

Chapter Three

Methodology

This chapter discusses the method used to gather data that complete this research included the description of the research design, research participants, research setting, research instrument, data collection method, and data analysis.

Research Design

This study aims to find out the difficulties and the strategies used by students to overcome their difficulties in writing descriptive text at English Education Department UMY. It also investigates the experience of the students when they learned to write descriptive texts. Based on those objectives above, the researcher used qualitative research design in this study since it encouraged participants to explain their experience. The used of qualitative research design is supported by Maxwell (2005) by saying that qualitative research questions are suitable for answering questions dealing with: (a) the meaning attributed by participants to situations, events, behaviors and activities; (b) the influence of context on participants' views, action and behaviors; and (c) the processes by which actions, behaviors, situations and outcomes emerge.

Actually, this study used descriptive qualitative as a method. The researcher used this method to get the detail data related to the difficulties of students in writing descriptive texts and the strategies used by students to overcome their difficulties in writing descriptive texts. The researcher needed to show the data in a description, it means that the use of descriptive qualitative is a suitable method. The goal of qualitative descriptive studies is a comprehensive

summarization, in everyday terms, of specific events experienced by individuals or groups of individuals (Lambert, 2012).

Research Participants

The participants of this research were students of English Education Department UMY batch 2015. The reason why the researcher chose batch 2015 was because they were the newest students at English Education Department of UMY. It means that batch 2015 had just learned descriptive texts in Academic Reading and Writing subject compared to the previous batch who might have forgotten because the previous batch was not learn descriptive texts anymore. It also made batch 2015 have bigger chance to remember what they have learned in writing descriptive texts.

The researcher took six respondents as the sample. In determining the number of participants, the researcher used the opinion from Creswell (2012) who stated that one of the characteristics in qualitative research is small sample size and there is no definite sample size. The researcher might study few individuals even single individual, because it was better to have few individuals to be studied, and it allowed the researcher to explore the information deeply. Based on the explanation above, the researcher chooses six participants to be interviewed.

The samples were taken using purposive sampling. The use of purposive sampling technique was to determine the participants of this study. The consideration in selection of purposive sampling for this study was based on Creswell (2012) who stated that in purposive sampling, the researchers intentionally select individuals and sites to learn or understand the central

phenomenon. Cohen, Manion, & Morrison (2011) also stated that in purposive sampling, researcher is hand-pick the cases to be included in the sample. In this way, they build up a sample that is satisfactory to their specific needs. The selection of six students of EED UMY as the participant was because they have experience in joining writing class. Creswell (2012) stated that in qualitative research, the researcher can identify the participants and sites on purposive sampling based on people which can best help the researcher to understand the central phenomenon.

There was one criterion in determining the participants. The criterion for the participants was students who had a good grade in writing class. The researcher used this criterion to get much information from participants' experiences in writing class. So, by having those participants who met the criteria, the researcher got information which was adequate enough to obtain the data. In choosing the participants, the researcher asked one teacher who taught descriptive texts about which students who had a good grade in Academic Reaching and Writing. Then, the teacher showed the grade of all students at EED of UMY batch 2015. After that, the teacher told the researcher to choose ten students in every class; it means that the researcher had 40 name of students since batch 2015 have four class. After that, the researcher chooses one participant started from class A until D and asked them to be participant; it means that the researcher already had four participants. The last, the researcher chooses again from class A & B to get the rest two participants.

Research Setting

There were two kinds of research setting. The first kind was setting of place which explained the place where the researcher conducted the study. The second kind was setting of time which explained when the researcher conducted the study. This study was conducted at English Education Department UMY. The researcher chose this department since this department was where the researcher was studied. It also made researcher got easy to manage the place and time of gathering data. English Education Department of UMY also provides materials related to descriptive texts in Academic Reading and Writing subject. The other reason was the participants have been study descriptive texts in English Education Department of UMY and might cope with different strategies. To gain the data, the researcher conducted the interview on July 2016, start from 13 July until 15 July 2016.

Research Instrument

This study used interview as a data instrument to get the purpose of this study. The researcher used open-ended interview. According to Cohen, Manion, & Morrison (2011), open-ended questions are flexible and allow the interviewer to clear up any misunderstanding. The questions of the interview focused on difficulties of writing descriptive text and strategies used by students' to overcome their writing difficulties in descriptive texts. By interview, the researcher gained information based on the participants' experiences in writing descriptive text. The interview was a flexible tool for data collection, allowed multi-sensory channels

to be used: verbal, non-verbal, spoken and heard (Cohen, Manion, & Morrison, 2011).

The interview used Indonesian language in order to made deeper understanding for both participants and researcher. The researcher and participants used Indonesian language since it is the first language of the researcher and participants. It was easier than use second language when the researcher and the participants explored the information. The interview was recorded using a voice recorder during the interview process and the recorded interview was transcribed in the original language.

Data Collection Method

To investigate the strategies used by students to overcome their difficulties in writing descriptive text at English Education Department of UMY, the researcher collected the data using interview.

The procedure of the data collection in this study was described in several steps. Firstly, the researcher began the data collection method by preparing the interview guidelines to gain deeper data. Secondly, the researcher made an appointment to participants of this study, because the researcher needed to recruit the participants, and then conducted the research by interviews. Participants of this study were recruited by direct invitation or phone invitation to be the participant in this study. Next, the researcher provided an explanation about this study in the beginning of recruitment, so that participants had sufficient information to make a decision whether they participated in this study or not. Participants who agreed to join this study had an opportunity to make an

agreement with the researcher about the schedule of interview. In order to ensure anonymity, the researcher changed participants' names into P1, P2, P3, P4, P5 and P6. The participants were informed that their identity will not be mentioned, so that they can give information related to the questions of interview freely and honestly.

Dealing with the agreement of schedule, the researcher focused on time, place and facilities that were used in the interview process. The length of the interview in this research was about 5-10 minutes for each participant. After the interview was done, the next step was analyzing the data. Firstly, the researcher transcribed each interview which was conducted from each participant. According to Creswell (2012), transcription is the process of converting audiotape recording or field notes into text data. Words, phrases, and sentences spoken by participants will be completely transcribed.

Data Analysis

After the data were collected, the researcher did member checking in order to prove the validity of interview. In member checking, the researcher asked the participants dealing with accuracy of the report. The researcher also asked participants related to the answers from participants that still confusing or did not answer the research questions. After did member checking, the researcher got more detailed data that enough to answer the research questions. After got the data from member checking, the researcher asked again related to the accuracy of the report to the participants. The participants did not give any comment in the data reported and give an agreement related to the transcriptions of the interview.

According to Creswell (2012), member checking is process to check the accuracy of the account which the researcher asks one or more participants. Then, the result of the interview was analyzed using Coding. The data of interview was analyzed using three steps of Coding that were open coding, axial coding, and selective coding. According to Kerlinger (1970), coding is the translation of question responses and respondent information to specific categories for the purpose of analysis. Open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph-by-paragraph (Cohen, Manion, & Morrison, 2011). An axial coding refers to causal condition, a phenomenon, context, intervening conditions, actions and interactions, consequences (Strauss & Corbin, 1990). Cohen, Manion, & Morrison (2011) stressed that axial coding connects related codes and subcategories into a larger category of common meaning that is shared by group of codes in question. According to Cohen, Manion, & Morrison (2011), selective coding identifies the core categories of text data, integrating them to form a theory.

In open coding, the researcher chose the data line by line. The researcher chose the data to generate as many codes as possible that can be put in the axial coding. In axial coding, the researcher made some categories in table and put the data from open coding that suitable with the categorizes. The data in axial coding were separated in every participant. It means that one participant was analyzed in one table. In selective coding, the researcher chose the core data of each participant from axial coding. The data in selective coding were the most

important data that related to the research questions since the data from selective coding were the findings.