Chapter Three

Methodology

In this chapter, the researcher describes the methodology used by the researcher in this research. This chapter focuses on explaining the research design, research setting and participant. Then, the data collection method, data collection procedure, and data analysis are explained in this chapter. Additionally, the researcher provides the information about the trustworthiness and interpreting issues in this study.

Research Design

This research used qualitative research design. According to Creswell (2012) "qualitative research has characteristic using theme text analysis which aimed at analysing the data and interpreting the findings of the research." The statement mentioned was in line with the aim of this study that the researcher wanted to investigate students' obstacles and strategies of reflective writing assignment. The researcher explored more about students' opinion or comment toward this kind of writing assessment. In qualitative research, the researcher analysed words to describe experiences of individual people or places rather than using statistic. Hence, the results identified the themes and related to the phenomenon under study (Creswell, p. 18).

Furthermore, the researcher preferred to use descriptive qualitative design. "A descriptive qualitative design entails collecting data and presenting findings in everyday language with minimal inference and interpretation by researchers unlike other qualitative methods" (Sandelowski, 2000). It was used in this research to describe and give explanation from the participants' answer toward the perception of students about their reflective writing assignment at ELED. Descriptive qualitative design was suitable for this research because every participant's answer was related to the topic of study such as feeling, experiences, and so on described in

detail. That way, the result became easy to understand by the reader. Besides, this descriptive qualitative design aimed to produce a straight forward description of participants' experiences in words as similar to what the participants said as possible (Sandelowski, 2010). Thus, the researcher decided that descriptive qualitative was appropriate as research design and research approach for this study in gathering the research data. Besides, it was suitable with the research aims which were to find out what event by two research questions that are "what are the students' obstacles in conducting reflective writing assignment at English Language Education Department of an Islamic Private University?" and "what are the students' strategies in solving the problems of reflective writing assignment at English Language Education Department of an Islamic Private University?"

Research Setting

This research was conducted at ELED of a Private University. The researcher considered ELED as setting of place because the institution was the place where reflective writing assignment was implemented. Self-reflection was implemented on some courses from the first semester; those courses were basic reading and writing, second language learning and language teaching and interpretive reading and argumentative writing. Hence, it made easier to get the data because researcher's participants had experienced in getting assessment of reflective writing.

The researcher conducted the study on June 2018. For the reason, the students were active to study in college after mid semester break. Then, the students had much free time since they were ready to do the last project especially for the students of ELED at Private University batch 2014. Thus, the researcher could easily call the students as the participants of this study.

Research Participants

The participants of this research were the students of ELED of a private university in Yogyakarta in academic year 2014-2015. The participants were the students who had experienced in writing self-reflection. According to Creswell (2012), the participants in qualitative research only need a small number of individuals to gather the data. Therefore, the researcher chose three participants in order the views could be obtained to collect the data of this research.

There were some criteria of the participants. The participants should be the students' batch 2014 who already did reflective writing assignment. Then, the participants should be those who had faced difficulties in doing the assignment. That way, it would be easier for the researcher to find out the answer of one of research questions in this study that was "what are the students' obstacles in conducting reflective writing assignment at English Language Education Department of an Islamic Private University?." The researcher asked first to the participants whether they had problems or not in reflective writing. Besides, the obstacles of reflective writing could be explored by the researcher after getting those criteria of participants. Hence, the participants could possibly recall their knowledge and experiences as well. Besides, the researcher did not use the real name of participant in this research. In other word, the name of participant was changed into pseudonym to keep the participants' privacy. The participants were Arga, Beni, and Eva.

Data Collection Method

In this research, the researcher used an interview as the data collection method to collect the data. The researcher chose interview because it had purpose to find out the information based on the formulation of the problem. By doing interview, the participants can be interviewee who

will discuss their interpretations in their certain environment of their lives through their own point of view (Cohen, Manion, & Morrison, 2011, p.409).

The type of the interview used in this research was standardized open-ended interviews. In this type of interview, the participants will be asked the same number of questions in the same order and will be presented in an open-ended format (Patton as cited in Cohen, Manion, & Marrison, 2011). Then, the result of the interview could get much information about the view and experiences in detail from the participants. Besides, Patton as cited in Cohen, Manion, and Marrison (2011) also pointed that this kind of interview allowed the researcher to ask a follow up question. It aims to avoid the bias of participant's answers and obtain optimal responses from participants. In addition, the data gathered from the participants would have rich and depth information through the use of this kind of interview.

The construction of interview questions of this research was open-ended items. The reason why the researcher chose open-ended item was that because there would be no limitation for the participants' reply. Then, the participants could answer the list of question by unstructured response. The researcher could explore each respondent's information as much as possible. In addition, Cohen, Manion, and Morrison (2011) stated that open-ended question has a number of advantages which is it allows the interviewer to have more depth interview to clarify if there is any misunderstanding.

An interview guideline was used as the instrument for the data collection. The interview guideline represented what were the related questions to the research questions and how many questions were asked to the participant. The related study and the research questions were used to construct the interview questions for this research. To make sure valid instrument used, it was needed to be assessed by the experts.

Data Collection Procedure

There were some steps to gather the data. After the researcher decided the characteristic of participants who would be the interviewee, the researcher contacted the participant by using text message or social media they had. To make sure that the participants had faced obstacles during implementation of reflective writing assignment in each semester, the researcher asked them at first whether they had problems or not on the kind of assignment. That way, the researcher attempted to discuss the obstacles revealed by the students on reflective writing assignment at ELED as one of study aims. Then, the researcher asked the students' willingness to be the respondent of this research. If they would be interviewed, the researcher made an appointment about the time and place of the interview.

The interview was done at a private university in Yogyakarta which was depended on each participant's willingness. Each participant was interviewed with different durations. The duration of the interview for the first participant was about nine minutes. Then, the second participant was interviewed by duration about 15.41 minutes. Furthermore, the third participant had duration about 12.33 minutes of the interview. The researcher used Indonesian language in the interview in order to make the researcher easier in gaining more information from the participants. For the reason, the researcher and the participants were native speaker of Indonesian language and they could easily understand to respond the questions of interview appropriately. For this interview, the researcher used a recorder to record all the data from the participants when answering the questions. Also, the recorder was used to gather much information and made the data easier to be analysed. Besides, the result of interview could easily be saved in a cell phone and opened by the researcher when it was necessary as the research importance at any time. In addition, the researcher collected the data around two weeks because the researcher also

checked the accuracy of participants' answer after conducting an interview. It made sure the transcription was correct in order to make the valid data.

Data Analysis

Data analysis was an important phase in conducting this research. The researcher analysed the data as soon as possible after the data had been collected, both while the researcher was still in the field, and later, when the researcher was no longer in the field (LeCompte, 1999). All the data gained through the interview used in this research were analysed to obtain the result of the research. There were several steps used in this data analysis, and those steps were transcribing the data, member checking, and coding. Hence, for more detailed explanation of each step, it is explained in the following paragraphs.

The first step was transcribing as a crucial step in interviewing. The researcher transcribed the whole conversation from the recording of interview. This transcribing was the best way to select which one was used and which one that was not needed. Besides, the researcher did not use the real name of participant in this research. In other word, the name of participant was changed into pseudonym to keep the participants' privacy. The participants were Arga, Beni, and Eva.

The second step was member checking which was done in this research through the interview. After getting the data, the result of the interview was clarified in order to obtain the validity of the interview. The researcher came to the participants to check the result of interview. The participants read the transcription, and when they thought it was not right or necessary, they added more information. In this step, the researcher rechecked the participants' answer in the interview in order to make clear that their answer in the interview section is right. Furthermore, the result was the respondents admitted that the transcription was same as what they had

delivered in the interview. If the data had been already validated, the researcher continued the next step of data analysis that was coding.

The third step was coding used in this data analysis. Coding was defined as the translation of question responses and participant information to specific categories for the purpose of analysis (Kerlinger, 1970). The researcher used the stage of coding in analysing the data. There were open coding, analytic coding, axial coding, and selective coding. In the open coding, it provided of the description and category of text piece of important statement (Strauss, 1990). It can be phrased by phrase or sentence by sentence. The analytical coding was the theme or topic of the research's finding (Gibbs, 2007). Then the next step was axial coding. Axial coding was the label of the statement from the participant. It connected codes and subcategories into a larger category of each research questions. Finally, the last step was selective coding. Selective coding was the central category or phenomenon related to the validity of the result of interview. After selecting, the researcher ended up with reporting the data in the findings. So, the researcher found out the result of the research. In addition, the way of presenting the data in this research used description and narrating in detail the data which was collected from the field.

Interpreting issue

The data of the research was collected using Indonesian language and was presented in English. By doing so, the interpreting issue was discussed in this part of chapter. According to John (1993) interpretation is designed to communicate the meanings and correlations of something included the objects or sites. It is a way to relate the statement from the information to build an understanding of description. It is in line with the Creswell (2007) who said that "the researchers' interpretations cannot be separated from their own background, histroy, context, and prior understandings" (p.39).

As the explanation above, the researcher did interview by using Indonesian language in order both of researcher and participant as interviewee had clear conversation about the answer from research question. Then, the findings of data were changed into English by researcher's interpretation. For the purpose, it brings the reader as close as possible to the experiences being described and it helps the reader to evaluate the authenticity of the research result's (Fossey, Harvey, McDermott, & Dvidson, 2002).

Thus, the researcher consulted and discussed about interpreting the data with the language expert in order avoids misinterpretation during data analysis process. In this context, the English lecturer at ELED of private university in Yogyakarta as well as researcher's advisor was involved in guiding the process of data interpretation.

Trustworthiness

The concept of trustworthiness of a qualitative study was needed to demonstrate the evidence of the research results and when the response made based on the results was strong. According to Guba and Lincoln (1985), trustworthiness of qualitative research entails the application of four aspects: credibility, transferability, dependability, and conformability to evaluate the quality of research. These concepts had relation to the current research design and procedures. Thus, trustworthiness is divided into four points which are described below.

The first trustworthiness is credibility**.** Credibility of qualitative research is related to the focus of the research and refers to confidence in how well the data and the processes of analysis address the intended focus (Graneheim & Lundman, 2004, p.109). Credibility is considered from the outset of the research in determining its focus, choosing the research site and participants, and selecting the methods of data collection. The data was generated from students' perspective of reflective writing assignment based on their experiences. At the level of data collection

methods, I employed standardized open-ended interviews and document analysis to generate the data.

The second trustworthiness is transferability. Transferability refers to the application of the relevance of the research findings to other contexts (Richards, 2009). A more common term is the generalizability that from one case to another because the contexts of the cases differ (Cresswell, 2007, p.74). The data gathered through the use of qualitative methods which gives thick descriptions of the topic under study.

The third trustworthiness is dependability. Dependability in qualitative research involves an interrogation of the context and the method uses to derive the data (Richards, 2009, p.159). It refers to the ability of the researcher to account for constant changing conditions of the phenomenon studied. Hence, it is useful for the interaction with study participants and for the entire research process carried out with an emergent design.

The last trustworthiness is conformability. Conformability address to what extent the findings are affected by personal interests and biases. It refers to neutrality of the data rather than neutrality of the researcher. If the research is confirmable, it may be able to find conclusions grounded in the data.

Therefore, based on the four criteria of trustworthiness above, the researcher only focused on the credibility to ensure the data. The researcher used member checking which aimed to maintain high credibility and the objectivity of this research. The participants answer was confirmed that they have recorded were accurate. Thus, it had beneficial to get the validity of the data in order to ensure the trustworthiness of this research.