

CHAPTER II

LITERATURE REVIEW

This chapter provides extensive review of the literature and related research to the variables of this research. The chapter will be divided into sections which include problem in *skripsi*, findings, conclusion, and coherence.

2.1. *Skripsi*

Skripsi is one of the final requirements for students to be able to get a degree S1 in Indonesia. It is called final requirement since to be able to take the *skripsi*, the student must have completed or at least close to completing all courses available. In English Department UNJ, to be able to take *skripsi*, a student must have completed a minimum requirement of 145 credits, while the *skripsi* itself has 6 credits. It makes *skripsi* become strategic and important in determining the score of the cumulative grade point average of students.

The term *skripsi* basically refers to the research and its report. As quoted from the academic guidebooks (UNJ, 2012, p. 174) “this course is regarding to the skills development of conducting research and reporting the results in English language in accordance with the standards of scientific writing”. The research its self is “a process of steps used to collect and analyze information to increase our understanding of a topic or issue” (Creswell, 2012, p. 3). Further, Nunan (1992) provides minimum

definition of research that it is a systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, (3) analysis, and interpretation of data.

Research is closely related to science. It can be said that Research is a way to gain knowledge. According to Babie, science has at least 8 characteristics. They are logical, deterministic, general, parsimonious, specific, empirically verifiable, inter subjective, open to modification. These characteristics are in line with the principle of a research suggested by Mcmillan & Wergin (2010), they are systematic, rigorous, and empirical.

Science is often associated with education, especially campus or university. It shows that campus is identical with the development of science and research for sure. Thus, *skripsi* as a form of research in the college plays a very important role, not only as an administrative graduation, but also as a science development.

2.2. Elements of ED UNJ Students' *Skripsi*

Skripsi that is a research report has elements that provide characteristic of research. The elements which normally include in *skripsi* are divided into five chapters. The first chapter contains background, problem or research question, purpose, and significance of the research. The second chapter accommodates literature review or the relevant theory. The third chapter is about the methodology contains research methodology, time and place, data and data source, instrument, data

collection method and data analysis procedure. Chapter four provides findings and discussion and chapter five is the conclusion and suggestion.

2.3. Problem

According to Creswell (2012), problems are “educational issues, controversies, or concerns” that become a background in doing a research. A little bit different but still in line definition is expressed by (Kothari, 2004) who says that problems are “difficulties” which the researcher faces either in theoretical or practical view and wants to elicit the solution. Robert suggests a similar view by saying that problem is the condition that affects the researcher to feel agitated and confused. Research problems involve the area of concern to researchers “condition they want to improve, difficulties they want to eliminate, questions for which they seek answers” (Fraenkel, 2006). In shorts, it can be said that research problems are the area in which a study aiming on it.

Research problem is the core of the research and the reason why someone conducting a research. It is because the research its self is a cycle where at the beginning the researcher comes with problems and brings the solutions of the problems in the end. Creswell (2012) assumes that research problem determines all parts in the research. That is why defining research problem is the initial and the most important thing in conducting a research.

People say a problem well identified is half solved. It is absolutely true in the educational research since when defining a research problem, it is needed processes

of predicting the data we will collect, the procedure to collecting them, or at least the availability of the literature needed. In defining the research problem, (Birkmire & Pluempitiwiriyawej, 1996) suggests an observation to select a concise problem. They illustrate that defining a research problem is like observing a jungle. A jungle is a wide area which can be viewed also as a thousand of trees, and a tree is also a wide area if it is viewed as a thousand of leafs and branches. The researchers need to be able to select a “suitable” problem for their research. Nunan (1992) suggests that firstly the researchers need to identify the topic they are interested in. The topic may come from the researchers’ interest, experience, from reading/ reviewing literatures, or from the combination of them. Having an identified topic, the next steps are to choose the good problem and translate it into research question or statement. Further, Nunan comments that a good problem must be worth doing and doable.

In selecting the problems, some literatures suggest criteria of an ideal problem. Based on the two general criteria of a good problem, Nunan (1992) portrays at least four consideration of a problem need to meet, those are worth investigating, feasible, implying a strong causal relationship between two or more variables, having a theory underlying the questions, and operational. In line with Nunan, Creswell (2012, p. 58) suggests that research problems need to be specific, important, filling the gap of knowledge and beneficial. Mcmillan & Wergin (2010, p. 10) add that research problems also need to be consistent with the review of literature. In addition, some on-line sources which concern with the world of educational research come in an agreement that research problem need to be worth investigating, researchable,

feasible, stated clearly and concisely ATUweb (2011); Hantsweb (2013); Pearson (2008). The literature stated above brings us to the conclusion that research problems need to be 1) significance 2) clear, concise, and specific 3) researchable 4) reasonable and theoretical. The four criteria will be explained further in the sections below.

2.4. Findings

This section contains a discussion of the result that is found through research regarding the research question and existing knowledge. In this section, the researcher demonstrates what they know about the topic by interpreting the findings and outlining what they mean. A research project does not mean much unless the findings can be communicated to others (Ary, Jacobs, & Soronsen, 2010).

To write an effective and convincing discussion of findings, some literatures have come up with some ideas. Nunan (1992) suggests that discussion of findings should answer the research question. It is also need to be realistic and accurate, and represented in narrative discussion or in visuals. Ary, Jacobs, & Soronsen, (2010, p. 609) suggest similar idea that this section is the place to discuss the practical and/or theoretical implications of the findings by relating to the original questions and hypothesis. Some online sources come in an agreement that the discussion of the findings should answer the research question or prove/ disapprove the hypothesis, delivered in an appropriate language of report, and utilize useful text, tables, charts, etc (Hantsweb, 2013), (Chan, 2001), (Pryczak, 2005). However, even though using visualization is very helpful, the researchers need to give sufficient comment or

interpretation of the findings in the written form since they are “writing” the report not “drawing” it.

2.5. Conclusion

Conclusion is the last section of a research report. It is the core of the research. No matter how sophisticated is an experiment or analysis, if the conclusion is weak, the result will not be taken seriously. In this section, the researchers interpret the mean of the findings in conceptual terms (Ary, Jacobs, & Soronsen, 2010, p. 613). It is important to differentiate between the result and the conclusion. Results are direct observations summarized and integrated by the statistical analysis that the conclusion is based on it. In shorts, conclusion is the summary statements of the findings.

In conclusion section, there should be no new things. The fault of the researchers is that they tend to conclude too much. The conclusions should be based on the data and logical analysis (Mcmillan & Wergin, 2010). In the case of quantitative research, the quality of the research conclusion is not determined by whether or not the hypotheses are accepted. Even if the hypotheses are not accepted, it is still a new knowledge as long as it is based on a good reasoning.

The Higher Education Academy (2013) explains three main roles of conclusion. First, it allocates the ending that is the meaning of the research. Second, it gives the explanation about how the research fills the gap of knowledge, and/or contributes to the relevant policy. Third, it gives a final image about the quality of the

research. Rubin & Babbie (2010) suggests similar idea. They said that conclusion sections should provide explicit summary, the implication based on that summary, information about the methodological limitations of the study, suggest the implications for the next research.

McMillan & Wergin (2010), Nunan (1992), Morley (2012) agree that conclusion section is the estuary of the flowing idea which comes from the research problem. Thus the conclusions need answer the research problem or questions. In addition, the conclusions also need to be consistent with the findings. The Higher Education Academy (2013) suggests that conclusions section also need to state the limitations of the research, and the suggestions to the future research. Some educational research websites support these arguments (Henrichsen, Smith, & Baker, 1997), (Pryczak, 2005), (Shuttleworth, 2008).

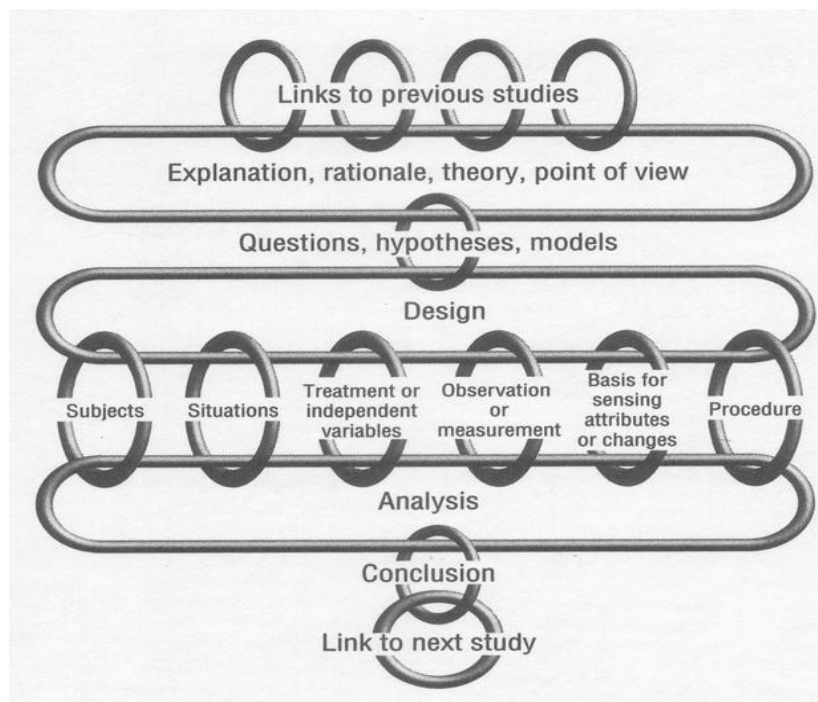
2.6.Chain of reasoning

There are some criteria to determine whether a research report is scientific or not. One of them is the coherence and explicitness of the chain of reasoning (G. Reid Lyon, 2013). The more coherent and explicit, then the chain of reasoning is also getting better.

According to Shavelson & Towne (2002), chain of reasoning is the process of linking theory, research and design and methods to findings and back to theory. As McMillan (2010) stated that a chain of reasoning connects all relevant aspects of the study, from the research questions to the review literature, methodology, results, and

conclusion. In addition, Krathwohl (1998) suggest that Chain of reasoning is a standard sequence that must be followed in order to draw a valid and reliable finding. The sequence includes the following elements: an explanation (how a hypothesized relationship works), rationale (basis for this thinking), theory (how the relationship fits into a larger scheme of things), or point of view (how a researcher views this relationship and compares or contrasts this with the views of others), that is twisted and built on prior research.

The chain of reasoning model can be seen in the chart below.



Thus, it can be concluded that Chain of reasoning is a form of consistency to the idea or the main purpose of the research which is applied to every chapter in *skripsi*

2.7. Coherence

Coherence is the heart of a good writing. With it, a complex discussion in the *skripsi* will be easily understood by readers. On the contrary how simple the *skripsi* is, it will be hard to understand if the coherence is neglected. Hamilton (2003) defines coherence as the way the ideas in the writing flows in a logical order with sensible steps. Based on (Creswell, 2012), to be coherent means to “interconnect” sections of our research report in order to give a consistent discussion to readers. In addition, some experts come in an agreement that coherence means the quality of being logically consistent; every paragraph have a single idea flowing smoothly from one to the next while sticking together in meaning (Lapionka, 2008, p. 118), (Hinkel, 2004, p. 279), (Matthews & Matthews, 2008, p. 5), (Winkler & Metherell, 2008, p. 106). It can be concluded that simply, coherence in *skripsi* means being logic and consistent to the problem or idea, which becomes the background of the research, from the beginning until the last section of the *skripsi*.

A coherent *skripsi* shows a good chain of reasoning. Chain of reasoning is a form of consistency to the idea or the main purpose of the research which is applied to every chapter in *skripsi*. As McMillan (2010) stated that a chain of reasoning connects all relevant aspects of the study, from the research questions to the review literature, methodology, results, and conclusion. If in the beginning, let say background section, *skripsi* tells about students speaking skill, then it can be predicted in the literature review we will find a discussion about students speaking skill, its sub skills, or its criteria to measure it. Likewise in choosing the data analysis,

the *skripsi*'s chain of reasoning will be broken if the data used is the students' writing task even though in the form of dialogue since dialogue cannot reflect all components of students' speaking skill.

1. Coherence between Problem and Findings in *skripsi*

Problems determine all parts in the research (Creswell, 2012). As the core of the *skripsi*, ideas that exist in the problem must be the basis and the barrier so that the research will not drift out of the topic. Thus, if the researcher holds the problem tightly, it will form a good chain of reasoning by itself. Findings on the other hand, are a discussion of the result that is found through research regarding the research question and existing knowledge. Literature about findings that has been discussed before suggests that good findings should: 1. Relevant to the problems; 2. Realistic and accurate; 3. Intelligible enough to be presented and concluded; 4. Presented in both narrative discussion and visual (table, chart, picture, etc.). From these criteria, it can be seen that coherence between problem and finding lies in the first point that is relevant to the problem. Relevant here is referred to what Nunan (1992) suggests that a good finding should answer the research problem.

2. Coherence between Findings and Conclusion

Conclusion section is the estuary of the flowing idea which comes from the research problem (McMillan & Wergin, 2010). As what has been explained before, conclusions contain interpretation of findings. There is no new thing in this section. The fault of the researchers is that they tend to conclude too much. Therefore the

coherence between findings and conclusions are reflected by to what extent the conclusions interpret and relevant to the findings.

2.8. Explicitness in Chain of Reasoning

According to Hyland (2005: p. 58) explicitness is related to the author's awareness of both self and the audience. It signals a point where the writer has reflected on the process of text creation, and this induces a similar awareness in the reader. Greene and Burleson (2003: p. 489) in *Handbook of Communication and Social Interaction Skills* also assumed that explicitness is the degree to which the message source makes her or his intentions transparent in the message itself. It means making the purpose of the message can be understood easily by the target speaker. Merriam-Webster Online Dictionary stated explicit means fully revealed or expressed without vagueness, implication or ambiguity. Explicit here is regarding to the chain of reasoning which lies between every elements of *skripsi*. A *skripsi* which has a good chain of reasoning will share correlated idea in each element. Naturally elements which share the correlated idea will use the same key words or phrases. This become the most important question to be ask in order to see the explicitness, namely whether the key words or phrases exist in the elements of *skripsi*.