

CHAPTER III

METHOD AND PROCEDURE

This chapter presents: (1) research design, (2) participants of the study, (3) data collection, (4) data analysis, and (5) establishment of trustworthiness.

3.1. Research Design

The research design of this study was conducted in qualitative method. Fraenkel, Wallen, & Hyun (2012) state the quality of relationships, activities, situations, or materials are some elements that investigating in qualitative research. Descriptive data was provided in this qualitative research. In descriptive type of qualitative research, I summarized the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups or (sometimes) physical environments such as schools that is described in detail or specific (Fraenkel, Wallen, & Hyun (2012)).

In this study, semi-structure interview and observation were used to gain in-depth information concerning on the challenges in teaching Academic writing based on lecturers' experiences. Semi structure interview consist of general and specific questions. General questions will were used to answer about general challenges and practice of teaching academic writing. On the other hand, specific questions were use for answering some questions which consist of some specific factors. Both general and specific questions were used to find out the lecturers' experience in teaching academic writing in detail related to the challenges themselves.

3.2. Participants of the study

The participants in this research were the lecturers who taught academic writing in English education study program at state Islamic university of Raden Fatah Palembang. In choosing the participants, I was using purposeful sampling in this study. In purposeful sampling, researcher intentionally selects individuals and sites to learn or understand the central phenomenon (Creswell, 2012, p. 206). Related to Creswell (2009), that the proposed study to identify the purposefully selected sites or individuals. Purposefully select participants or sites that were help the researcher understand the problem and the research question were the idea behind qualitative research.

In addition, I chose the participants based on several characteristics, such as; have a good credibility, knowledgeable, experience in teaching English, and teaching academic writing class. Creswell and Plano (2011) suggest that the participants will be identified and selected based on knowledgeable about the experienced with a phenomenon of interest. Knowledge and experiences from the participants were needed to obtain information in detail and elaborate the research problem. The sample in this research were two lecturers who are teaching academic writing class in English education study program at state Islamic university of Raden Fatah Palembang.

3.3. Data Collection

In order to get data, I was used two instruments to collect the data such as observation and interview

3.3.1. Observation

In this research, I was used observation as the first instrument to collect the data. Observation is the way researcher takes field notes on the behavior and activities of sample at the research site (Creswell, 2008. p. 181). In this study, I was observed the activities which indicate the students and lecturers challenges in teaching academic writing. Checklist observation was used by researcher as tool to know lecturers' challenges and take some notes to add some information. Checklist observation is a technique where observer uses a list of thing when observing a class (BBC, 2008, p. 1).

In this process, they were two classes of fourth semester students were observed to find out the lecturers challenges. The purpose of this observation was to take deep information about the lecturers' challenges in teaching academic writing

3.3.2. Interview

The interview was used as an instrument to find out the lecturers challenges in teaching academic writing, data was collected through interviewing the lecturers'. In the interviewing the participants, I was using semi-structure interview that was useful to answer general and specific questions. I was asking some questions related to practice of English language teaching and challenges faced by lecturers in teaching academic writing. Fraenkel, Wallen, and Hyun (2012) explain that interview is a crucial way to check the accuracy or to verify and obtain the data by interviewing the

participants involved. The interview was done to the lecturers of who are teaching academic writing class that is involved in this study as the sample.

3.4. Data Analysis

In analyzing the qualitative data, I used semi- structure interview. Thematic analysis was used in this study. Thematic analysis is a qualitative analysis that used to analyze classifications and present themes that related to the data (Alhojailan, 2012, p.10). Based on Braun and Clarke (2006) there were six steps of thematic analysis. First is familiarizing yourself with the data. In this step, I tried to read all of my data carefully to make myself familiar with it. Second is making codes. In this step, I made some code based on the data gained from interview. Third is searching themes. In this step, I tried to looking for theme that appropriate with my code. Fourth is reviewing theme. In this step, I reviewed again the theme that I was gotten before. Fifth is defining and naming the themes. In this theme, I redefined and renamed the theme that I thought that was not really appropriate. Sixth is producing the report. In this step, I made the descriptive report or interpretation from the themes, sub-themes, and codes. I was interpreting the findings and report the result from the research problem was answered.

3.4.1. Analysis of Lecturers' Challenges in Teaching Academic Writing

Process of analyzing all the data was focusing on the research problem which is to find out the lecturers' challenges in teaching academic writing. Analyzing the interview was used to describe the challenges of

English lecturers based on the experience in teaching academic writing that need to drill deeper by interviewing and interviewee. There were two parts of interview questions. First part was general questions that were asked about the experience of lecturers. Second part was specific questions was analyzed by asking challenges of some main questions. Next I was making transcribing the interview data, and start analyzing by coding from each theme. Coding theme was providing description to be represented in detail and narratively. The last process was reporting the result and making summary of the findings.

3.5. Establishment of Trustworthiness

I was validate the data by applying member checking, It supported by Creswell (2012), Member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account. This process involved taking the endings back to participants and asking them (in writing or in an interview) about the accuracy of the report.

Member checking was used in order to get the accurate the data. I was asking the participants about the accuracy of data. This method was conducted after the study complete. The finding was obtained from interviews that were share and summarize and then question to them to get critically analyze and comment. Thus, I the final finding was filtered by using member checking.