

Chapter Three

Research Methodology

This chapter focuses on the methodology used by the researcher in this research. There are six sections discussed in this chapter. They are research design, research setting, research participant, data collection technique, data collection procedure and the last is data analysis. Detailed explanation is presented in each section of this chapter.

Research Design

The qualitative research approach was used as the research approach because it enabled the researcher to find the richer data about difficulties of writing academic text faced by the first year students at English Language Education Department in one of university in Yogyakarta and the supporting factors that caused the difficulties by using this research approach. The objective to use qualitative approach was in line with Creswell's (2012) statement who stated that qualitative research is best suited to be used if the purpose of our research is to find out more information about the phenomenon of the study, so we need to learn more from the participant.

This research focused on the first year students' difficulties in writing academic text at ELED in one of private university in Yogyakarta. Descriptive qualitative was used in this research to describe and give the explanation from the participants answer about the problem that is the difficulties of writing English academic text that focuses on the first year students at ELED in one of private university in Yogyakarta. Furthermore, it was possible that each participant had many different answers about their difficulties in writing English academic text.

Hence, descriptive qualitative was suitable for this research because in descriptive qualitative, every participants' answer (for particular events such as experience, feel, perception, and soon) is described in detail, so it made the result of this research easy to understand. It was in line with Sandelowski (2000) who stated that descriptive qualitative study is used when the straight descriptions of events are needed. In addition, Sandelowski (2000) also pointed that descriptive qualitative was useful for the researchers who want to know the who, what, and where of events. It was suitable with this research because this research aimed to find out the what event by two research questions that are "What are the first year students of English Language Education Department in one of private university in Yogyakarta difficulties in writing academic text?" and "What are the factors that causing the first year students at an English Language Department in one of private university in Yogyakarta difficulties in writing academic text?"

Research Setting and Participants

In this section, the discussion is divided into two parts. The first one is research setting and the second one is research participants.

Research setting. This research was conducted at English Language Education Department in one of private university in Yogyakarta. It was because ELED in one of private university in Yogyakarta provided a course that focuses in academic reading and writing. The course was 'Academic Reading and Writing.' In addition, the researcher believed that there was no data related to the study that has been conducted in this place. Ease of access was also considered as the reason, because ELED in one of private university in Yogyakarta was the place in

which the researcher studied. The data collection was started from 17th of March until 22nd of March, 2018.

Research participants. The participants of this research were the first year students who already took Academic Reading and Writing course at ELED in one of private university in Yogyakarta. Academic Reading and Writing course was chosen because it required the students to do academic writing tasks and assessments. The first year students were selected as the participants because the aims of this research was to find out the first year students' difficulties in writing academic text. Moreover, Academic reading and Writing course was provided in the first year which was in the first semester and they have experienced writing academic text. Hence, the students aimed in this research were the first year students who already experienced writing academic text. In addition, based on the researcher's experience, the first year students faced the difficulties in writing academic text since they still need more support from the lecturer to make a good academic text because they were still in basic level of academic study. Four students were selected by the researcher as the participants for this study. Based on Khan (2014), the quality was the most important thing than the quantity in a qualitative research. Hence, four students are assumed to be sufficient number of participants to collect enough data.

There were some particular characteristics of the participant to fulfill the requirements of this research. The first, the participants was the first year students who have taken Academic Reading and Writing course. It was because that course discussed about academic writing, required the students to write academic text and provided the academic writing tasks and academic writing assessments. The

second, the participants were the students who had excellent, good, fair, average, and poor grade in Academic Reading and Writing course. Based on academic guide book of the university where this study took, excellent grade meant the students who get A, good grade were those who get B, fair grade were those who get C and poor grade were those who get D. Hence all of the participants in this research were one student who got A, one student who got B, one student who got C, and one student who got D grade in Academic Reading and Writing course. It was because by selecting the participants who had various grade, the data gathered assumed to be richer. Moreover, before the researcher did the interview, the researcher asked all of the participants whether or not they had the difficulties in writing academic text. As a result, all of them answered that they had the difficulties in writing academic text. Thus, it meant that they could be the participants for this research.

To select the participants, the researcher asked the administration office of the university to get the data of the students' grade in Academic Reading and Writing course batch 2017. After collected the data from TU, the researcher selected the students whose the grade in Academic Reading and Writing course was A, B, C, and D randomly. After that, the researcher asked whether or not they had the difficulties in writing academic text. If they had the difficulties in writing academic text, the researcher asked their willingness to be interviewed. Therefore, they responded that they wanted to be interviewed. Hence the researcher could conduct the interview with all of the selected participants.

Data Collection Method

In this research, the researcher used interview as the data collection method to collect the data. According to Cannell and Kahnas (as cited in Cohen, Manion, & Morrison, 2011) the research interview has been defined as “at wo-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation” (p. 411). Besides, interview enabled the researcher to get richer data. It was in line with Oppenheim (as cited in Cohen et al., 2011) who stated that “interviews have a higher response rate than questionnaires because respondents become more involved and, hence, motivated; they enable more to be said about the research than is usually mentioned in a covering letter to a questionnaire, and they are better than questionnaires” (p. 412)

Standardized open-ended interview was used in this study. In this interview, the interview questions asked to the participants is all the same. It is based on Patton (as cited in Cohen et al., 2011) who stated that in standardized open ended interview the participants are asked the same basic questions in the same order and the questions are presented in an open-ended format. Patton (as cited in Cohen et al., 2011) also pointed that this kind of interview is also allowed the participants to fully express their view and experiences in detail as they wish and allowed the researcher to ask a follow up question. The follow up question was needed to avoid the bias of the participant answers and make the point of the participant answers clearer. It was in line with Creswell (2012) who pointed that the researcher must be prepared with follow-up questions or prompts in order to

make sure that they obtain optimal responses from participants. It turns out that by using this kind of interview, the data gathered from the participants were rich and thick.

The open-ended items used as the construction of interview schedule. It was because the researcher gathered the depth data from the participants. Besides, this construction of schedule had no limits for the participant's answer and the researcher could go into in-depth interview to clear up the misunderstanding and gather the depth data. It was in line with Kerlinger (as cited in Cohen et al., 2011) who stated that there are no restrictions from both the interviewee's content and manner of the interviewee's reply. In addition, Cohen et al. (2011) stated that open-ended question had a number of advantages which was it allowed the interviewer to have more depth interview to clarify if there was any misunderstanding.

An interview guideline was used as the instrument for the data collection. The research questions were used to construct the interview questions for this research. To make sure that the instrument was valid to be used, the interview guideline was assessed by the experts. Hence, the interview guideline of this research was assessed by two experts.

Direct question format was used in this research. Tuckman (as cited in Cohen et al., 2011) stated that the direct question is the question format in which the researcher asked about what actually want to be asked. By that statement, the researcher preferred to use direct question format in interview to avoid the bias of the data and misunderstanding of the question items for the interviewee. Besides,

direct questions could address to the direct information about the data that the researcher wanted to know.

Tuckman (as cited in Cohen et al., 2011) stated that unstructured response allows the participant to give the answer as they please. Since the construction of interview schedule of this study was open-ended items in which it has no limits for the participant's answer, the researcher wanted an unstructured response from the participants. It was because in this response mode, the participant could answer the question items freely and there was no limitation for their answer.

Data Collecting Procedure

To collect the data, the researcher contacted the participants via text (WhatsApp) and then asked their willingness to be interviewed. After that, the researcher made an appointment about the place and time of the interview.

The tool used in the interview was a cellphone to record the participant's answer from the interview. *Bahasa Indonesia* was used in the interview because the participants and the researcher were native speakers of *Bahasa Indonesia*. Besides, it would be easier for them to understand and to respond the questions appropriately. In addition, each interview sessions lasted for about nine until twelve minutes.

Data Analysis

After conducting an interview, the next step was analyzing the data from the interview result. There were three phases in data analysis. They were transcribing, member checking and coding. The detailed information on how the researcher did the data analysis was presented in this section.

The first phase was transcribing the data. The purpose of transcribing the data was to make the result of the interview easier to be analyzed. In this study, the researcher transcribed the whole content of the recorded interview from spoken into written to sort out which one that could be used and which one could not. In this research, pseudonym was used to protect the participants' identity. Hence, the pseudonyms were Ani for participant one, Bunga for participant two, Cici for participant three, and Desti for participant four.

The second phase was member checking. The researcher used member checking as the way to check the validity of the data collected. The researcher is made sure whether or not the transcription is correct to the participant. This was in line with Teddlie and Tashakkori (as cited in Cohen et al., 2011) that member checking was known as informant feedback in which the researcher together with the participant discuss the validity of the data. Thus, for the member checking, the researcher checked and discussed the accuracy of the interview transcribe to the participants. Furthermore, the result of member checking was all of the participants agreed with the data, so that there were neither changes nor additional information from the participants.

The third phase was coding. Coding was used in data analysis to find out the important statement that can answer the research question. There were four phases in coding. They were open, analytical, axial and selective coding (Cohen et al., 2011). In open coding, the researcher gave a label/name to a piece of text line by line and sentence by sentence by the participants answer, and then generating the category. In analytic coding the data were interpreted and broke down into smaller units. In axial coding, the similar statements were united into one category

and in selective coding the researcher identified the core findings of the data and selected the same themes/findings.