Chapter Three

Methodology

In this chapter, the researcher discusses the research methodology of this study. The first discussion is about the research design used in this study. The second discussion is about the research setting of this study. The third discussion is about the research participants of this study. The fourth disussion is about the data collection method. Finally, the last part explains about the data analysis in this study.

Research Design

This research discussed about the challenges in the structure and written expression in doing PBT TOEFL at one private university in Yogyakarta. This research used qualitative research since qualitative provides detail and in-depth information about participants' experiences. Cresswell (2012) explained that "qualitative methods explored a problem and developed a detail understanding of central phenomenon" (p.567). Hence, by using qualitative research design, the researcher got deeper information and knowledge about challenges in the structure and written expression when they did the PBT TOEFL.

Based on the research objective above, the researcher used descriptive qualitative. Hancock (2009) said that "descriptive qualitative is attempted to broaden and/or deepen the thoughtful of how things come to be the way in our social world" (p.6). The researcher considered using descriptive qualitative because it could present detailed description. In descriptive qualitative research, the researcher described all of

the challenges faced by EFL students in structure and written expression in doing PBT

TOEFL. Hancock (2009) said that, "descriptive qualitative focuses on reporting of

occurrence and view on the data which cannot be adequately expressed numerically" (p.

6). The descriptive qualitative research might help the researcher to describe about the

challenges that faced by EFL students in doing PBT TOEFL. Moreover, this descriptive

qualitative research was expected to make the researcher easier to get the data.

Research Setting

The researcher conducted this study at English department at one private

university in Yogyakarta. There were two reasons why the researcher chose this

department as setting for this research. The first reason was based on a preliminary

survey conducted by the researcher at this department. There was a problem among

students when they did the PBT TOEFL especially the Structure and Written

Expression. In fact, there were more students who obtained low score in the Structure

and Written Expression part when doing the PBT TOEFL in this department. The

second reason was the researcher could manage time and place in collecting the data

since the researcher had an easy access as a student at the department.

Research Participants

In this study, the researcher chose three students at one private university in

Yogyakarta. It is because the numbers of participants do not have minimum standards in

qualitative research (Cohen, Manion, & Morrison, 2011). There were some reasons why

the participants were chosen. First, the researcher knew that the participants had taken

the PBT TOEFL. Second, the researcher knew that ILT course had been offered to this batch. Third, the researcher chose those three participants because they had experiences about the issue that they got low score on the Structure and Written Expression part in the PBT TOEFL. In addition, the participants of this study were two female students and one male student who faced challenges on the Structure and Written Expression in doing PBT TOEFL. The researcher used pseudonym, and it means that the participant's identities were concealed. Then, the researcher used the name of flowers as their pseudonym such as Krisan for the first participant, Dahlia for the second participant and Mawar for the third participant.

Data Collection Method

The researcher used interview as the data collection method. Cohen, et al. (2011) stated that interview is a data collection that enables multi-sensory to be used: verbal, non-verbal, spoken and heard. In this study, the researcher used interview guideline because the researcher wanted to know the detailed information and deeper understanding. The researcher used open ended interview by using an interview guidelines which consisted of questions about the challenges in Structure and Written Expression in doing PBT TOEFL. The reason why the researcher chose open ended items was because it was flexible and also allowed the researcher to get in-depth information. Additionally, open ended questions also allowed the researcher to make a truer assessment of what the participants really believe (Cohen, et al. 2011). Moreover, there were no restraint of the content and manner of how the interviewees' reply (Cohen, et al. 2011). The question of the interview focused on the challenges in Structure and

Written Expression. For the question format, the researcher chose indirect question because the researcher did not want to force the participants and want to get the answer spontaneously. Then, the researcher employed unstructured response mode. This mode allowed the participants to give their answers freely and no limitation on it (Cohen, et al. 2011).

The researcher collected the data from the participants by contacting each participant to ask them about their willingness to become participant of my research. After that, the researcher made an agreement of the time and place where the researcher interviewed the participants. Then, the interview used Indonesian language in order to avoid misunderstanding. Besides, it made the researcher easier in transcribing and preventing some missing words and sentences. The length of the interview for each participant was around 10 up to 15 minutes. Therefore, in collecting the data in this research, the researcher used voice-recorder (smartphone) to record the interview process.

Data Analysis

After doing the interview, the researcher analyzed the data. To analyze the data, the researcher took some processes namely transcribing the data, member checking, and coding. After recording the voice of the participants, the first step was the researcher transcribe the audio recorded into written text. After that, the researcher did member checking to the participants in order to check the validity of the transcription. Cresswell (2012) stated that member checking is used to prove the validity of the data. The

researcher returned the transcription to the participants to check that it was in line with the participants' responses, and it could be the information that they stated in the interview which was unclear.

In order to analyze the data, coding analysis was used to capture the information in the interview process. Coding is "the process of segmenting and labeling text form descriptions and broad themes in data" (Cresswell, 2012). In the coding analysis process, there are some steps namely open coding, analytical coding, axial coding, and selective coding. The researcher recorded interview in the smartphone and transcribe the data into written text. The first step done was open coding. The researcher categorized the statement of the participants which answered the question. According to Omar, Hamid, Alias and Islam (2010), open coding is when the researcher makes a category of the statement which answers the question based on similarities and differences in a theme. The second step was the researcher continued the result of open coding to analytical coding. Gibbs (2007) said that an analytical coding is from the theme or topic of the research. The third step was the researcher did the axial coding in which the results from open coding and analytical coding were categorized. In axial coding, the researcher found relation between the classification (Cohen, Manion, & Morrison, 2011). The last coding was selective coding. The researcher made a category of text data to form a theory (Cohen, Manion, & Morrison, 2011). Last, in this step, the researcher reported the result and made conclusion related to the study.