

CHAPTER I

INTRODUCTION

This chapter consist of background of the research, research question, limitation of the research, purpose of the research and significance of the research.

1.1. Background of the Study

In learning English, on the nature and any level of education, the students often face any kinds of obstacles activity. According to, Dimiyati and Mudjiono (2009) as cited in Dewi and Nur (2018) The obstacles come from some factors, such as internal and external factor. Internal factors include the students interest, concentration, motivation, attitude and confidence. While, external factors include the teacher as facilitator, school infrastructure, family and social environment. According to Sari, Ahmar & Ahmad (2019) The college learning activity is different with high school learning activity, when the teachers teach in college level they will emphasize the student's independence, activeness and responsibility. As mentioned before, it means that those are the characteristics of college students that often face any kinds of obstacles. According to C.R. Khotari (1990) A scientific and systematic research in order to identified the information in specific topic or it can be called as scientific and systematic investigation. In the college, research is the graduate requirements for final-year students. The teacher of college students in 6th semester will give more attention to the final-year students in understanding the methods of research, because they will pass their final research in the next semester.

Qualitative Research Methodology Course is the course which designed to provide a general student's understanding about the qualitative research methods and issues which related with the research design, and study how to conduct the studies of qualitative methods. Qualitative Research Methodology Course is the course that used by the teacher in order to introducing to the students about qualitative research, this course has an important role to the 6th semester students because, they need basic understanding in order to write their own thesis for degree. According to (Rismen, 2015) as cited in (Nur Asisa, 2021) "stated writing thesis is the final task that students must complete in the undergraduate program at university. However, a lot of students have difficulty to finishing writing thesis, which is characterized by the length of the guidance they have traveled. He carried out research aimed at describing the type of difficulties experienced by students in completing the thesis by examining the effectiveness of the guidance provided by the mentor lecturers". The students will find the theory how to plan the research proposal or thesis. They will have lack of obstacle in order to write their thesis if they have great understanding in Qualitative Research Methodology course. This course was given to the students in 6th semester, it means student's understanding in Qualitative Research Methodology Course (QRM) Course is important to reach by the teacher. So, based on the Course Outline the teacher on this course give analyzing research as the student's assignment because, the teacher hopes that the students will get full understanding about research methods especially qualitative research methods, such as scientific enquiry and particularly qualitative enquiry. They

are expected to know the basic concepts of scientific knowledge and science, especially in education and/or English Language Teaching.

According to Webster and Martova (2007) as cited in Nila Kartika Putri (2014) argues that in 1990 narrative inquiry was first used by Connely and Clandinin for describing an approach on personal storytelling to teacher education. Connely and Clandinin argues that narrative inquiry is classified as a Qualitative Research because of its focus on experience and the qualities of live and education. According to Latief (2013) as cited in Nila Kartika Putri (2014) “the personal judgment which argues that qualitative is subjective can be minimized by the repeated process of data collection, analysis, conclusion drawing, and verifying the conclusion data, data analysis, then constructing the temporary conclusion, again in several cycles until the data get saturated shows the objectivity of qualitative research”.

As mentioned before Qualitative Research Methodology Course is the basic thesis course that help the student to pressure their understanding about writing qualitative research in their thesis but, the students also have obstacles in order to identified the research. According to (Moreover Dirgeyasa, 2016) as cited in (Nur Asisa, 2021) “argue most of the natural failed writing process because it is caused by several factors such as learning process, difficulty in writing background and lack of motivation”. (Miles, 2019) as cited in (Nur Asisa, 2021) “also suggests that the student mistake in writing is the proper use of grammar”. The researcher argue that the obstacles of student’s analyzing in this research such as, the obstacle in understanding the material of qualitative research methodology course, the obstacle in understanding the

goals of qualitative research methodology course, the obstacle in understanding the assignment's instruction, the obstacle in identify the researcher, the obstacle in identify the research design, the obstacle in identify the research question, whether suitable with the research problem or not, and the obstacle in understanding the conclusion of the research. The obstacles that are mentioned before shows that the researcher would like to see how much the student's understanding about the material of Qualitative Research Methodology Course as the basic course of writing the thesis. Based on the result that will be showed, the researcher able to draw the conclusion about the student's obstacle in this research.

In the previous study, the researcher find some previous studies that can be used to references in order to do the observation. The previous studies such as, the first research with title "The Analysis Of Students' Problems On Writing Thesis" written by Nur Asisa (2021) The objective of this research is to find out the students problems in writing thesis and to find out the factor causes students problems in writing thesis. The researcher applied the Descriptive Quantitative Method Design with used a questionnaire and interview as a instrument to collecting the data. The sample in this research was the students University Muhammadiyah of Makassar at 8th Semesters who was started to write a thesis. The researcher took 15 Number of Students as a sample with used Purposive Technique Sampling. The second research with title "Re-telling: A Narrative inquiry of Indonesian graduate students' speaking experiences in a United Kingdom university" written by Mukhlash Abrar (2019) The purpose of this inquiry is to explore and make sense of the

stories of Indonesian graduate students' speaking experiences in academic settings during their study in a United Kingdom university. More specifically, the study is intended to understand their speaking challenges and strategies to overcome the challenges both in the classroom and university-surrounding settings. To achieve the purpose of the study, a narrative inquiry is employed. Two Indonesian graduate students participated in this study and shared the experiences before and after coming to study at the university. The findings of this narrative inquiry indicate that language-related issues, individual factors, and cultural differences hinder the participants from actively being involved in verbal communication. To cope with the challenges, the participants applied communication strategies by asking for clarification and repetition. The study suggests that language mastery, including accent, is crucial because it influences the understanding of communication.

The third research with title "Internal and External Obstacles for Students in the Vocational Education Master Program in Thesis Preparation" written by Yeri Sutopo, Ely Rudyatimi and Okta Purnawirawan (2020) The objectives of this study was to identified the inhibiting internal and external factors of students in Vocational Education Master Program in completing the thesis. This study employed descriptive survey method. The population in this study was the 4th semester of Vocational Education Master Program students. The fourth research with title "Analysis Of Student's Learning Obstacles On Learning Invers Function Material" written by Krisna Satrio Perbowo and Restu Anjarwati (2017) This research is based on the presence of obstacle in learning mathematics on inverse function. This research aims

to identified the learning obstacle, to know the types of error that is suffered by the students in learning inverse function. Kind of this qualitative research descriptive with data triangulation. The research subjects are high school students which is contained of 74 students and was taken 6 students to be main sample. The fifth research with title “A Narrative Inquiry Into English Teacher’s HOT Learning-Teaching In Senior High Schools” written by Desy Rizki Lukitasari (2020) The result of the study present a full narrative of the research collaborators’ lived experiences about HOT learning-teaching, starting from their introduction with the learn ‘HOT’, their memorable teaching experiences with HOTS through project, until their self-reflections.

The sixth research with title “The Learning Speaking Skills Strategies In My Personal Experiences: A Narrative Inquiry” written by Nila Kartika Putri (2014) This study focuses on analyzing the researcher’s experiences in learning speaking skills since she was a student of junior high school up to the undergraduate degree. The reason why the researcher’s biography becomes the object is about the novelty of experience in the research field, also, the importance of learning language strategies in helping the learners to enhance their speaking skills. A descriptive qualitative method is used due to the description and explanation of learning strategies she used in learning English speaking skills. Furthermore, as her biography becomes the data source, thus, narrative inquiry is implied as the approach in this study.

The seventh research with title “Student’s Barrier And Motivation Regarding English Online Learning During The Covid-19 Outbreak” written by Indah Mahmuda (2021) The aim of this study was to identified students’

barrier and motivation regarding English Online Learning during the COVID-19 outbreak. The subject of the research was eleventh-grade students at SMA Negeri 1 Batang Hari in academic year of 2020/2021. This research employed a descriptive research method using quantitative and qualitative techniques to explore and explain students' barrier and motivation regarding English online learning during the COVID-19 outbreak. The eighth research with title "Obstacles During Online Learning In English Subject At SMP Negeri 1 Wangi-Wangi" written by Diana Lestari (2021) in this research the writer discuss about Online learning is the most popular learning system used in this era that occurred in a flexible ways. This study was aimed to find out the obstacles students faced during online learning in English subject at SMP Negeri 1 Wangi-Wangi and to investigate students' ways in overcoming obstacles during online learning in English subject at SMP Negeri 1 Wangi-Wangi. This research applied an exploratory research design because the primary purpose of the research was to find out the obstacles students faced during online learning in English subject at SMP Negeri 1 WangiWangi and to investigate students' ways in overcoming obstacles during online learning in English subject at SMP Negeri 1 Wangi-Wangi, especially in English subject at the grade 7th of SMPN 1 Wangi-Wangi students of A Class. Purposive sampling was used for this study.

Based on those previous studies that are mentioned, this study is related with the research "Re-telling: A Narrative inquiry of Indonesian graduate students' speaking experiences in a United Kingdom university" written by Mukhlash Abrar (2019) The purpose of this inquiry is to explore and make

sense of the stories of Indonesian graduate students' speaking experiences in academic settings during their study in a United Kingdom university. While, in this research the researcher interest in identified the 6th semester student Department of English Language Education because of the important of Qualitative Research Methodology Course to find the students obstacles in analyzing research likes the obstacle in understanding the material of qualitative research methodology course, the obstacle in understanding the goals of qualitative research methodology course, the obstacle in understanding the assignment's instruction, the obstacle in identify the researcher, the obstacle in identify the research design, the obstacle in identify the research question, whether suitable with the research problem or not, and the obstacle in understanding the conclusion of the research, based on the explanation above the researcher draw the title "Students' Obstacles in Identifying Research of Qualitative Research Methodology (QRM) Course" uses Narrative Inquiry Method.

1.2. Research Question

Based on the background above of the research, the researcher find the problem as follows, what are the students' obstacles in identifying Research Report?

1.3. Purpose of the Study

Based on the research question that was mentioned above, the researcher find the purpose of the study as follows, this study is written to analyze the student's obstacle in identifying Research Report.

1.4. Limitation of the Study

The sample of this research is 6th semester students who are get identifying research as their assignment in the Qualitative Research Methodology Course. In qualitative research methodology course, the lecture gives identifying research assignment to the student based on the syllabus as the reference in order give material and assignment to the student. The lecture gives specific criteria that should be used to identify the research.

1.5. Significance of the Study

The aims of this research to analyze the student's obstacle in identifying research report. The researcher hopes this research is useful and consist of many benefits to the readers especially the lecturer, the student and another researcher in theoretical significance aspect and in learning English especially in Qualitative Research Methodology Course Department of English Language Education.

a. The lecturer

The researcher hopes that this research be able to increase the lecturer's creativity in order to teaching the student in Qualitative Research Methodology (QRM) Course especially in understanding of analyzing research.

b. The student

The researcher hopes that this research be able to increase to student's understanding about Qualitative Research Methodology based on the theoretical framework that have written by the researcher.

c. Another researcher

The researcher hopes that this research be able to increase another researcher's understanding in order to conduct the same research and used as the previous study.

1.6. The Definition of Key Term

a) Obstacle

According to Brosseau as cited in Sari, Ahmar & Ahmad (2019) Obstacle is the student's difficulties in learning activity. Obstacle in this study when the students face the correct material but they should use their knowledge limitation and use effort to understand it. The researcher argue that the obstacles of student's identifying in this research such as, the obstacle in understanding the material of qualitative research methodology course, the obstacle in understanding the goals of qualitative research methodology course, the obstacle in understanding the assignment's instruction, the obstacle in identify the researcher, the obstacle in identify the research design, the obstacle in identify the research question, whether suitable with the research problem or not, and the obstacle in understanding the conclusion of the research.

b) Research Identification in QRM

In the qualitative research methodology course, the lecture gives identifying research assignment to the student based on the syllabus as the reference in order give material and assignment to the student. The lecture gives specific criteria that should be used to identify the research. The student should identify the content of the thesis by reading the background and showed the research question, the student should identify the design and

the method that used by the researcher on the thesis that was found by the student. The themes of the thesis depend on the group presentation that was group before.

c) Qualitative Research Methodology (QRM) Course

Qualitative Research Methodology Course is the course which designed to provide a general student's understanding about the qualitative research methods, issues which related with the research design, and study how to conduct the studies of qualitative methods. The students will find the theory how to plan the research proposal or thesis. They will get easy understanding in order to write their thesis if they have great knowledge in Qualitative Research Methodology course.