocal between purpose statement through data collection procedure, data, and sources.

8. Identify the site for the research. According to Creswell's it must be included such as home, classrooms, organizations, programs, or events. Describe this site in enough detail so that the readers know exactly where a study will take place. However, in this investigation, this criteria can be used to create the standards



whether or not the data, the topic, and the purpose statement are entailed each other.

9. As a final thought in the purpose statement, include some language that delimits the scope of participation or research sites in the study. This criteria together with seventh and eight criteria, can be used to detect the entailment between purpose statement, and all the elements in research methodology chapter. For example, the study may be limited to linguistics student only.

Example of a good purpose statement is presented below:

*The purpose of this \_\_\_\_\_ (strategy of inquiry, such as ethnography, case study, or other type) study is (was? will be?) to \_\_\_\_\_ (understand? describe? develop? discover?) the \_\_\_\_\_ (central phenomenon being studied) for \_\_\_\_\_ ( participants, such as the individual, groups, organization) at \_\_\_\_\_ (research site). At this stage in the research, the \_\_\_\_\_ (central phenomenon being studied) will be generally defined as \_\_\_\_\_ (provide a general definition).*

### **Research Questions of the Study**

The research problem in the study begins to become clear when the researcher asks, “what is the need for this study?” or “what problem influenced the need to undertake this study?” (Creswell, 2009, p103). He then continues to

describe the tips of significant research problems that merit further study and establish a practical issue or concern that needs to be addressed as:

1. *Ask one or two central questions followed by no more than five to seven sub-questions.* As cited from Miles and Huberman (1994), sometimes researcher needs an ice breaker in developing an interview (or in observing and looking at document). It useful to strengthen the main questions, to enrich the findings, and to specify the aim of questions.
2. *Relate the central question to the specific qualitative strategy of inquiry.* The specificity of the questions should deal with qualitative strategy whether it is (ethnography, phenomenology, or grounded theory). In ethnography, the questions include mini-tour of the culture-sharing group, their experience, use of native language, contrasts with other cultural groups, and questions to verify the accuracy of the data. In phenomenology, the questions might be broadly stated without specific reference to the existing literature or a typology of questions. In grounded theory, the questions may be directed toward generating a theory of same process, such as the exploration of a process as to how caregivers and patients interact in a hospital setting. This is used to measure how connected the research questions towards the other elements, particularly with methodology chapters (research methods, data collectio procedure, and data analysis procedure).

3. *Begin research questions with the words what or how they convey an open and emerging design.* The words *why* often implies that the researcher is trying to explain why something occurs, and this suggests a cause-and-effect type of thinking that associate with quantitative research instead of the more open and emerging stance of qualitative research.
4. *Focus on a single phenomenon or a concept.* As a study develops overtime, factors will emerge that may influence this single phenomenon, but begin as study with a single focus to explore in great detail. The creation of research questions can guaranteed the reciprocal the other elements such as; title, background of the study, literature review, and the data. Therefore, this criteria is used to investigate how the writer guaranteed those entailments.
5. *Use exploratory verbs that convey the language of emerging design.* These verbs tell the reader that the study will; discover, seek to understand, explore a process, describe the experiences, report the stories.
6. *Use these more exploratory verbs that are nondirectional* rather than directional words that suggest quantitaive research, such as “affect”, “influence” , “impact” ,”determine” , “cause”, and “relate”. Sometimes, it indicates the process of analyzing the data, and of course can be used to investigate the reciprocal towards the data analysis procedure.
7. *Expect the research questions to evolve and change during the study in a manner accurate with the assumptions of an emerging design.* Often in

qualitative studies, the questions are under continual review and reformulation (as in a grounded theory study). This approach may be problematic for individuals accustomed to quantitative designs, in which the research questions remain fixed throughout the study. This criteria is used to know how the writer support the terms in research questions by exploring through literature review.

8. *Use open-ended questions* without reference to the literature or theory unless otherwise indicated by a qualitative strategy if inquiry. This criteria is used to support the previous criteria about investigating the sections and sub-sections builds between research questions, literature review, and research methods.
9. *Specify the participants and the research site* for the study, if the information has not yet been given. This criteria also used to support the previous criteria of investigating the sections and sub-sections in the connection towards, the title, background of the study, purpose statement, and the data.

Here is a script for a qualitative central question:

\_\_\_\_\_ (*how or what*) is the \_\_\_\_\_ (*“story for” for narrative research: “meaning of” the phenomenon for phenomenology; “theory that explains the process of “ for grounded theory; “culture –sharing pattern” for ethnography; “issue” in the “case” for the case study*) of \_\_\_\_\_ (*central phenomenon*) for \_\_\_\_\_ (*participations*) at \_\_\_\_\_ (*research site*)

### 2.3.2 The accuracy in Literature Review

There are some criteria that should be embedded in literature review. First, in the presenting the theory in qualitative, there are three ways. First is using a broad explanation. It is done by synthesizing several concepts from experts to strengthen the core. As in the ethnography, the researcher employ cultural themes or 'aspect of cultur' to study in their qualitative projects, such as control, language, stability, and change, social control, and etc (Cresswell : p61). The second is, it may also be a theoretical lens or perspective that raises questions. In this case, it can be interpreted as the choosing from one expert, in order to follow the track with his / her theories.

Besides that, another criteria he proposed in the good literature reivew are;

1. Present results of similar studies
2. Relate the present study to an ongoing dialogue in the literature
3. Provide a framework for comparing result of a study with other study
4. Substantiate the research problem
5. Use one of the certain placements:
  - Inductive
  - Deductive
6. Provide reciprocal relationship between data and theory

All of those criteria are used to investigate how the writer creates a sections and sub-sections substantially between literature review towards; the title, background of the

study, purpose statement, research questions, research methods, data collection procedures, and data analysis procedures.

### **2.3.3 The accuracy in methodology**

The sub-chapters explained consist of; research methods, data collection procedures, and data analysis and interpretations.

#### **Research Methods**

In writing a procedure for a qualitative proposal, the four points depicted by Cresswell (2009 : 177) are presented as below:

1. *Identify the specific approach to inquiry that the researcher will be using.*

Once the researcher has framed the questions, the reference to key literature to emphasize points and provide authority to work being undertaken should be emerged. In this section, Wikinson (2000 : 19) suggests that, in the case of refining the approach, concentrate on own area by not explored fully in other work and concentrate on questions which add to the research already conducted. Therefore, this criteria is useful to know to what extend the sections and sub-sections between research methods and all elements involved.

2. Provide some background information about the strategy, such as for discipline origin, the applications of it, and a brief definition of it. The researcher actually need strategy of methods use to fulfill the requirements of

the research. As cited from Wilkinson (2000 : 20), It indicates the tools, technique, and instruments needed to collect and analyze the data. The research strategy should focus on questions and explore the most effective and efficient ways of answering the questions. For example, the strategy should detail which research instruments will be used and how these are collected (through documentary analysis, via telephone / face – to – face interviews, through questionnaires, by using case study, etc). This criteria also substantiate the choosing of the strategy whether for example it is content, or descriptive analysis.

3. Discuss why it is an appropriate strategy to use in the proposed study. In this case, try to elaborate in depth about the benefit of the research instrument used in the study whether it deals with survey, case study, experiment, content analysis, etc. After that, provides the steps of doing with the strategy. For example when the strategy deals with content analysis; first conduct an initial exploratory data analysis for questions emerging from the data, second decide the recording unit, third construct categories for analysis, fourth code the units reflect the categories, fifth coded in some way, and sixth count the frequency unit (Wilkinson, 2000 53).
4. Identify how the use of the strategy will shape the types of questions asked, to form the data collection, the steps of data analysis, and the final narrative. As stated by Wilkinson (2000 : 21), the ease of analyzing the data will

depend on how well structured the instruments for collecting the data. Many researcher rushes to use this instrument as they often view it as a cheap and easy way to collect data. In many cases, the structuring, planning and layout of a questionnaire all require careful considerations, which are often a time – consuming process. This criteria can be a tool to investigate the entailment between research questions and research method.

### **Data Collection Procedures**

The data collection steps include setting the boundaries for the study; collecting information through unstructured or semi structured observations, interviews, documents, and visual materials, as well as establishing the protocol for recording information. Creswell (2009 : 172) divided the data collection procedures into four points

*1. Identify the purposefully selected sites or individuals for the proposed study.*

The idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that will best help the researcher understand the problem and the research questions. This does not necessarily suggest random sampling or selection of a large number of participants and sites, as typically found in quantitative research. As cited from Miles and Huberman (1994), it deals with four points; the setting (where the research will take place), the actors (who will be observed or interviewed doing), and



the process (the evolving nature of events undertaken by the actors within the setting).

2. *Indicate the type or types of data to be collected.* In many qualitative studies, researchers collect multiple forms of data and spend a considerable time in the natural setting gathering information. By this point, the researcher is directed to determine whether he / she use observations, interviews, documentary analysis, or audio-visual materials.
3. In the discussion about data collection forms, *be specific about the types and include arguments concerning the strengths and weaknesses of each type.* The researcher may consider about the options within type, advantages of the type, and limitation of the type. For example, when the researcher chose to use documentary analysis in the data collection procedure, he / she may include that it deals with public documents; such as minutes of meetings, newspaper, journals, diaries, or letter. It also has several advantages such as; enables a researcher to obtain the language and words of participants, can be accessed at a time convenient to researcher – an unobtrusive source of information, represents data which are thoughtful in that participants have given attention to compiling them, and as written evidence, it saves a researcher the time and expense of transcribing. And it also has limitations as not all people are equally articulate and perceptive, may be protected information unavailable to public or private access, requires the researcher to

search out the information in hard-to-find places, requires transcribing or optically scanning for computer entry, materials may be incomplete, and the documents may not be authentic or accurate.

4. *Include data collection types that go beyond typical observations or interviews.* These unusual forms create reader interest in proposal and can capture useful information that observations and interviews may miss. For example, examine the compendium types of data can be used; to stretch the imagination about possibilities, such as gathering sounds or tastes, or using cherished items to elicit comments during an interview.

These criteria are used to know to what extent the entailments are built particularly within data collection procedure with, the title, purpose statement, and data analysis procedure.

### **Data Analysis and Interpretation**

The process of data analysis involves making sense out of text and image of the data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. Cresswell (2000 : 184) classifies into four elements.

1. *Organize and prepare the data for analysis.* This involves transcribing interviews, optically scanning material, typing up the field notes, or sorting and arranging the data into different types depending on the sources of information.
2. *Read through all the data.* A first step is to obtain a general sense of the information and to reflect on its overall meaning. What general ideas are participants saying? What is the tone of the ideas? What is the impression of the overall depth, credibility, and use of the information? Sometimes qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.
3. *Begin detailed analysis with a coding process.* Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. It involve taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of that participant (called an in vivo term)
4. *Use the coding process to generate a description.* Before proceeding it, consider some remarks that will provide detailed guidance for the coding process. It includes eight steps; (i) get a sense of the whole by reading all the transcriptions carefully, (ii) pick one document (the most interesting one, the shortest, etc and questioning about it, (iii) make a list of all topics after completed the task for several participants, (iv) take the list and go back to the

data, (v) find the most descriptive wording for the topics and turn them into categories, (vi) make a final decision on the abbreviation for each category and alphabetize these codes, (vii) assemble the data material belonging to each category in one place and perform a preliminary analysis, (viii) record the data if necessary.

5. *Advance how the description and themes will be represented in the qualitative narrative.* The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion will interconnect themes. Many qualitative researchers also use visuals, figures, or tables as adjuncts to the discussions. They present a process model (as in grounded theory), advance a drawing of the specific research site (as in ethnography), or convey descriptive information about each participant in a table (as in case studies and ethnographies).

6. A final step in data analyzing involves *making an interpretation or meaning of the data*. Asking “what were the lessons learned?” capture the essence of the essence of this idea (Lincoln & Guba, 1985). This lessons could be the researcher’s personal interpretation, couched in the understanding that the inquirer brings to the study from her or own culture, history, and experiences. It could also be a meaning derived from a comparison of the findings with

information gleaned from the literature or theories. In this way, authors suggest that the findings confirm past information or diverge from it. It can also suggest new questions that need to be asked – questions raised by data and analysis that the inquirer had not foreseen earlier in the study.

Overall, these criteria are very supporting in investigating to what extent the sections and sub-sections are guaranteed towards other elements, particularly between data analysis procedure and research questions, literature review, and research method.

#### **2.4 Theoretical Framework**

The aim of this study is classifying, describing, and analyzing the accuracy of the sections & sub-sections in linguistics research from English Literature students State University of Jakarta. To accomplish the goal, the writer determines the theory from Creswell's assumption of a good research design, in which contains some criteria to be used as the examiner of the sections and sub-sections.

The data which taken from the organization of statement in introduction, literature review and methodology is coded through Creswell's criteria to know or not they are compliant. The sub-chapters involved for introduction are background of the study, research questions of the study, purpose statement, and

significant of the study. While for methodology, there are research methods, data collection procedure, and data analysis procedure.

In the classifying process the writer distinguishes which criteria are compliant, and which criteria are not compliant. In describing process, the writer intends to measure how many percent the compliant criteria found. Whereas, in analyzing process the writers elaborate the causes of the incompliant criteria, discusses why they are not compliant.