

Chapter Three

Methodology

This chapter presents the research methodology that is used in this study. There are six sections in this chapter consisting of research design, research setting, research participants, data collection method, data collecting procedure, and data analysis. Several theories are also included in this chapter to support the research methodology.

Research design

This study used a qualitative approach. The researcher preferred to choose a qualitative approach because by using a qualitative approach the researcher could get clear and in-depth information from the participants. Creswell (2012) stated that the characteristic of the qualitative method is that “qualitative method is exploring and developing a detailed understanding of a central phenomenon” (p.16). So, by using the qualitative approach the researcher could explore more information from the participants about the benefits and the challenges of essay writing in writing class.

The researcher conducted this study through a descriptive qualitative design. Lambert and Lambert (2012) said that qualitative descriptive research is purely data-derived in that codes are generated from the data obtained through the study. Therefore, by using descriptive qualitative design, the researcher could get pure data from the participants about the benefits and the challenges of essay writing in writing class which could support the study.

Research setting

The researcher conducted this study at English Education Department in one private university in Yogyakarta. There were some reasons why the researcher choose that department as a research setting of place for this study. First, the researcher conducted this study at English Education Department in one private university in Yogyakarta because in that department essay writing had already been used by teachers during the learning process and also used as assessment tools. Second, the researcher conducted this study at English Education Department in one private university in Yogyakarta because the researcher has got permission and also access to conduct study there.

The researcher started to collect data starting from the second week of May. In the second week of May, the researcher made the interview guideline, recruited participants for this study, and after that, the researcher did the interview. After did the interview, the researcher analyzed the data. It took two weeks, it was in the fourth weeks of May. After analyzing the data through several steps, the researcher wrote the result and findings based on data analysis that the researcher already conducted. The researcher completed the data retrieval in three weeks. It means that the data retrieval was completed in the fourth week of May.

Research Participants

The participants of this study were four students of English Education Department at one private university in Yogyakarta. The reason why the researcher choose four participants was that four participants were considered enough for this study and also because of the limitation of time. Furthermore,

Cohen, Manion, and Morison (2011) stated that a number of participants of qualitative research do not have a minimum standard. The participants of this study were that one male and three female students of English Education Department at one private university in Yogyakarta. The researcher used pseudonym in reporting the finding of this study to protect the identity of the participants. The names of the pseudonym were Sarah as participant one, Adelia as participant two, Modjo as participants three and Fitri as participant four. The researcher set some criteria in choosing the participants of English students in that department. First, the students from batch 2017 that already entered and took the course that is related to essay writing. Second, the students who have high attendance in essay writing class. It means that the students have 100 % attendance in essay writing class or attended all meetings of essay writing class. Two participants of this study have high attendance in essay writing class including Sarah and Modjo. The researcher choose the students with high attendance in essay writing class because that students automatically have more understanding about essay writing. Third, the students who have high achievers in essay writing class. It means that the students achieved grade "A" in essay writing class. Two participants of this study have high achievers in essay writing class including Sarah and Modjo. The researcher choose the students with high achievers in essay writing class because to know more about the benefits that students achieved from essay writing. Fourth, the students who have low achievers in essay writing class. It means that the students achieved grade "C" in essay writing class. There were two students who have low achievers in essay

writing class including Adelia and Fitri. The researcher choose the students with low achievers in essay writing class because to know more about the challenges that students faced during writing an essay. The researcher got the participants' information by seeing academic transcripts of participants with the permission of the participants first.

Data Collection Method

The researcher used the interview as a method of collecting the data to get detailed information and deeper understanding from the participants based on participants' experiences. Cohen, et al. (2011) stated that the interview is a method to collect the data that allows using multi-sensory such as verbal, non-verbal, spoken, and heard. In addition, the researcher used the interview in collecting the data to get detailed information and a deeper understanding of students' perceptions on essay writing in writing class including the benefits and the challenges of essay writing based on students' experiences during the learning process.

The researcher used open-ended question as the construction of the schedule because through open-ended question the researcher could get in-depth data from the participants' answers. Additionally, Cohen, et al. (2011) stated that open-ended questions enable the researcher to make a truer valuation about what the participants truly believe. Therefore, by using open-ended questions the researcher could get in-depth data about students' perceptions on essay writing in writing class including the benefits and the challenges of essay writing based on students' experiences during the learning process. Besides that, the researcher also

used indirect question format as question format because through indirect question the participant could feel free to deliver their ideas or answers based on the question that interviewer asked to them which was about students' perception on essay writing in writing class including the benefit and the challenges of essay writing based on students' experiences during learning process. Then, the researcher employed unstructured response mode. Cohen, et al. (2011) stated that unstructured response enables the participant freely in giving their answers without limitation on it. So, by employing unstructured response mode, it could make the participants give their answers about students' perception on essay writing in writing class freely and there were no limitation answers.

The researcher used the interview guideline as a research instrument. The interview guidelines included some of the questions asked by the researcher to the participants during the interview. The researcher made the interview guidelines based on the objective of the study which aimed to find out the students' perception on essay writing in writing class including the benefits and the challenges of essay writing in writing class based on students' experiences during the learning process.

Data Collection Procedure

The procedure of data collection was described in several steps. In the first step, the researcher made the interview guidelines which used to interview the participants. After the researcher made the interview guidelines, the next step was recruited the participants to join this study. The researcher contacted the participant and explained a little bit about the reason why the researcher wants to

interview the participants and explained the aim of this study. After participants agreed to join this study then the researcher and participants set up an interview schedule. After the researcher and the participants agreed with an interview schedule, then the researcher did the interview based on the interview schedule that agreed by the researcher and participants.

The place for did the interview was suitable with what the participants and the researcher agreed. Four participants of this study were interviewed by the researcher in the campus, two participants were interviewed at the campus food court and two participants were interviewed at the students' lounge. Then the researcher used the Indonesian language during the interview process. By using Indonesia language as participants' first language made the participants easier in delivering their answer or opinion towards the questions that asked by the researcher. Besides that, by using Indonesia language could avoid misunderstanding in delivering the participants' answers or opinions. Moreover, 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 to 15 minutes. The researcher also used a cell phone as a tool to record during the interview process.

Data analysis

After gathering the data through interviews, the next step was analyzing the data from the interview. The purpose of analyzing the data was to identify and explain the data to find out the benefits and the challenges of essay writing in

writing class. There were several steps in analyzing the data such as transcribing the data, member checking, and coding.

The first step is transcribing the data. After did the interview, the researcher transcribed the audio recorded of the participants during the interview process into translated statement. The researcher transcribed the audio recorded into written statements namely data transcription based on what participants reported during the interview to be analyzed. Thus, Cohen et al., (2012) stated that transcribing the data had done by translating recorder data into words.

The second step is member checking. The researcher did the member checking to the participants for the data trustworthiness both to know the credibility and to know the validity of the finding of this study. Cresswell (2012) stated that member checking is used to prove the data validity. The researcher returned the data transcription to the participants to ensure whether the data transcription was in line or not with the participants' answers as participants stated during the interview process. The result of member checking showed that the participants agreed with the data transcription. The participant agreed that what has been written in data transcription is suitable with what participants said during the interview, it means that nothing is added or reduced.

The third step is coding. Cresswell (2012) stated that coding is the process of segmenting and labeling text description and broad themes in data. The researcher code the important information from the interview related to the study. Then, the data list created based on participants' answers. In the coding analysis

process, there were some steps namely open coding, analytical coding, axial coding, and selective coding. The first type is open coding. Omar, Hamid, Alias and Islam (2010) argued that open coding is when the researcher creates a category of the participants' statement which answers the question based on similarities and differences in a theme. In open coding, the researcher wrote the participants' statements that answered the researcher questions based on data transcription. The second type is analytical coding. The researcher continued the result of open coding to analytical coding. Gibbs (2007) said that analytical coding is from the research theme or the research topic. In analytical coding, the researcher gave the category of each participants' statement that answered the researcher questions based on data transcription. The third step is axial coding. Cohen, Manion, and Morisson (2011) stated that axial coding is when the researcher found the relation between the classifications. In axial coding, the researcher group some of the category which has a relation between each other based on the participants' statement. Then the fourth type is selective coding. Cohen, Manion, and Morisson (2011) stated that selective coding is when the researcher makes a category of data text to create a category. In selective coding, the researcher gave the theme of the category that has relation to each other based on the objective of the study. Last, after those steps were done by the researcher. The researcher reported the result and made a conclusion related to the study.