

Writing the Research Background and Research Problem in The Research Report: A Content Analysis

Mustain, M.Pd

STKIP PGRI Bangkalan

Email: mustain@stkipgri-bkl.ac.id

Abstract

This research aim at describing, evaluating, and classifying the writing of background of the study and the quality of research problem on the bachelor students' research report. This research is content analysis through Qualitative approach. The setting of this research was done for eight weeks in the college of teacher training and education, and the subjects was the bachelor degree of the students of English Department that they had submitted and publised their research report to the library. The data from observation, Indept-interview, and observation were analyzed through description the writing of the research background and the quality of research problem based on the theory adopted from Latief, then the research evaluate the quality, the next is classified to draw conclusion in the form of naration.

The research showed that the use of English language in writing the research background of the students' research report were enough, although those were still some weaknesses and far expected, such as Quantitative research that focuses on the theory-verifying, and Qualitative research which focuses on the theory-generating, and classroom action research discusses about problem-solving.

The finding of the quality of research problems that had been collected, identified, classified, and described in term of the language aspect were enough, variable, research design, and hypothesis report aspects were also identified. In contrast, those research problem was found there were some techniques term used. For instance, the word of influence, effect, correlation, relationship, or and the research problem or question exposed the teaching and learning process without finding the information behind the data.

Kata Kunci: Research Background, Research Problem, and Research Report

INTRODUCTION

Background of the study and research problem are the first important part of the research content because it is a phase where the researcher expose their reasons why they interested and conducted the research. The reasons would be clear if the objectives and consideration were conducted, therefore the consideration about the research design used clearly. Consequently, the researcher should clearly write the direction of the research, whether Quantitative approach, Qualitative

Approach, and Classroom Action Research or others.

Background on the types of research have different characteristics that are (1) Quantitative research type tends to test theory or Theory-verifying (2) type of qualitative research leads where the researcher try to understand a research object without making predictions of theory, but produce theory or theory-Generating, and (3) type of classroom action research focusing on the problems of learning in the classroom and the seriousness of the problem, so it is

necessary to develop a specific strategy to solve it or Problem-Solving, such as the low ability of students in the field of writing, which must be looked for the solution, such as a learning strategy to improve students' writing skills (Latief, 2015).

In terms of writing the content of the research background the researcher must think hard and sometimes spend time to get the idea according to the variable of the research title made. The appropriate idea is that the researcher should be required to find relevant references to his research problem, therefore the research has quality and contributes very useful in theory and practice (Latief M. A, 2015). The quality of writing content of the background should refer to the problem of research whether the type of research leads to Quantitative, Qualitative, or Classroom Action Research or other research since each background writing has different characteristics depending on the topic and type of research what the researcher will be thorough. The researcher, in this case, should focus on the selection of research topics find references in accordance with the selection of research topics and state the problem of research in the form of questions (Latief M. A. 2004). Often students of the English Education Program write background contents are less clear and not in accordance with the type and character of their research. These are the

weaknesses because researchers still do not understand about research principles, methods, and rules are clear. The weaknesses will cause the quality of research results are very low and the failure to do research and its benefits become very large. Even the results of research especially writing the contents of the research background used as a reference by students who will and are preparing research proposal and report. It is a phenomenon that is often done and used as examples of research report.

The formulation of the problem is precisely a problem that someone wants to examine it (Fraenkle & Wallen 2006). The problem can be explained as something whom someone finds something unsatisfactory or troublesome or something that is not working properly. These problems involve the area or location of the researchers' attentions about the conditions what they want to improve the difficulties or the questions should be looked for the answer. The answers to the questions that have been made, must contribute some theory or practical (Latief M. A, 2015). The formulation of the problem made, can refer to the background of the reason why the research would like to be conducted and the type of research. The problem formulation usually contains a question as the focus of its investigation. In the preparation of the formulation of unfavorable problems will illustrate the

quality of the research results are not good too, otherwise good research results due to the formulation of the problem is very clear, unambiguous, useful, not wasting time, and so forth (Fraenkle & Wallen 2006).

Based on the above explanations, this research describes, evaluates, classifies various forms of content and characteristics of writing background and quality of problem formulation that has been made in the research reports of the students of English Education Study Program from 2010 to 2012. The results of this study is very useful on Students of English Education Program S1 as a guide in writing a good research proposal and report and in accordance with the rules of research should be correct accurate and quality, and contribute theory and practice in the world of education and research in the future.

Based on the background of the problems that have been revealed and the researcher stated the problem of this research are (1) How are the characteristics of quality research background writing on the S1 research report of the students of English Education Studies Program STKIP PGRI Bangkalan 2010-2012? And (2) How is the formulation of quality problems in S1 students' research report of English Education Study Program at STKIP PGRI Bangkalan 2010-2012?

In this case, the objectives of this paper are to describe, evaluate, and classify the characteristics and quality of writing background and the formulation of the problem in the research problem of students of English Education Study Program S1 STKIP PGRI Bangkalan.

RESEARCH METHOD

In accordance with the purpose of research in to be achieved is to describe, evaluate, and classify the characteristics and quality of background writing and the formulation of the problem in the research report of students of English Education Studies Program at The College of Teacher Training and Education in Madura this research uses content analysis with qualitative approach.

The Setting of this research consists of the place and time. The setting of research was conducted at The College of Teacher Training and Education in Madura especially in the Library which is a place where students of English Education Study Program class of 2010-2012 collected and documented the research report. While the time setting was done for 8 weeks since the research is proposed until the completion of this research report completed and published.

The subjects of this study were students of English Education Program Study Program S1 The College of Teacher Training and Education in Madura 2010-

2012. The characteristics of the reasons for the selection of the subjects of this study were (1) students who had graduated and experienced the dynamics of the development of science research (2) students who always take research report references in previous years as a guide and concept of research that will and is being done (3) students which had collected, documented, and published to the Library from 2010-2012.

This type of research data is in the form of verbal data or writing that had been written in the student's research report to be examples of writing background and problem formulation, and then it will be analyzed by researchers. Sources of this research data were research report of students of English Education Studies Program S1 The College of Teacher Training and Education in Madura 2010-2012 with data collection techniques were observation, indept-interview, and documentation where the researcher observed the written content quality of the research background and questions in the research reports, interviewed the students who had authority of the research report, and asked the students to fill the optional answer provided based on their experience among Quantitative, Qualitative, and Classroom Action Research. Therefore the data types of data sources and data collection techniques of this research conducted by researchers had a good level

of validity and represent the results of research conducted by students.

Instrument of research conducted by the researcher is using observation checklist to documentation of student research report result published by STKIP PGRI Bangkalan Library starting 2010-2012. Documentation is something written and printed (Fraenkle & Wallen 2006). The degree of validity of the instrument obtained from the document is not empirical but theoretically based on the references from various sources (triangulation).

In this study researchers collected the data by using the technique of searching or searching a collection of research report in the library as a documentation using observation. Documentation is in the form of student research report to be collected for the description evaluation and classified by the researcher.

After the researcher collected the data, the researcher then analyzed by describing, evaluating, and classifying, and combining the information that researchers get from various sources such as documents into logical descriptions of what researchers observe or otherwise (Latief 2013).

RESULTS AND DISCUSSION

Based on data collected through observation, indept-interview, and

documentation of student research results in the Library researchers had identified and tabulated the number of student research reports in the form of research report from 2010-2012 presented in the table below as follows

Table 5.1 Recapitulation of Student Research Results 2010-2012

Students	Research Types			Total
	Qualitative	Quantitative	CA R	
2010	120	85	20	225
2011	101	87	20	208
2012	41	89	14	144
Total	262	261	54	577
Percentage	45,4%	45,2%	9,4 %	100 %

Based on the above table showed that the majority of the selection of research types of students starting class of 2010-2012 is a qualitative research of 45.4% and Quantitative Research as much as 45.2% while the frequency of Classroom Action Research (PTK) only as much as 9.4%.

Furthermore the researcher collected several research results with Qualitative Research, Quantitative Research, and Classroom Action Research which has characteristic of quality of clarity of the contents of background writing and the formulation of good and

unfavorable problem is and discussed in depth as follows:

Research findings on the clarity of the content of the Background Writing Research report

From the amount of research collected by the researcher there are only a few of which are the findings of the data obtained to be described in terms of the quality of the clarity of the content of the writing of the research report background related to the contribution to the development of the quality of English learning as well as the research design that is connected with the problem formulation.

Of all the clarity of the contents of the writing of the background in the research report of S1 English education from year 2010-2012 students can be identified clear description of the variables involved but those have not revealed clearly and detailed. Background writing by Masyithoh (2016) for example clearly mentions the variables involved such as Reading Comprehension skills and techniques of Directed Reading Thinking Activity (DRTA) but it was not in accordance with the concept of the type of research what she did, such as Experimental Research that should explain the reasons for the position of theory and research results that have been carried out for theoretical test (Theory-Verifying) and investigated whether the Directed Reading

Thinking Activity (DRTA) is better taught Reading Comprehension ability compared to not using Directed Reading Thinking Activity (DRTA).

Similarly, the result of qualitative research report on background writing was done by Putri (2016) revealed the variable of problems such as Speaking and the strategy but she explained about Speaking ability problem and with alternative solution of Strategy. It did not reveal the natural setting (setting) and the habitat of the data source that inhabit it or do it.

In the results of writing the background on the clarity of content conducted by Nurhayati (2015) also stated about research variables in the form of the level of understanding Reading Comprehension by using the Reading log method while the clarity of the contents of the paper revealed the problems of Reading's ability by using the Reading log method as a solution.

On the other hand the clarity of the contents of the writing of the background by Abdurrohman (2016) in Classroom Action Research revealed about the problems of learning and alternative solutions. It is very appropriate with the quality of writing a good background with the reasons behind the conduct of Classroom Action Research that departed from the problem of learning and alternative solutions (Problem-Solving).

Research Finding on The Research Problem

The quality of the findings of the formulation of the problem in the research report of S1 English education students 2010-2012 can be described in terms of language use and clarity of English learning content and research design that reflected from the formulation of the problem.

In terms of language use was not found the formulation of research problems in the research report of S1 English education, but there were some formulation of the problem that (1) using terms that only revealed about who the teacher is, how many teachers are, how learning activities is started from beginning to finish, how many students in each class, like *how is the implementation of teaching by teacher teacher questioning strategy at the eleventh grade students of SMAN 1 Arosbaya?* (Putri, 2016: 4). (2) revealing technical terms and unclear or ambiguous and added more experimental research problem formulation that is (a) *Is there any influence of Using Bamboo Dancing Method in teaching speaking ability at the eighth grade students of SMPN 5 Bangkalan?* And (b) *How is the students' responses after using Bamboo Dancing Method at the eighth grade of SMPN 5 Bangkalan?* (Nurhasanah 2015).

In terms of clarity of the contents that reflected in the formulation of the problem of research report S1 English language education can be identified based on the characteristics of qualification problem formulation is good as follows

It has a clear unambiguous and non-technical statement that is not easily understood by the average reader (Borg & Gall 1983: 87; Ary Jacobs & Razavieh 1979: 50; Tuckman 1999: 28, in Latief, 2010: 19).

The question *“Is there any influence of Using Bamboo Dancing Method in teaching speaking ability at the eighth grade students of SMPN 5 Bangkalan?”* It was too Technical terms because it used the word *Influence* that is not understood by others, so it needs to be changed to be more operational to be *“Do the students taught Bamboo Dancing Method have better Speaking Ability that they taught by non-Bamboo Dancing Method at the Eighth grade of SMPN 5 Bangkalan?”*

The research question should have information about the relationship between facts or between variables or about the work pattern formula or regularity that exists in the object of research (Latief 2010, 20). The Questions about for example *“how is the implementation of teaching by teacher's questioning strategy at the eleventh grade students of SMAN 1 Arosbaya?”* Just

revealed about who the teacher is, how many teachers are, how the learning activities started to finish, how many students in each class are. It should be changed to be *“What Practices of Instructional activities show effective result of speaking using teacher's questioning technique at the eleventh grade students of SMAN 1 Arosbaya?”*

The research question has variables that must be observed and the information of these variables can be reached by researchers (Tuckman in Latief 2010: 20). The question like *“Do the students taught by hand puppet media have higher score in the students' speaking achievement than those taught without using hand puppet media at eleventh grade an MA Al-Ittihad Kokop? (Hartila 2016”* described variables that can be known to the reader about Speaking skills as dependent variables and Media as independent variables

The question should have a research design to get answers from the problem formulation (Ary Jacobs & Razavieh in Latief 2010: 20). Research Questions *“Do the students taught Bamboo Dancing Method have better Speaking Ability that those taught by non-Bamboo Dancing Method at the Eighth grade of SMPN 5 Bangkalan?”* Indicated the experimental research design. The nextis research questions made as like *How can the students' writing skill be*

improved through write pair share at the first class of SMK An Najah? (Abdurrohman 2016) indicated the Classroom Action Research.

The research question should have relevance to the hypothesis (theoretical prediction of the expected answer) to be used in the study (Borg in Latief, 2010: 22). The research question *Do the students taught by hand puppet media have higher score in the students' speaking achievement than those taught without using hand puppet media at eleventh grade an MA Al-Ittihad Kokop?* has relevance to the theoretical hypothesis that the students taught by hand puppet media have higher score in the students' speaking achievement than those taught without using hand puppet media at eleventh grade an MA Al-Ittihad Kokop

The question has an indication of the limits of the study and its scope (Borg in Latief, 2010: 23). So if the coverage is too broad, it will be difficult for researchers to get answers to his research.

The question has an indication of the variables involved (Latief, 2010: 23) such as *Do the students taught by hand puppet media have higher score in the students' speaking achievement than those taught without using hand puppet media at eleventh grade an MA Al-Ittihad Kokop?* Indicated two variables namely learning media (classes divided into groups given

media hand puppet and classes that do not use media hand puppet) and achievement of Speaking ability.

CONCLUSIONS

Based on the research problem formulation and the research findings of the research that have been collected, analyzed, and interpreted, the researcher can conclude that from the use of the language used in the writing of the background research report S1 English Education is quite good, although there is still some clarity of content writing background is far what is expected such as Quantitative research that focuses on basic proof theory (Theory -Verifying) and discusses about a study of human behavior in the natural setting and Qualitative Descriptive Research focusing on finding or capturing the theory being sought (Theory-Generating) to discuss the problem of learning and problem solving or alternative solutions which in this case refers to Classroom Action Research which focuses on the problem of learning in the classroom and Problem solving in the form of learning strategy.

From the formulation of problems that have been collected identified classified and described in terms of linguistics is still sufficient, in terms of variables that can still be identified, in terms of research design, in terms of indications of hypotheses that can be made

and others, but there are still some formulation of problems that use technical terms such as *Influence* and others the formulation of experimental research problems that stated more than one the formulation of problems that still reveal the activities of learning and so forth.

SUGGESTION

Based on the findings of research in the previous discussion that the clarity of the contents of the writing of research background and the formulation of research problems can be a reference to the next researchers especially students of English Education Studies Program who will plan research for the interest of research report both theoretically and practically .

Therefore the English Education Study Program includes supervisors to constantly improve their ability and supervise the writing of the content of research background and problem formulation for the students to obtain better results and make a positive contribution to the research world both theoretically and practically.

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