Chapter Three

Methodology

This chapter discusses the description of methodology used to this study; which is presented in six parts namely research design, research setting and participant, research instruments, data collection procedures, data validity, and data analysis.

Research Design

This study employed qualitative research design. This study investigated the problems and phenomenon through exploring the participants' experiences and thoughts in in-depth interview. This is in line with Merriam (1998) who declared that qualitative research focuses on how participants interpret their experiences in order to address research issues and understand the phenomenon. Besides, Creswell (2012) stated that qualitative research method is best matched to address the research problems of the phenomenon. Creswell (2012) also identified that to address the research problems; it is actually needed to explore more detailed information from participants. This is in line with the nature of this study which investigated specific information on strategies in teaching academic writing such as opinions, behaviors, and social contexts of particular populations.

This study enclosed the participants' perceptions, thoughts, and experiences toward the phenomenon to answer the research issues. Based on the reason, the researcher employed case study as a research method in order to give clear explanation, description and understanding to readers on findings of this study. This is in line with Geertz (1973b) as cited in Cohen, Manion, and

Morrison (2007) who clarified that case study is appropriate to understand what is really happened in a particular situation since it can obtain the close up reality and thick description of participants' lived experiences, thoughts, ideas, and feelings for a particular situation. As well, Cohen, Manion, and Morrison (2007) stated that case study can provide a unique example of real people' experiences and thoughts in real situations so it enables readers to understand ideas more clearly.

This qualitative study focused on process, meaning, and understanding the phenomenon. Consequently, this case study was reported in a descriptive way in order to give clear explanation and understanding to readers on findings of the study. This is in line with Merriam (1998) which stated that most of the report of a qualitative study is elaborated totally in a description.

Research Setting and Participants

Setting. This study was conducted at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) in October of 2015 to June of 2016. There are three main reasons of choosing this department as the research setting of place. First, the problems encountered in the problem statement were found in this department. The researcher has been a student of this department for more than three years. Therefore, the researcher understands the situation and problems encountered in this department well. As clarified by Merriam (1998), in qualitative research, the researcher has to physically go on the people, place, institution (the field) to gather data and to observe behavior in its natural setting. Second, this department has a number of experienced teachers whose had been teaching academic writing. This means that they have rich information, knowledge, and experiences that sufficient and appropriate with the

discussions of this study. Third, both the researcher and participants is member of this department, therefore, this setting of place is accessible.

Participants. The participants of this study were thee EED teachers of UMY. In determining the participants, the researcher believes that qualitative research does not depend on the quantity of the participants, but it tends to the quality of the participants which are chosen by purposive sampling technique. This sampling technique allows the researcher to gain the participants who have similar characteristics and compatible with the study in order to gather useful information (Creswell, 2012). Besides, Patton and Cochran (2002) confirmed that

Samples in qualitative research are usually purposive; this means that participants are selected because they are considered can generate useful data for the study.

In purposive sampling, the researcher needs to determine the selection criteria that indicate participants are truly proper to be studied (Merriam, 1998). The researcher has set up three main selection criteria of choosing participants. Firstly, the participants should be English teachers who had been teaching a writing-focused subject and had career experiences within not less than two years; it is considering that EED of UMY is the new department that established since 2010. Hence, by having varying participants with sufficient career experiences, the data gained become highly varied and suitable to this study. Secondly, the participants should be teachers who require their students to write academic writings such as essay and paper as the assignment of their writing class. Third, the participants should be teachers who are accessible and willing to talk, discuss, express and reflect their ideas, knowledge, experiences, and thoughts.

Regarding those selection criteria, three teachers were chosen as the participants of this study. The first participant is female and she had been teaching

academic writing subject for 12 years and 5 years at EED of UMY. The first participant required students to produce an essay and some kinds of text such as argumentative, compare-contrast, and cause-effect. The second participant is female and she had been teaching academic writing subject for 3 years at EED of UMY. She required students to write an essay and some kinds of text such as argumentative, descriptive, and report. The third participant is male and he had the lowest experience, which are 2 years experiences in teaching academic writing subject at EED of UMY. He asked students to produce an essay. Therefore, those three teachers were taken as participants of this study since they firmly fulfilled the selection criteria.

To certify anonymity, the researcher changed the participants' names into pseudonym. The pseudonym was Ms.Kate for the first participant, Ms.Jane for the second participant, and Mr.George for the third participant. It was done to protect the participants' privacy so they can give the information honestly. This is clarified by Cohen, Manion, and Morrison (2007) who explained that in case study the researcher may include the anonymity to protect the participants.

Research Instrument

The instrument of this study was interview. The interview was used to explore more detailed information from participants and investigate specific information on strategies in teaching academic writing such as opinions, behaviors, and social contexts of particular populations. This is supported by Cohen, Manion, and Morrison (2011) who defined interview as one of several types of data collection instruments that commonly used in qualitative research. They also declared that interview is a suitable instrument in qualitative research

since it can present narrowing of events, feeling, persons, organizations, activities, motivations, concerns and claim. Also, the researcher used some helpful tools such as an interview guideline, a recorder (the researcher used a voice recorder in her mobile phone), a pen, and a notebook. Those are fruitful for the researcher since it can guide and record in-depth interview process, so the process of data analysis was easier and more accurate.

Since this study aims at identifying EED teachers of UMY strategies in teaching academic writing, data were collected via semi-structured in-depth interview. The researcher used open-ended questions in which the researcher determined and arranged the questions that are asked first in the interview guideline. Additionally, during in-depth interview process, the researcher recorded it and asked some follow-up questions based on the participants' answer and responses. This was done to obtain and explore the deeper information, explanation, and description so that the research issues were addressed. As clarified by Creswell (2012), a qualitative interview arises when researchers interview one or more participants, use open-ended questions, and record participants' answers.

The researcher used Indonesian language while conducting the in-depth interview. It was done because both the researcher and participants is Indonesian; so the questions and answers are easier to be understood. Moreover, by using Indonesian, it promoted the researcher to excavate and interpret the deeper information gathered from the participants accurately.

Data Collection Procedures

The procedures in gathering data in this study are described in several steps. The first procedure was preparing the instruments. The second procedure was contacting the participants to get in touch. It was done by sending message via WhatsApp messenger to have a meeting with the participants directly in order to ask their permission and willingness. Afterwards, in the beginning of meeting, the researcher gave a description and an explanation about this study concept, so that the participants had sufficient information and description to decide whether to participate in this study or not. It is clarified by Cohen, Manion, and Morrison (2007) who declared that the interviewer needs to give a viewpoint of the discussion before conducting the interview. Besides, it was done because the researcher needed to recruit the participants and have an agreement so both of them can make an appointment to conduct an interview based on each participant's availability.

Dealing with the appointment of the interview schedule, the following step was conducting one-on-one interview. One-on-one interview was employed as a type of interview as Creswell (2012) clarified that it is appropriate for interviewing participants who are willing to speak, express, and share ideas comfortably. The researcher focused on time, place and prepared supporting means that were used in the interview process such as an interview guideline, a recorder (the researcher used a voice recorder in her mobile phone), a pen, and a notebook. The time allocation for an interview was about 20 to 30 minutes of each participant. However, the length of an interview depended on how much the information that the researcher gained and needed.

Data Analysis

After collecting data by conducting the in-depth interview, the following steps were transcribing the interview result, proving the data validity, and analyzing the data. This stage aims to record, understand and interpret the data in order to address the research questions. This study employed those three steps in interpreting and concluding the gained data.

Transcribing the interview result. The first step was transcribing each in-depth interview result from each participant. The researcher transcribed the in-depth interview result based on the interview recording. Words, phrases, and sentences spoken by participants were fully transcribed. Cohen, Manion, and Morrison (2011) stated that in order to present the interview result in detailed way, transcription is the ideal way since it can present essential word by word truthfully.

Proving data validity. After transcribing, the researcher came in to do member checking. Member checking was employed in response to getting validity of the data gathered. Member checking is taking tentative interpretations of the collected data back to the participants who have interviewed in order to ask and assure them that the interview results are reasonable (Merriam, 1998). This means that member checking is used to clarify the interview result to the interviewee in order to ensure that there is no data manipulation and fabrication in this study. This is confirmed by Cresswell (2012) who explained that member checking is process to check the accuracy of the data in which the researcher asks and clarifies it to the participants. Therefore, this process was done in order to prove the validity of the data gained from the in-depth interview.

Analyzing the data. This study employed thematic analysis to examine the data. Thematic analysis comprises three steps of coding. Coding is a process of interpreting, highlighting, and relating data and it includes the naming of concepts and also explaining and discussing them in more detailed way (Bhom, 2004). There are three types of coding that are partially considered as phases in analyzing data, namely open, axial, and selective coding (Corbin and Strauss, 1990). Firstly, the researcher used open coding to describe and interpret the pieces of text from the data in the interview transcripts. Secondly, to categorize the data, the researcher used axial coding. Categorizing data was to highlight and relate every point from open coding. Thirdly, the researcher identified the core categories of the data in selective coding, and then integrated it to formulate the findings of this study. Those steps were done to highlight the main points of this study.