

Chapter Three

Methodology

This chapter discusses the methodology used by the researcher in this study. Besides, this chapter explores how to conduct and collect the research data. There are six sections of methodology namely research design, research setting, research participants, research instrument, data collection method, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

This study employed a descriptive qualitative approach as research design which aimed to find out the challenges faced by ELED students and the strategies to overcome the challenges in writing essay. Besides, by choosing the right and suitable methodology, it could help the researcher to deliver and answer the problems of the research. The relevant method to present research is qualitative approach.

Creswell (2012) stated that qualitative research is the method used to understand in depth toward certain phenomena such as feelings, though processes, and ideas, which are difficult to understand through other research methods. According to Patton and Cochran (2002), “qualitative research is characterized by its aims which relate to understand some aspects of social life, and its methods generate words, rather than numbers, as data for analysis” (p.20). This research implemented an approach related to practical phenomena at ELED specifically in writing essay.

Research Setting

The researcher chose this department place because the researcher interviewed the participants who directly involved and had experiences in doing task of writing essay which could get rich and truthful information and because all the participants and the researcher

took a study at ELED. Thereby the research had accessibility for doing the research around a private university building. Also, it could make the researcher collect the data at ease. Therefore, choosing ELED of a private university as the research setting was an effective place to conduct this research. For the time setting, this data were collected in April 2019, starting from 11 April 2019 –19 April 2019.

In this research setting, the researcher provides the explanation about the place where the research was carried the reasons to conduct a study in the chosen place. This research was conducted at ELED of one private university in Yogyakarta.

Research Participant

The participants of this study were four students at ELED of a private university in Yogyakarta. The researcher asked for the teacher's recommendation who taught in writing essay which students are goods to be interviewed. From the statement mentioned, the teacher's recommendation for the participants were those who were available and proper to be interviewed to get rich data. Then, the participants were consisted two students who had good writing essay, and those two participants were not good at writing essay by seeing their grades. The participants were the students of batch 2017 who once enrolled and had experiences in writing essay in Academic Reading and Writing course at the department.

The students who had good score in writing where chosen to get more information which could produce rich data for this research both the challenges and the strategies to solve the challenges in writing essay at ELED. Besides, the students who had experiences could give rich information about problem in writing essay for this research. The participants will be assigned pseudonyms to keep their identities such as Belle is female, Aladin is male, Jasmin is female and Elsa is female. Belle and Aladin were the participants who had good ability in writing essay by seeing their grade, and Jasmin and Elsa were low ability in writing

essay by seeing their grade. A pseudonym is used in this research because the researcher intends to keep personal information of the participants. According to Allen and Wiles (2016), a pseudonym is unreal name which is often used by the researcher or writer to personally keep participants' privacy.

Research Instrument

In this research, there were some tools used as research instrument asuch as interview guideline, note, and voice recorder. In this research, the researcher used the interview guideline to gather the data. In this research, the interview guideline was used to be the research instrument. To collect the information, the research instrument of this research used in depth-interview. According to Koshy (2005), the purpose of conducting in depth-interview is to gather responses which are richer and more informative than questionnaire data. Then, Boyce and Neale (2006) argued that in-depth interview is one of data collection techniques in qualitative research in order to understand participants' perspective on given issues. This in-depth interview aimed to investigate students' opinion of the challenges and strategies to overcome the challenges in writing essay at ELED.

Data Collection Procedure

The researcher made the schedule of meeting appointments with the participants to do the interview. From the statement mentioned, it ensured that the researcher had asked for the availability of the interviewee about the schedule of meeting appointments. Then, the researcher made the agreement by phone or direct-communication about when and where the interview would be held.

Besides, the researcher used interview to collect the data. The research interview is a conversation between two people which is started by the interviewer for the specific purpose of obtaining relevant information towards the reserch and focuses on content specified by research objectives of systematic description, prediction, or explanation (Creswell, 2012).

Researcher also believed that interview is the suitable technique to collect the information related to participants' experience, opinion, perception, and feeling. Patton as cited in Cohen, Manion, and Morrison (2011) said "the participants answer the same questions which increase the comparability of responses, and the data are complete for each person on the topic addressed in the interview"(p.413).

The interview used Indonesian language as native language of those participants and the researcher, so by using Indonesian language in collecting the data, this research could avoid misunderstanding. In addition, the interview done around fifteen minutes until twenty minutes for the participants answer the questions. To record the data, this study used voice recorder in a mobile phone which had good quality. Moreover, to transcript the data, this study used Indonesian Language to avoid misunderstanding. That way, this study developed the questions guideline of this study related to research questions.

Data Analysis

After collecting the data from the interview, the researcher analyzed the data. Analyzing the data intended to identify and find out the answers regarding the research questions. There were some steps in data analysis namely transcribing the data, member checking, and coding. For more detailed information, each step of data analysis is explained in the following paragraphs.

Transcribing the data. After doing interview and recording the interview process, researcher reviewed the data and transcribed all the data into written form. In transcribing the data, the researcher transcribed the interview recording from audio into text and wrote down the results of the interview from every participant's words, phrases, and sentences. Creswell (2012) maintained that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. He also added that transcribing is a crucial

step of interviewing because it checks the participants' language, answers, and situation. In addition, the researcher using a pseudonym because the researcher intends to keep personal information of the participants. According to Allen and Wiles (2016), a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy.

Member checking. To know validity after transcribing the data, the researcher necessarily did a member checking. A member checking is a process of confirming the data transcribed in which the data transcript was showed to the participants, and the participants checked the transcription (Creswell, 2012). Besides, the researcher did the member checking to keep the trustworthiness of the data. In doing member checking, the researcher sends the transcript to the participants and asked them about the transcript whether the transcript was completely correct or not. From the four participants, only Aladin was revised in the second research question answer, at first he said that "sometimes I also read novels to overcome my problems in writing" revised to "I think reading novel is not a solution to overcome the problem in writing essays because novel was using less formal words".

Besides, Birt, Scott, Cavers, Campbell, and Walter (2016) said that testing validity, member checking is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether the data are accurate or not. Besides, the results of the member checking were agreed by all participants with what had been written on the transcription, so there would be no changes on the result of the interview.

According to Creswell (2012), Validity of member checking is a demonstration to measure and confirm the transcript to the participants, so it can be accurate and clear. Besides, the researcher will ensure that the validity of the data by checking the transcript of the interview was not any mistake, wrong typing, and losing the data. Thus, member checking was used to make sure that all transcripts forms were the participants' pure

statements without the manipulation of the researcher. After all, the researcher continues to another step of data analysis, coding.

Coding. In the last step of data analysis was coding. Coding becomes the core point of qualitative research (Cohen, Manion & Morrison, 2011). Coding is the process of creating and categorizing text to form details and broad themes in the data (Creswell, 2012). Qualitative research is identical with coding as the most essential part in the research process. Cohen, Manion, and Morrison (2011) mentioned there are four types of coding done by the researcher namely open coding, analytical coding, axial coding, and selective coding. For more detailed information, each coding step in data analysis is explained in the following paragraphs.

Open coding. The first process of coding was open coding. Open coding is a process to code important answer from the participants. Here, the researcher gave the code as the label to the text (transcribing text) which could be the answer of the research. Cohen, Manion and Morrison (2011) stated that code is labeling what researcher has found in the participants' statements which are probably close as the answers in very simple way based on researcher's own comprehension.

Besides, the researchers can use or create any kind of code which they understand to ease them in identifying the text which can be words or numbers. Besides, the researcher also added that open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph-by-paragraph.

Analytic coding. After doing the open coding, the researcher did the analytical coding. Cohen, Manion, and Morrison (2011) stated that analytical code is more than descriptive coding, and it becomes more interpretive. In analytic coding, the researcher gave theme or topic to the answers of every question called categorization. Then, all labeled

statements were interpreted into English in order to be easy in matching the answers based on the provided research questions.

Axial coding. In axial coding, the researcher created several categories in the table and input the data from analytical coding which matched the category. Also, the researcher classified all labeled and interpreted items of the statement to ensure the similar category whether had similar meanings or not. Strauss and Corbin (2008) asserted that an axial coding refers to causal condition, a phenomenon, context, intervening conditions, actions and interactions, consequences. Also, the researcher classified into similar categories related to the research problems in the research questions and also to explain the context, phenomenon.

Selective coding. In this selective coding, researcher literally needed to be more selective because this session became the last decision as the answers' determination of the research questions and the new findings.

Besides, the result of selective coding was the core point of coding processes. Cohen, Manion, and Morrison (2011) mentioned that selective coding is the most important process in coding. After collecting all interpreted answers, the next step of selective coding was to select the points selectively which statement of the participants are proper and really answered the research questions.

Besides, the data in selective coding were the most important data related to research questions because data from selective coding were the research findings. According to Cohen et al. (2011), selective coding identifies the core categories of text data integrating them to form a theory. After conducting the coding in data analysis, the researcher reported the data by explaining in the form of paragraphs to answer the research questions in finding and discussion especially in the chapter four.