

Approaches Of Arabic Education Research: Criticism And New Offers Of Methodology Diversification

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Abstract

Research of Arabic Education (AE) is a systematic investigation of interesting research questions about the Arabic language. Arabic Education Research can use a variety of approaches, types, and designs. For this reason, diversification of research methodology is needed so that it is not concentrated in certain research approaches and types. This study aims to describe: (1) the approach and type of research used by students in thesis research; (2) mastery of scientific substance and research methodology of students; (3) weaknesses that occur in student thesis writing. This research is descriptive-quantitative. Data collected by documents and interviews. Data were analyzed with percentages and reflective thinking. The results showed that: (1) most students conducted research using a quantitative approach, with the type of experimentation, and quasi-experiment design, (2) the substance and methodology of the students showed good mastery, and (3) weaknesses that occurred in student thesis writing lies in the weakness in making research abstracts and discussing research results. For this reason, it is suggested the need to increase students' insights in the field of research methodology, so that student research is not focused on specific approaches and types of research, so that it spreads to all approaches and types of research. However, the choice of approach and type of research must still adjust to the scientific characteristics and the problem under study.

Keywords: Research of AE; Research Approaches, Research Substance; Methodology, Research Weaknesses.

Abstrak

Penelitian Pendidikan Bahasa Arab (PBA) pada dasarnya adalah penyelidikan sistematis terhadap pertanyaan penelitian yang menarik tentang kebahasaan Arab. Penelitian Pendidikan Bahasa Arab dapat menggunakan berbagai pendekatan, jenis, dan desain. Untuk itu, diperlukan diversifikasi metodologi penelitian, agar tidak terkonsentrasi pada pendekatan dan jenis penelitian tertentu. Penelitian ini bertujuan untuk mendeskripsikan tentang: (1) pendekatan dan jenis penelitian yang digunakan mahasiswa dalam penelitian skripsi; (2) penguasaan substansi keilmuan dan metodologi penelitian mahasiswa; (3) kelemahan yang terjadi pada penulisan skripsi mahasiswa. Penelitian ini bersifat deskriptif-kuantitatif. Data dikumpulkan dengan dokumen dan wawancara. Data dianalisis dengan prosentase dan berfikir reflektif. Hasil penelitian menunjukkan bahwa: (1) sebagian besar mahasiswa melakukan penelitian dengan menggunakan pendekatan kuantitatif, dengan jenis

eksperimen, dan rancangan quasi-experiment, (2) secara substansi dan metodologi mahasiswa sudah menunjukkan penguasaan yang bagus, dan (3) kelemahan yang terjadi pada penulisan skripsi mahasiswa terletak pada lemahnya dalam membuat abstrak penelitian dan melakukan pembahasan hasil penelitian. Saran yang diberikan adalah perlunya meningkatkan wawasan mahasiswa dibidang metodologi penelitian, agar penelitian mahasiswa tidak terfokus pada pendekatan dan jenis penelitian tertentu, sehingga menyebar kesemua pendekatan dan jenis penelitian. Namun demikian, pemilihan pendekatan dan jenis penelitian harus tetap menyesuaikan dengan karakteristik keilmuan dan masalah yang diteliti.

Kata Kunci: Penelitian PBA; Pendekatan Penelitian; Substansi dan Metodologi Penelitian; Kelemahan Penelitian.

INTRODUCTION

Research of Arabic Education (AE) is a systematic investigation of interesting research questions about the Arabic language. What is generally different from previous research, is usually a matter of central research attention (Lodico, M. G., Spaulding, D.T., Voegtler, 2010). Although the scope of the research area is broad, it leaves plenty of room for more serious research and stricter data analysis to give birth to useful research. If analogous to health, how research in Arabic education as medicine has good potential to benefit all patients in need.

One of the first steps in developing Arabic research is determining the adequacy of the methodology for answering research questions (M. I & A, 2018). With that, the results of the study are relatively more comprehensive and their validity and reliability can be guaranteed.

In understanding research methodologies, researchers must first recognize the importance of choosing the methodology that best suits interesting questions. Although various approaches, types, and designs of research are offered from the academic community, fundamentally empirical experience shows that good research is the following methodologies that can answer research questions, goals, or hypotheses. Research methodologies only help researchers focus more on research questions and plan research approaches for data collection, analysis, and interpretation (J.H, 2008)

Research approaches, types, and designs take into account educational behavior in reviewing and editing the feasibility of publication of manuscripts. Some of the most prominent methodological approaches, both quantitative, qualitative, and mixed methods are used to analyze and reach conclusions from data collected. Not all are suitable to be used simultaneously but are chosen according to the problem and the purpose of the research conducted. Because basically, research does not rely solely on approach, but more on efforts to answer research questions and sampling methods. Whatever type of research can be chosen, such as experimental, correlational, ex post facto or comparative causal, or non-

experimental research, such as a qualitative approach, for example, historical research, library research, case study, character studies, text studies (philology), etc.(M. M, 1994)(M.G & Lodico, M. G., Spaulding, D.T., Voegtle, 2010)

Besides these approaches, the mixed methods approach allows for the intersection of quantitative and qualitative paradigms in such a way that people can develop or expand research towards answering questions that occur in the field(J.W, 2007) Each approach is useful in a particular field or problem, but often less productive for other fields or problems. That is, not all research approaches can be used for all scientific fields.

Arabic Education Research can use a variety of approaches, types, and designs. Arabic education researchers must first develop practical-empirical research and focus on questions, objects, data collection, and analysis. For this reason, diversification of research methodology is needed so that it is not concentrated in certain research approaches and types. Such efforts are important for several reasons. In particular, research questions guide the choice of methodological approaches and services to clearly describe the parameters of the study(ainin M, 2014) Besides, well-made research questions allow research to be carried out in the context and area of Arabic Education in a wider scope(M. I & A, 2018) In turn, this allows for a discussion of how research approaches, types, and designs are used as replication or as new alternatives to improve the quality of previous methodologies. Finally, these efforts ensure that variables suitable for research interests are identified and operationalized in such a way as to produce useful information for analysis. However, it must be understood that limitations in research make it possible not to research in an ideal manner(ainin M, 2013) This condition is often done by students, including students majoring in Arabic Education. With a variety of reasons and limitations, they often take shortcuts, by conducting research based on approaches, types, and designs that have been there before.

Some previous researches related to student thesis, conducted by(A. N & W.F, 2016) about the Problem Description of Students who are Finishing Thesis(M.C, 2016) about Analysis of Student Difficulty Completing Thesis(C, 2015) concerning Analysis of Research Trends in Arabic Language and Literature Department Students(C.A, 2019) about Factors Affecting Students' Difficulties in Writing Thesis, A Mixed-Methods Research at Eighth Semester of English Study Program; and(R. S & B, 2014) about Trends of Research Methodology of Thesis in Vocational Education. From this research, the specifics have not yet discussed the research methods that are often used by students in the completion of the thesis. For this reason, this research is very important to be carried out to map student thesis research in terms of approach, type, and research design.

METHOD

This research was conducted at the Bachelor Program of the Arabic Education Department, Faculty of Education and Teaching Training, Maulana Malik Ibrahim State Islamic University of Malang. This research will map out the approach, type, and design of student thesis research. From this, there will be seen several approaches that have not been widely used by students so that methodological diversification is needed.

This research will answer questions about, what are the approaches and types of student thesis research? How is mastery of scientific substance and research methodology of students? What are the weaknesses that occur in student thesis writing?

This research is descriptive quantitative. The population is students' thesis in the even semester of the academic year 2018/2019 and the odd semester of the academic year 2019/2020 as many as 153 theses. Sampling using a total sampling technique, meaning that all populations become samples. Data was collected based on documents in the faculty or department and strengthened by interviews with the Head and Secretary of the Arabic Education Department, about the empirical reality of student thesis research and the advantages and disadvantages of a student thesis. Interviews were also conducted with 5 (five) students to confirm choices regarding specific approaches, types, and research designs. Document data were analyzed with percentages and interview data were analyzed by reflective thinking, which combines aptly between deduction and induction thinking, by linking theory with findings and findings with theory continuously (H.M, 1993), so it is possible to find an approach map and type of research in student thesis.

RESULTS

Based on document searches, 153 theses were tested in that year (AE Department Data, 2019). Of the 153 theses, most used experimental research of 58 (37.9%) theses and Research & Development (R & D) of 31 (24.8%) theses. For experimental research, most students use quasi-experiments. While in R & D most students use a mixed-methods approach, with triangulation mixed methods designs (J.W, 2008) and R & D models from (W.R & M.D, 1989) Only a few use a qualitative approach.

For quantitative approaches with various types of research, namely: as many as 4 (2.6%) thesis uses descriptive type (percentage), as many as 15 (9.8%) thesis uses correlational, and as much as 1 (0.6%) thesis uses ex post facto. A qualitative approach with descriptive type as many as 14 (9.1%) thesis, type of case studies as many as 20 (13.1%) thesis, library research as much as 9 (5.8%) thesis, and character studies as much as 1 (0.6%) essay. There is no text research (philology) and historical research.

The type of research was chosen, according to some students, they want to finish college immediately, so most of them think theoretically-practically, that this type of research was scientifically more able to carry out, much literature support

in the library, many examples of the previous thesis, and easy data retrieval in the field. Such thinking is often the main focus of students in choosing research approaches. According to the Head of the Arabic Education Department, some students have idealism with in-depth and extensive research, to produce relatively high-quality research. Such students are relatively small in number.

In terms of the substance of the research, from the perspective of Arabic linguistics, it is not too disappointing. They show a good mastery of the material substance of language. This can be seen from the references used, how to express ideas in writing, and the resulting substantive findings. Judging by reference, almost all student theses refer to more than 30 books. In expressing ideas in writing relatively sharp and deep by linking between elements and reinforcing with some expert thought in the field of Arabic and able to explore some relevant previous research. Being seen from the substantive findings, as undergraduate students have shown contributions in scientific development. Some research findings, although only reinforcing existing findings, can show different perspectives. This difference lies in the characteristics of the findings and the value of the findings.

Viewed from the other side, such as how to find a problem, formulate a problem, choose a data source, collect data, analyze data, and draw conclusions the students have shown good ability. How to find a problem has been built from a theory that is well established associated with reality. Often the discovery of a problem is not only the narrative of a story that occurs on an object but has found the significance of the research. Likewise in formulating a problem, it seems clear and firm and is supported by operational verbs that can be measured, both quantitatively and qualitatively. In choosing data sources, both documents and humans are often idealistic, without doing practical-pragmatic, taking into account the characteristics of research. Judging from the collection of data, it often seems in-depth, by conducting interviews, by tracking in depth the problem under study. Likewise, when using a questionnaire, before data retrieval is often done an instrument of validity and reliability. Data analysis is not only descriptive and narrative but also uses reflective and logical analysis. Viewed from two perspectives, it doesn't seem to show too much weakness. If it is called a weakness, more research on one type of research and less expanded to other types of research. This is where the importance of strengthening various types of research, so students can diversify research, not relying on experimental research and R & D.

However, AE student research is not without weaknesses. According to the Head and Secretary of the Arabic Education Department, students have two weaknesses in writing the thesis, namely writing abstraction and discussing the results of the research. In writing abstraction often does not describe the entire contents of the study. The choice of words to simplify research in abstract form is often irrelevant. As a result, research cannot be understood as the core of the research report. There are students who only a little in making abstractions, so it does not describe the entire contents of the report. But some are too long in making abstraction, making it ineffective and stretching too far, thus making people lazy to

read. In discussing the results of research or (some say) discussion of research results, students are often less able to dialogue between findings with relevant theories. In this discussion there is a repeat of the description of research results, some are too theoretical, so out of the context of the discussion. Some students connect the results of research with narrative theory, without deep and sharp synthesis and analysis. As a result, the discussion feels dry and lacks weight as a scientific work.

Based on this explanation, several research findings can be disclosed as follows:

1. Most students conduct research using a quantitative approach, with the type of experiment, and the design of the experiment.
2. In substance and methodology, Arabic Education students have demonstrated good mastery.
3. Weaknesses that occur in student thesis writing lies in the weakness in making research abstracts and discussing research results.

DISCUSSION

Based on the research findings, that most students conduct research using a quantitative approach, with the type of experiment, and the design of the experiment. This is where the need for research development, so that research is not fixated on certain research approaches and types. Research development means making decisions about: what is the approach, type, and design of research, what type of data is needed, location and time scale of research, data sources, variables and hypotheses (if relevant), data collection and analysis methods(G & B.L.E, 2012)

Development activities establish clear parameters regarding the research to be carried out and determine exactly what will and will not be included in the research method. This also limits the criteria that will be used to evaluate results and draw research conclusions. The reliability and validity of research depend on how to collect, measure, analyze, and interpret data(G & B.L.E, 2012)

In conducting any research, it must be preceded by the preparation of a proposal. The preparation of research proposals for the benefit of successful scientific work, theses, theses or dissertations must at least consider the following steps: first, consider the priorities and practicality of the research, and second, determine the type of data needed(L.R et al., 2012) These steps will guide researchers when conducting research(Sugiyono, 2006)

In substance and methodology AE students have shown good mastery. The size of the study is considered good if the substance and methodology have fulfilled scientific principles(ainin M, 2014). Substantially capable of displaying new or in-depth information and there is a clear relationship between new knowledge and information with theories that have been recognized by many people. More than that, good research is research that provides strong and ethical evidence theoretically and practically regarding certain scientific fields(L, 1984)

Methodologically, good research involves systematic planning and setting realistic goals, and problems according to the nature of the research question. More than that, good research is following the rules of research methodology that have been acknowledged by experts and are used for sharp and in-depth investigation and study of an event or case(K, 1995)

By synthesizing the thoughts of experts, at least 7 (seven) studies are considered good. First, empirical. Research is based on experience or direct observation by researchers. Second, logical. Research is based on valid procedures and principles. Third, cyclical. Research is a cyclical process because it starts with a problem and ends with a problem. Fourth, analytic. The research uses analytical procedures that are proven in collecting data, whether historical, descriptive, experimental, or case studies. Fifth, critical. Research shows a careful and precise assessment. Sixth, methodical. The study was conducted methodically using systematic methods and procedures. Seventh, replicability. Research designs and procedures are replicated or repeated to enable researchers to achieve valid and conclusive results(T et al., 2010)

In the past four decades, the research approach has multiplied to the point where researchers have many choices. For those who design research proposals or plans, they can utilize the diversity of research approaches. Although various types and terms of research abound in the literature, as conveyed by(J.W, 2007), various studies have focused on three things, namely: quantitative, qualitative, and mixed methods approach. The first approach has been widely used by social scientists, humanities, and exact sciences for years, the second appeared mainly during the last three or four decades, and the last is new and still developing in the form of methodology.

The research approach is a plan and procedure consisting of detailed assumptive steps regarding paradigms, stages, data collection, analysis, and interpretation(J.W, 2007) Therefore, the approach is based on the nature of the problem and the purpose of the research conducted.

Quantitative, qualitative, and mixed approaches frame each element differently, and these differences are identified and discussed in the following text. This discussion will not be a philosophical treatise on the nature of knowledge but will provide a practical foundation in some of the philosophical ideas behind research(T. A & C, 1998)

Both qualitative and quantitative approaches illustrate different philosophical assumptions about the nature of reality, epistemology, values, research rhetoric, and methodology(J.W, 1994) Several studies in the past decade have led to a re-examination of this position. Mixed research methods are quite old. To include only quantitative and qualitative methods does not meet the main approaches used today in social sciences and humanities(Brannen J, 1992).

Each of these approaches has different characteristics. Qualitative research focuses more on individual meanings, uses open-ended questions, collects data in informant settings, uses an inductive approach to research that moves from details

to general themes, and written reports tend to be structurally flexible. Quantitative research seeks to test the relationship between variables that can be measured, using closed questions, using survey instruments that produce numbered data, using statistical analysis of the data generated, testing the theory deductively, and the final report is prepared. Mixed methods research emphasizes the collection and integration of quantitative and qualitative data and provides a complete understanding of the research problem provided(K. M, 2016) . The current situation, between quantitative and qualitative is more practiced in research that lies in a continuum between the two(Brannen J, 1992). Or it could be said that research tends to be more quantitative or qualitative.

In practice research (such as writing a proposal) involves more than philosophical assumptions. Philosophical ideas must be combined with broad approaches to research (strategy) and implemented with certain procedures (methods). Thus, an ability to incorporate elements of philosophical ideas, strategies, and methods into three approaches to research is needed, Crotty's (1998) ideas form the basis for this framework. (C. M, 1998)suggest that in designing research proposals it is necessary to consider four questions: (1) what theories of knowledge are built-in theoretical perspectives to inform research ?; (2) what theoretical perspective lies behind the research methodology question ?; (3) what methodologies or action plans link the method to the results of the study (eg experimental research, survey research, ethnography, etc.)? (4) what methods and procedures are used to collect data ?; (4) what data analysis strategies are used in testing data found in the field?

Besides these three research approaches, there are types of research. This type of research is part of a research approach that has certain characteristics or characteristics, research objectives, and other attributes to solve research problems For this type of quantitative research, there are descriptive, correlational, experimental, ex post facto, and survey. While the type of qualitative research is grounded research, ethnography research, narrative research, action research, historical research, library research, case study research, life history research, and text study (philology)(s, 1992)

Part of this type of research design. Research design is a framework of research methods and techniques chosen by a researcher(J.W, 1994). This design allows researchers to choose research methods that are suitable for the research problem and plan the research well.

A design that produces the smallest error margin in experimental research is generally considered a success because it matches the desired results. Important elements of research design are an accurate statement of purpose, techniques to be applied to collect and analyze research data, methods used to analyze data collected, types of research methodologies, possible limitations of research, and setting research schedules(Bell J, 1999)

Appropriate research designs make research studies run well(V, 2012) . Successful research studies provide accurate and impartial insights. To that end,

researchers must create a survey that meets all the main characteristics of the research design. There are four main characteristics of the research design, first, neutrality: when the researcher organizes the study, it may have to make assumptions about the data that is to be collected. The projected results in the research design must be free of bias and neutral. Explain the final scores of evaluation results from many individuals and assess those who approve the results obtained from these evaluations. Second, reliability: with research conducted regularly, the researchers involved expecting the same results every time. The research design must demonstrate how to form research questions to ensure outcome standards. For this reason, a reliable design will be able to achieve the expected results. Third, validity: there are several measurement tools available. However, the only true measurement tool is one that helps a researcher measure the results according to the research objectives. The questionnaire developed from this design will then be valid and reliable. Fourth, generalization: design results must apply to populations and not just limited samples. The general design implies that surveys can be carried out on any part of the population with the same accuracy(C. N, 1984)

These characteristics affect the way respondents respond to research questions and hence all the above characteristics must be balanced in a good design. For that reason, a researcher must have a clear understanding of the various types of research designs to choose which model will be used in research(K. I et al., 2011)

As with research in general, research designs can be broadly classified into quantitative and qualitative(R & J, 2007) . Quantitative research designs are usually carried out for cases where statistical conclusions to collect findings are very important to be followed up. Quantitative research designs are needed for the growth of any organization. Insights drawn from numerical data and critical analysis have proven to be very effective when making decisions regarding the future of education. Some examples of quantitative research designs, for example, descriptive research using narrative, explorative, and explanative designs, experiments using true-experiment and quasi-experiment designs; correlational design using two or more variables ($X \text{ ---- } Y$; $X \text{ --- } Y_1, Y_2$; $X_1, X_2 \text{ ---- } Y$, etc.) or using positive correlational research, negative correlational research, zero correlational research, ex post facto using causality designs, and surveys using cross-sectional surveys, longitudinal surveys, and cohort designs.

While qualitative research designs are carried out to determine the relationship between the data collected and observations based on relevant theories(R & J, 2007) Theories related to naturally existing phenomena can be proven or refuted using observation and interview methods. Researchers rely on qualitative research design methods that conclude "why" there are certain theories along with "what" informants say about it(L.J, 1990) .

Some examples of qualitative research designs, for example, historical research using the design of historical criticism, historical construction, and historical deconstruction; library research using the design of the UAF Library

Catalog or WorldCat, Periodic Indexes, and the Alaska Periodical Index; case studies using single case holistic design, single case embedded design, multiple cases holistic design, and multiple case embedded design (R.K, 2009) individual life history can use thematic designs, autobiographies, special problems or special cases, and construction of days (F. A & A, 2005) ; grounded research using the design of The Glaser Approach, Strauss and Corbin approach, constructivist, and critical realist (R. N et al., 2015) ; for text research (philology) using intuitive, objective/steam designs, combinations, foundations, structural analysis, and single texts (L. N, 2001) .

For mixed methods designs use triangulation mixed methods designs, embedded mixed methods designs, explanatory mixed methods designs, and exploratory mixed methods designs (J.W, 2014)

The design of this model is now widely used by people, especially to accompany development research (R & D). Also used for other studies at the postgraduate level.

Complementing this thinking, according to , there are many ways to classify research designs. The list below offers several differences between research designs that researchers can use. The research design is a condition or collection arrangement. Descriptive (e.g., case studies, naturalistic observations, surveys), correlational (e.g., case-control studies, observational studies), experimental (e.g., field experiments, controlled experiments, pseudo experiments), reviews (literature reviews, systematic reviews), and meta-analysis. Researchers can choose this design in research following the problem and objectives to be achieved.

To make it easier to understand these thoughts, a research mapping table is made based on the approach, type, and design as follows :

Table 1: Research Mapping Based on Approach, Type, and Design

No.	Approach	Type	Design
1	Quantitative	Descriptive	Narrative Explorative Explanative
		Experiment	True-experiment Quasi-experiment
		Correlational	Positive correlational research Negative correlational research Zero correlational research or pattern X ---- Y; X --- Y1, Y2; X1, X2 ----- Y, etc.
		Ex post Facto	Causality (cause and effect)
		Survey	Cross-sectional surveys Longitudinal surveys Cohort design
e2	Qualitative	History	Critic of history Historical construction

			Historical deconstruction
		Library	UAF or WorldCat Library Catalog Periodic Index Alaska Periodical Index.
		Case Study	Single case holistic design Single case embedded design Multiple case holistic design Multiple case embedded design
		Individual Life History	Thematic design, Autobiography Special problems or special cases Construction of days
		Grounded	The Glaser approach Strauss and Corbin approach Constructivist Critical realist
		Philology	Intuitive design Objective / steam Combination Foundation Structure analysis A single script
3	Mixed- Method	One of a kind of quantitative or qualitative research (e.g. survey, R&D. Delphy Technique)	Triangulation mixed methods designs Embedded mixed methods designs Explanatory mixed methods designs Exploratory mixed methods designs

Source: Adaptation from Creswell (2014), Jalil (2013), Lubis (2001), Ralph, et al. (2015), and Yin (2009).

Weaknesses that occur in student thesis writing lies in making research abstracts and discussing research results. A good abstract is concise and dense in contents and illustrates the overall research report. For this reason, ensure that every word is important and gives meaning (J.M & C.B, 2009) . Each sentence must communicate one main point. Avoid unnecessary fillers, and avoid unclear jargon. The abstract must be clearly understood by the reader with the content contained in the research report. Four things need to be considered in abstract writing, namely: (1) the problem and purpose of the study, (2) the research method (3) the results or main arguments, and (4) conclusion. Abstracts are usually around 150-300 words, but often there are strict word limits, so it needs to be ensured to check the requirements according to university or journal instructions (M. S, 2020)

Being a research discussion or (often also called) a good discussion of the results of the research can interpret and describe the importance of findings based on what is already known about the research problem being investigated and

explain new understandings or new insights about research problems after the research is done and consider these findings related to relevant theory (J.H, 2008) . The purpose of this discussion is to interpret and describe the importance of the findings. The discussion will always be connected to the introduction and research questions or hypotheses raised and the literature reviewed. The discussion not only repeats or rearranges the first part of the study, but the discussion explains how the resulting research has links with theory so that it can strengthen existing theories or give birth to new theories (T.M, 2010)

To make it easier to understand these thoughts, a link between the research findings and the theoretical framework can be made regarding the thesis research of students. With the results of the discussion, the table will be more structured so that readers understand more easily.

Table 2: The Relationship Between Research Findings and Theoretical Framework

No.	Research Findings	Theoretical Framework
1.	Most students conduct research using a quantitative approach, with the type of experiment, and the design of the experiment.	The quantitative approach is in 5 (five) types of research: 1. Descriptive 2. Experiments 3. Correlational 4. Ex post facto / causal comparative 5. Survey
2.	In substance and methodology AE students have shown good mastery.	Substantial good research: Display new or in-depth information There is a clear relationship between new knowledge and information with theories Research can provide strong and ethical evidence theoretically and practically regarding certain scientific fields Good methodological research: Systematic planning Setting realistic goals Problems according to the nature of the research question Following the rules of the correct research methodology Investigations and studies carried out sharply and deeply
3.	Weaknesses that occur in student thesis writing lies in the weakness in making research abstracts and discussing research results	Good abstract: Short, concise, and describe the entire contents Every word certainly has meaning

	<p>Each sentence must communicate one main point</p> <p>Avoid unnecessary fillers, and avoid unclear jargon</p> <p>Must be understood by the reader the content contained in the research report</p> <p>A good discussion of research results:</p> <p>Able to interpret and describe the importance of findings</p> <p>Explain new understandings or new insights about the results of research</p> <p>Linking findings with relevant theories</p>
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CONCLUSION

Based on the description, it can be concluded that the majority of students use a quantitative approach, with the types of experiments, and design experiments. In substance and methodology, students have shown good mastery. Weaknesses that occur in students' thesis writing lie in their weaknesses in making research abstracts and discussing research results.

For this reason, it is suggested the need to increase students' insights in the field of research methodology, so that they can research with a diversified methodology, so that research is not focused on specific approaches and types of research so that it spreads to all approaches and types of research. However, the choice of approach and type of research must still adjust to the scientific characteristics and the problem under study. Because basically, the research methodology is not an objective, but a tool to achieve research objectives.

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