

Chapter Three

Methodology

This chapter presents the methodology that researcher used in this research. There are six points that will be explained in this chapter. Those six points are; research design, research setting and participant, research instrument, data collection procedure, data validity, and data analysis.

Research Design

The aim of this research is to get information about factors that give students difficulties in writing *skripsi*. This study used qualitative research. According to Creswell (2012), a qualitative approach is an approach to build a statement of knowledge based on constructive perspectives (for example, meanings derived from individual experience, social and historical values, with the aim of building a particular theory or pattern of knowledge). Therefore, this design is selected because the researcher is interested in exploring specifically the individuals' perspectives about the difficulties in writing *skripsi*.

Furthermore, Lambert (2012) said that that descriptive qualitative research is a research used to describe, analyze, and summarize a hypothesis in specific events experienced by individuals. According to Cohen, Manion, and Morrison (2011), qualitative descriptive is a qualitative data analysis method which is divided into organizing, accounting and exploring the data. In short, it makes logic of data in terms of the participants' meaning of the situation, noting patterns,

themes, categories and regularities. Therefore, in this research, the researcher is going to interpret and describe the phenomenon of student difficulties in writing *skripsi*.

Based on the arguments above, this research used descriptive qualitative research design. The presentation of the data will be in form of text based on the themes found in the literature review.

Research Setting

This research was conducted on 5-10 November 2018. This research was conducted at English Language Education Department at a private university in Yogyakarta. The reason why the researcher chose English Language Education Department as research setting to conduct the data is because of several factors. First, the researcher is a student of the university. Therefore, researching their own university means the researcher understands very well the culture of the university. This helped ease the data collection and data interpretation process. Second, through this research, the researcher could contribute to the university, especially the department. Thus, for future *skripsi* writing, the institution could maximize its assistance to the students by being aware of the factors affecting *skripsi* writing. Third, the researcher selected the university because of effectiveness of time and accessibility.

Research Participants

The researcher used purposive sampling to determine the participants of this research. According to Creswell (2012), purposive sampling will be the most fitting method for the researcher to understand the phenomena and to answer the research question. Purposive sampling means the researcher will take the participants of this research based on certain criteria (Creswell, 2012). The criteria are set by the researcher based on the research questions and the literature review.

The criteria of the participants are, first, they must have registered for the final assignment (*skripsi*) but not yet graduated. Second, the participants are the students who are already have a part time or full-time job. They are selected because they will focus on their job and give less focus and energy to writing their *skripsi*. This means that students would not have the time to think and read literature sources as well as doing consultation about their *skripsi* with the advisor. Third, the participants must be students who have not conducted proposal seminars, because the students who have not conducted their proposal seminar have some challenges in the beginning to find out what they want to write in *skripsi* proposal. Also, the students must find the literature review that supports their *skripsi* proposal.

The researcher finally decided to take three participants who meet the criteria. The three participants were taken from batch 2014. The researcher asked the participants whether they meet the criteria above and if they do, they will be asked to participate. The 2014 batch is selected because the students of this batch

are supposed to have graduated. Therefore, selecting students who have not graduated from batch 2014 will fit the research purpose.

The first participant was Ana. She is a student of Batch 2014. Ana lives far from campus, approximately 11 kms from the university. She works as a temporary teacher at a private English course and is an active member of an organization. The second participant was Dini. She is a student of Batch 2014 as well. Dini works as an internet-café keeper. She also joins a lot of communities or organization outside the university. The third participant was Dani. She is also a student of Batch 2014. She is, like the two other participants, currently on her *skripsi* writing process and has not yet finished. Dani works as a librarian at a library in the city center. All participants have been writing their *skripsi* for 3 semesters, and all of the participants have not conducted proposal seminars because of their activities in their job or organization.

Instruments of the research

This research used the interview method to find out information about the factors affecting students' difficulties in writing *skripsi*. Cohen, Manion and Morrison (2011) said that the interview is a flexible tool for data collection. Interviews allow the participant to convey their opinion toward the situations based on their point of view.

Open ended question is applied in this research to elicit the participants' responses during the interview. Creswell (2012) stated that an open-ended question allows the participant to express their experiences without any

constraints. In addition, the researcher used Indonesian language during the interview process to make both the researcher and the participants understand clearly. The researcher recorded all of the participants' responses from the beginning till the end of the interview.

The researcher used follow-up question to enrich the data and explore students' responses. The interview guidelines are: (1) How many years have you taken your *skripsi*? (2) Can you share your experience in writing *skripsi*? (3) What factors cause you difficulty in writing your *skripsi*?

Data Collection procedure

The researcher used interview as instrument for gathering the data. According to Cohen, Manion and Morrison (2011), interview is useful for qualitative research for gathering facts, accessing beliefs, identifying feeling and motives, commenting on some standards, exploring behavior and eliciting reasons and explanation. The researcher used in one-on-one interview to give the participants privacy, so that the participants can comfortably share opinions and ideas. The researcher used audiorecording and took a note to write down some important keywords based on respondents' answers. The recording was done to help the researcher transcribe the interview.

In practice, there were several steps in collecting the data. First, the researcher makes question for the interview based on literature review. Second, the researcher recruited participants by direct invitation or phone invitation to be participants in this research. The researcher offered an explanation about the aims

of the research so that the participants can provide adequate information before they decide whether they want to participate in this research or not. The participants who agreed to join this research made an agreement with the researcher about the schedule of interview. In order to ensure anonymity, the researcher changed participants' names into pseudonyms, the first participant is Ana, the second is Dini, and the third is Dani.

After the interview, the researcher conducted data analysis. The data analysis began with transcribing the recording into text. After that, the researcher conducted open coding and member checking. The detailed process of data analysis is presented in the following section below.

Data Analysis

The data from interviews were alternated to transcripts and analyzed by using coding which consists of three steps such as open coding, axial coding and selective coding. The purpose of using coding in this data analysis is because the researcher made some categories for the research questions based on students' perception.

The steps of analyzing the data started by transcribing the interview result from three participants in face to face interview by using the data recorder. Then, the researcher did member checking. The research asked the participants about the transcription of the interview and whether or not they agreed about the original form of the statement. Member checking was established in order to make sure the validity of the data gathered. According to Harper & Cole (2012), Member

checking is primarily used in qualitative research and is defined as a quality control process by which a researcher seeks to improve the accuracy, credibility and validity of what has been recorded during a research interview.

The member checking was done by showing the transcription results to the participants and asks them to check whether the transcription result meets the participants' statement or not. After doing member checking, Ana added more to her opinion and explained more about the new advisor. According to Hutchinson, Wilson, and Wilson (2007) the benefits of member checking is discovered benefits such as self acknowledgement, sense of purpose, self awareness, and providing their opinion. After doing member checking, the researcher analyzed the data used thematic analysis.

For the next step the researcher performed open coding. Open coding can be showed on a line by line, phrase by phrase, sentence by sentence, and paragraph by paragraph (Cohen, Manion, & Morrison, 2011). Open coding shows the transcript of the interview from the beginning until the end of interview. In this case, the researcher analyzed the data in order to comprehend and gather the data to answer the two research questions then tried to conclude the data.

Thematic analysis is a process of data coding. According to Cohen, Manion, and Morrison (2011) coding has been defined as the translation of question responses and respondent information to specific categories for the purpose of analysis. In coding the data, the researcher analyzed the script of the

recording. It means that the researcher kept taking what the participants meant by their answer in each question. This activity was done in open coding.

Second, the researcher did axial coding. The researcher groups together each item of statement that has the same category into one interpretation. According to Strauss and Corbin (1998), the purpose of axial coding is to reassemble data that were fractured during open coding. In axial coding, there are four processes: (a) relating sub-categories to a category, (b) comparing categories with the collected data, (c) expanding of the categories by detailing their properties and (d) exploring variations in the phenomena (Brown, Stevenson, Troiano & Schneider, 2002). This step helped the researcher to do the next step of coding.

The third step was selective coding. According to Cohen, Manion, & Morrison (2011), selective coding is called as main “story line” or the simplest coding. The researcher tried to conclude all the data results into each category selectively. Selective coding is a process to identify all of categories which has transcripts to make the data valid. The last step was reporting the data by explaining it in the form of paragraphs and giving some references to the statement for the participants to make data more valid in finding and discussion.