

CHAPTER III

RESEACH AND METHODOLOGY

1.1. Research Design

The concerns of this study was to investigate lecturer's problems in teaching essay writing to the pre-service teachers. The design of this study was qualitative study, focused with the establishing explanations of social phenomena. According to Aspers and Corte (2019), qualitative research is an interative method in which deeper understanding of the scientific community is gained through the formation of new hypotheses.

In this qualitative study, case study would be used as the research design. It would be used to find out lecturer's problems in teaching essay writing to the pre-service teachers of UIN Raden Fatah Palembang. Gustafsson (2017) confirmed that a case study can be characterized as an intensive study of an individual, a group of people or a unit to be generalized over a number of units. Zainal (2007) supported that the case study approach allows the researcher to closely analyze the data in a particular context. In most cases, the case study approach chooses a specific geographical area or a very restricted number of persons as subjects of study. Case studies, in their true nature, examine and explore current real-life phenomena through a detailed contextual study of a small number of incidents or situations and their interaction with each other. Case study design is used to provide a framework for assessment study of complicated situations.

1.2. Operational Definition

The title of this research was *An analysis of lecturer's problems in teaching essay writing to the pre-service teachers of UIN Raden Fatah Palembang*. There were some keywords will be provided in this research to avoid misunderstanding and misinterpretation of the readers. They are:

Problems in teaching refer to the problems faced by the lecturer who taught essay writing, a subject taken by pre-service teachers at their third semester. The problems were related to what the lecturer has encountered when teaching essay writing.

Essay writing was the writing made by the third semester pre-service teachers. The essays discussed were general essays (five paragraphs essay) and argumentative essay.

Pre-service teachers were student teachers with no previous teaching experience participated in a teacher education program at an institution of higher education.

3.3. Participant of the Study

In this study purposive sampling would be used to find out the participant. The purposive sampling method, also referred to as judgment sampling, is the conscious choice of the informant on the basis of the characteristics that the informant possesses. It is a non-random technique that does not require fundamental theories or a set amount of informants (Tongco, 2007). Bernard (2006). In purposive sampling, the purpose can be determined on the basis of the information needed from the informant(s) or groups.

There would be one participant in this research. The experiences of the lecturer in teaching essay writing would be used as the criteria to choose the participant. The lecturer chosen as participant was the one who has been teaching essay writing for about three years. Furthermore, in UIN Raden Fatah Palembang, there were 4 classes for English departments. Those classes were taught by her.

3.4. Data Collection

In this study the researcher used one instrument to gain the data, it was interview.

3.4.1. Interview

In this study interview would be used as the instrument. Interview was the effective instrument for gathering the data from the participant. According to Adhabi and

Anozie (2017), as complicated as the idea appears to be, the interview can be simply described as a form of consultation in which the researcher tries to learn more about an issue as expressed by the person being interviewed. In research, this type of consultation is motivated by a legitimate goal. As such, an interview can be thought of as an interactive process in which a person asks questions in order to obtain specific information. Frances, Patricia and Coughlan (2009) described that Individual interviews may contribute to in-depth data collection by providing insight into society's views, conceptions, and experiences of a given phenomenon. However, the interview is more than just a two-person conversation and necessitates considerable skill on the part of the interviewer.

The interview would be held by using semi structured interview. A semi-structured interview is a verbal interaction where one person, the interviewer, is attempting to extract information from another person by asking questions. While the interviewer prepares a list of predetermined questions, semi-structured interviews are performed in a conversational manner that allows participants the opportunity to discuss topics they feel are essential (Clifford, French & Valentine, 2010).

3.5. Data Analysis

Thematic analysis would/ be used to analyze the data. According to Alhojailan (2012), thematic analysis is considered to be the most suitable for any research that aims to explore by means of interpretations. It provides a systematic aspect for the analysis of data. It helps the researcher to associate the frequency analysis of a theme with one of the contents. This will bring accuracy and complexity and improve the full value of study.

In analyzing the data based on Braun and Clarke (2006), there are six steps of thematic analysis. First is familiarizing the data. Transcribing data (if required), reading and re-reading data, marking initial ideas. In this stage, the researcher is going to read the

data carefully to make herself familiar with them. Second is generating initial codes. Coding interesting data features in a systematic way through the data collection, gathering information specific to each code. In here, the researcher is going to make some codes according to the data gained from the interview session. Third is searching for themes. In the theme search, collecting codes into possible themes, collecting all data related to each possible issue. In this step, the researcher will try to find out the themes which are fit to the codes. Fourth is reviewing themes. Checking if the themes function in relation to the coded extracts (Level 1) and the whole data set (Level 2), creates a thematic 'map' of the research. In here, the researcher will review the themes again. Fifth is defining and naming themes. Continuous research to define the details of each theme and the overall analysis theme, generating clear descriptions and names for each theme. In this stage, the researcher will re-define and re-name the themes which are not fit in my opinion. Sixth is producing the report. The final analysis opportunity. Selection of a vivid, convincing extract examples, final analysis of selected excerpts, drawing on the analysis of the research question and the literature, conducting a scholarly analysis report. In this step, the researcher will make the report based on the themes and codes.

3.6. Trustworthiness

Member checking will be used in this research. The reliability of the findings is the foundation of high quality qualitative research. The member check, also known as the sample or respondent validation, is a technique to identify the credibility of the findings. Data or outcomes are returned to participants to search for consistency and resonance with their experience. Member checks are also referred to as one of the list of validation techniques (Birt et al., 2016).

Additionally, these are some steps to do a member checking, the researchers can ask participants to review raw data (e.g., transcriptions or observational field notes) and

provide feedback on its validity. Across the procedure, the researchers ask participants if the themes or definitions make logical sense, if they are supported by enough data, and if the final account is reasonable and credible. In contrast, the researchers integrate the feedback of the participants into the final description. As a result of having the opportunity to respond to both the data and the final narrative, the participants add credibility to the qualitative analysis (Creswell & Miller, 2009).