CHAPTER III

METHODS AND PROCEDURES

This chapter describes (1) research design, (2) operational definition,(3) participant of the study, (4) data cellection, (5) validity and reliability, (6) data analysis. and (7) trustworthiness.

3.1. Research Design

In this study, I used mixed methods research because it deals with the phenomenon of this study. It used to find out the factors affecting undergraduate students' difficulties in writing thesis. According to Creswell (2014), mixed method is a method that involves the collection and mixing from qualitative and quantitative data. In this research, I combined both of qualitative and quantitative data together. Quantitative data used only to get the data of the aspects students' difficulties in writing their thesis by using the questionnaire. Besides that, I used qualitative data to find out the factors affceting students' difficulties in writing thesis by using interview.

In summary, I selected mixed methods data analyses because it deals with the phenomenon of this study to the factors affecting undergraduate stdents' difficulties in writing thesis at students of English Education Study Program, State Islamic University of Raden Fatah Palembang. Therefore, the data of this research was taken by using questionnaire, and interview.

3.2.Operational Definitions

To avoid the possibility of misinterpretation about some terms in this research, especially those used in the title, the definitions are provided:

Factor is defined as circumtance or events affecting difficulties in

writing their their thesis.

Difficulties in this research refer to a condition of students face problems to write their thesis properly, due to interference from students' internal factors and external factors.

Thesis writing is a scientific work created or written by students to be able to get a bachelor degree (S1) which contains writings that contain the opinion of the author by waiting or based on previously published theories.

Undergradute srudents Undergradute students is university or collage student who is working towards a bachelors degree.

3.3. Participants of the study

This study conducted at English Education Study Program of Islamic State University of Raden Fatah Palembang. In this study, I used two sampling techniques, those were purposive sampling and purposeful sampling. I used purposive sampling in order to take sample in quantitative. According to Dornyei (2007), purposeful sampling is a technique to find individuals who can provide rich and varied insights into the phenomenon under investigation so as to maximize what we can learn. I chose puposive sampling because I had several reasons.

Therefore, I selected the samples who would provide the rich information in order to answer the first research question. For that purpose, the researcher decided some of the following characteristics. Firstly, they were undergraduate students of English Education Study Program at Tarbiyah Faculty State Islamic University Raden Fatah Palembang. Secondly, student who was taking the last semester or doing their thesis and have been study more than five years. Thirdly,

their titlle of thesis prposal have been accepted. Fourthly, they are in the process of revising and writing their thesis. And the last, they are accessible. The sample of the study there will consist of 30 students and consisted from students academic 2013 and 2014 years.

Then, purposeful sampling was used to take sample in qualiative research. According to Creswell (2012), purposeful sampling means that to learn or understand the essential phenomenon, a researcher select individuals and sites intentionally. In addition, this study used homogeneous sampling. Homogeneous sampling means reseacher chooses participants depend on affiliation in a subgroup that has discribing characteristics (Creswell, 2012, p.208). Because of the participants in this study faced more difficulties in writing thesis. so, homogeneous sampling was taken as one of purposeful sampling strategies to choose the participant.

3.4. Data Collections

In data collection, I found out the data through questionnaire, and interview. There were two kinds of data collection: quantitative and qualitative data.

3.4.1. Quantitative Data

3.4.1.1. Questionnaire

To collect the data in this study, I used questionnaire adapted from Singh (2015). The questionnaire consist of 20 item. These items were organized into two groups: language-related and structure/content-related. Each group consists of 11 item from language-related and 9 item from strucrure/content related of academic writng. The questionnaire allowed a researcher to see the students' difficulties

with aspect of thesis writing.

In questionnaire, the respondents were required to answer the questions about the things that matter for them in difficulties in writing thesis by chossing the answers that provided by the writer. The model of questionnaire used the Likert scale in providing response options for the participants. It were contains five statements and each statement had a scale value from 5 to 1. The scales which were indicated positive sense of very difficult to very easy.

Table 1. Table of Scale Value

Response	Scale Value
Very Difficult (VD)	5
Difficult (D)	4
Neutral (N)	3
Easy (E)	2
Very East (VE)	1

3.4.1.2. Validation Instrument

a. Validity

Validity is the quality of being correct or true. Cresswell (2012) claims that validity is the degree to which all of the evidence points to the intended interpretation of test score for the proposed purpose. Then, this questionnaire was ready-made by Singh (2015) and already validated by some experts. Data was obtained from the university's Institute of Postgraduate Study. There were 203 international graduate students registered in the 13 coursework and 11 mixed mode Master programmes offered in the 10 schools comprising three Arts (Social Sciences, Humanities and Communication), two Hybrid (Education and Housing,

Building and Planning) and five Sciences (Chemical Sciences, Physics, Pharmacy, Computer Sciences, Mathematics) for the Semester Two (Academic Session 2011/2012). Only 131 respondents in the age range of 20 to 47 years voluntarily participated in the study and completed the questionnaire. According to results has content validity of 8,22 percent

b. Reliability Test

Reliability referred to the degree to which a test consistently measures whatever it measures. Further, to get the reliability of the questionnaire, internal consistency was used and analyzed by using Alpha Cronbach in SPSS 20.0. Fraenkel, Wallen, and Hyun (2012) state that to decide if the questionnaire is reliable, the coefficient should be at least 0.70, preferably higher. The coefficient of reliability by using Cronbach alpha was followed:

Table 2. Internal Consistency by Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very Highly Reliable
0.80 – 0.90	Highly Reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Minimally Reliability
<0.60	Unacceptably Low Reliability

Further reliability analysis from Singh (2015) indicated scale reliabilities were found to be 0.82. it means that the questionnaire was highly reliable.

3.4.2. Qualitative Data

3.4.2.1. Interview

In this study, I used interview to collect the data. Creswell (2012) affirms

that interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The interview conducted in this study in unstructured. According to Walliman (2011), unstructured interview was a flexible format, usually based on a question guide but where the format remains the choice of the interviewer, who can allow the interview to ramble in order to get insights into the attitudes of the interviewee.

In addition, I conducted one on one interview type. Creswell (2012) states that one on one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. The interview used to gain deeper information about the problem faced by undergraduate students' difficulties in writing their thesis.

The interview questions asked to the participants. Those interview questions were called by interview protocol. This protocol consisted of 10 questions related to the factors affceting students' difficulties in writing thesis. In addition, there were 5 students as the participants of interview. Interviews made in Bahasa Indonesia and the data translated and transcript into transcription. The first language used to make the participant understand the questions and be able to gave much information to the interviewer.

The process of conducting interview followed into several steps. First, I prepared the interview protocol and recorder to record the interview process. Then I prepared a note for writing additional information. I identified a teacher as an interviewee. To begin the interview, I introduced myself to interviewee then I asked their personal information and some questions based on my interview protocol by using semi-structured interview. I asked for several questions to the

students like making a conversation as usual as possible. The interview questions were consisted of 10 items which identify the factors affecting students' difficulty in writing thesis. While interviewer answer my questions, I took a brief notes during the interview. Finally, I completed the interview by a final thank-you statement to acknowledge the time the interview spent during the interview.

For the accuracy of the interview questions, checking the validity is a must. I asked two lecturers in in English Education Study Program of State Islamic University of Raden Fatah Palembang to validate questions of interview whether the questions were appropriate or not. The validators judged that questions and decided whether can be used to describe students' problems in writing thesis or not. The categories of validators, they were English department graduates, they had more than five hundred TOEFL score and they had a minimum five years teaching experience.

3.5. Data Analysis

3.5.1. Quantitative Data

3.5.1.1. Questionnaire

In order to know students' difficulties in aspects of writing thesis, in this part, I used questionnaire. The way of student judgment was by seeing the result appeared on the total score in questionnaire. So, I counted the students' questionnaire result to know their aspects affecting students' difficulties in writing their thesis. Furthermore, I divided the students based on their aspect of difficulties' in writing thesis.

3.5.2. Qualitative Data

3.5.2.1. Interview

In data analysis, I analyzed the data by using thematic analysis. Thematic analysis is a qualitative analysis that used to analyze classifications and present themes that relate to the data (Alhojailan, 2012, p.10). In this research, I needed to be able to draw interpretations about the factors affecting students' difficulties in writing thesisin English. Thematic analysis is considered the most appropriate for any study that seeks to discover using interpretations (Alhojailan, 2012, p.10). In addition, Marks and Yardley (2004) state that thematic analysis gives an opportunity to understand the potential of any issue more widely. In short, thematic analysis was used to analyze the data from interview.

In analysing the data, this study followed the 6 steps of data analysing from Cresswell (Creswell,2014). They were as followed:

1. I Organized and prepared the data analysis. This involved typing up field notes or sorting, transcribing interviews, optically scanning material, and arranging the data into different types depending on sources the information.

2. I read through all the data. In this step, I also wrote notes in margin or start recording general thoughts about the data.

3. I Began detailed analysis with coding process. Codding process in table was resulted from checklist field notes, checklist and interview data.

4. I used coding process to generate a description of setting as well as categories or theme for analysis. I described detail information about

observation and interview result and generated codes for this description based on data.

5. I advanced how the description and themes will be represented in the qualitative narrative to convey the findings of the analysis. I mentioned chronology event and conveyed description information about each participants.

6. The final step in data analysis involved me made interpretation or meaning of the data. I gave personal interpretation, couch in the understanding that the inquirer bring to my research from my own experiences. It could also be a meaning derived from a comparison of the findings with information gleaned from literature or theories.

3.6. Establishment of Trustworthiness

In qualitative research, data can be categorized good data if the data are valid. Thus, Trustworthiness used for evaluating qualitative data analysis to make sure that the data were accurate. credible. Lincoln and Guba (1985) state that trustworthiness in a qualitative research aim to determine the accuracy and credibility of the findings. In addition, Creswell (2012) also adds that validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation. In short, member checking was used in this study as a method of validating findings.

In this study, member checking was usd as the strategy to validate the accuracy or credibility of findings. According to Creswell (2009), checking the accuracy of the findings, researcher actively incorporates validity strategies into their study, one of them is member checking. In this study, of checking accuracy of interview report, I asked my interviewees (the students) recheck about

interview transcribes as conformity to their information which had been given by them in the interview.