

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Paradigm, Approach, and Method

The paradigm used in this study is a constructive paradigm. The constructive paradigm aims at comprehending the life experience of the world from the perspective of persons who have that experience (Lather, 2006). A constructive paradigm is used in this research because the researcher seeks to comprehend the self-adjustment experience of international students who left their country to study abroad.

A qualitative research approach is used for this study. A qualitative approach is a collection, analysis, and interpretation of non-numerical data to acquire insights into a specific phenomenon of interest. Qualitative research methods have different beliefs and are designed for different goals than quantitative research methods (Gay et al., 2011). A qualitative approach is used in the research because the researcher seeks to collect, analyze, and interpret comprehensive narrative data to gain insight into the self-adjustment of international students in *Universitas Pendidikan Indonesia*.

The research method used in this study is a case study method. Case study research is a qualitative research approach in which researchers target a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school) (Gay et al., 2011). According to Creswell (2017, pg. 73) “The case study method explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, documents, and reports), and reports a case description and case-based themes”. These important perspectives presented by qualitative researchers provided the foundation for my research methodology. A case study method is used for this research because the researcher seeks to explore the self-

adjustment of international students at *Universitas Pendidikan Indonesia* through detailed, in-depth interviews and reports a case description and case themes.

3.2 Setting

This research is carried out in *Universitas Pendidikan Indonesia*. *Universitas Pendidikan Indonesia* was established in 1954 as a Teacher Education College (PTPG). It is a multi-campus university, with one main campus and several others. The main campus is at Bandung, Indonesia; other campuses are in *Cibiru*, *Tasikmalaya*, *Sumedang*, *Purwakarta*, and *Serang*. Statistics show that the number of international students enrolled in *Universitas Pendidikan Indonesia* has increased from 6 students in 2006 to 116 students in 2019. According to the information gathered from the international office, in 2019, *Universitas Pendidikan Indonesia* enrolled approximately 116 students (44 undergraduates, 36 graduates, and 36 students for short courses), with 3% from Europe, 3% from America, 9% from Africa and 85% from Asia. The increasing number of international students at *Universitas Pendidikan Indonesia* shows that it is going to be a home for international students.

3.3 Research Participants

The participants for this study are international students currently enrolled in undergraduate, masters, and doctoral degree programs at *Universitas Pendidikan Indonesia*. *Universitas Pendidikan Indonesia* is home to 116 international students from different countries. The technique used in selecting the participants for this study is purposive sampling. Purposive sampling also called judgment sampling, is the method of selecting a sample that is considered to be representative of a given population. That is, the researcher selects the sample using his/her knowledge and experience of the group to be sampled (Gay et al, 2011). In purposeful sampling,

researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2002).

The participants used in this study were gotten from the researcher's existing network of international students and were selected based on their readiness to participate in the study. The participants for this study are five (5) international students from Europe, Asia, America, and Africa, enrolled in undergraduate, masters, and doctoral degree programs at *Universitas Pendidikan Indonesia*. The specific characteristics of the international students used in this study are explained in the table below:

Table 3.1
Profile of Participants

Student	Age	Sex (M/F)	Continent	Study Program	Degree Program
P1	29	F	Africa	Social Science	S2
P2	25	F	Europe	English Education	S2
P3	38	M	America	Art Education	S2
P4	22	M	Africa	Management	S1
P5	31	M	Asia	Educational Administration	S3

3.4 Research Design and Procedures

The research design that was used in this study is a single case study design. In a single case study design, the researcher targets an issue and then selects one bounded case to illustrate this issue (Stake, 1995 in Creswell, 2017). Yin (2009), noted that a single case study is the best choice for a researcher who wants to study only one single thing or a single group. In a single case study research, the researcher questions previous theoretical relationships and explore new ones because of that a more careful study is made. This makes the researcher get a deeper understanding of the subject.

Stakes (1995) in Creswell (2017) explains that there are five steps in conducting case study research, namely:

1. Decide if a case study method is appropriate to the research problem.
2. Identify the case or cases.
3. Collect data from multiple sources.
4. Data analysis can be a complete analysis of the whole case or embedded analysis of a specific aspect of the case.
5. Report the meaning of the case, whether an instrument case or an intrinsic case.

The research procedure of this study is explained in stages, the activities carried out and the results achieved. The research procedure for this study is explained in the diagram below:

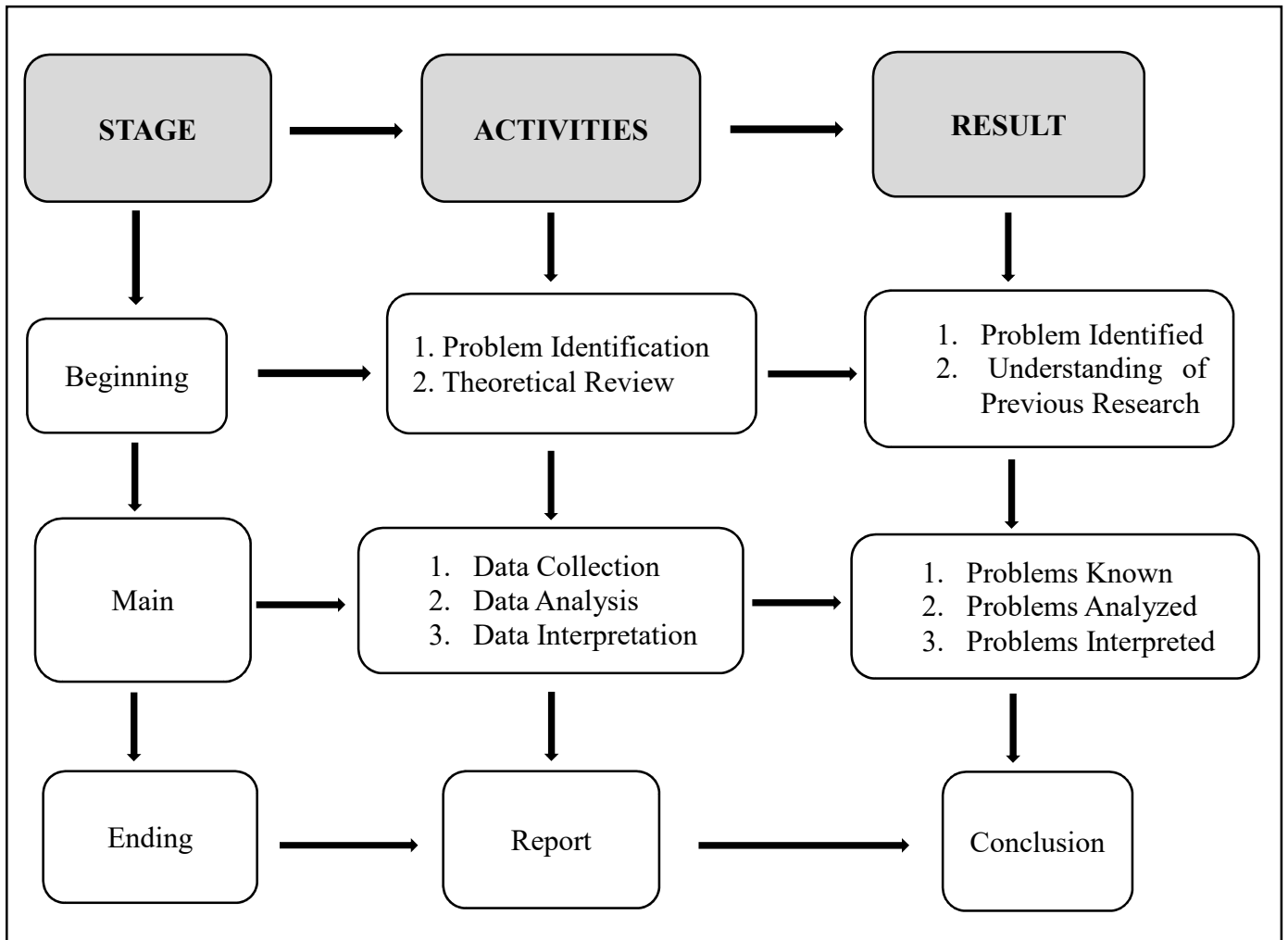


Figure 3.1
Research Procedure

3.5 Data Collection Technique

The technique used for data collection is an interview. A qualitative interview takes place when researchers ask participants open-ended questions and record their answers. Subsequently, the data are transcribed and typed into a computer then

analyzed (Creswell, 2002). The researcher asks open-ended questions to allow participants to voice their experiences unconstrained by any of the researcher's views or previous research findings. The Open-ended response allows participants to create options for responding (Creswell, 2002).

3.6 Data Analysis

Data were analyzed using the traditional method of hand analysis. Hand analysis implies that researchers read the data, mark it by hand, and divide it into parts. Traditionally, analyzing text data involves using color-coding to mark parts of the text or cutting and pasting text sentences onto cards. Some qualitative researchers like to hand analyze all of their data (Creswell, 2002). Connections between categories and themes will be used to further my understanding of the adjustment of international students and to shape the organization of the data for portrayal in my final document.

Data collected on the trends of international students' self-adjustment using interviews were analyzed using hand analysis. While analysis is going on information on self-adjustment problems of international students in undergraduate, masters, and doctoral students and the differences in self-adjustment of international students from Europe, America, Asia, and Africa were also gathered.

3.7 Triangulation

Triangulation is a process used to increase the validity and credibility of research findings (Cohen et al., 2000). Both methodological and data triangulation was used to determine the credibility and validity of this study. Methodological triangulation promotes the use of several data collection methods (Denzin, 1970). The use of interviews and study documents in this study proves the validity of this research.

Data triangulation refers to using diverse sources of data. This includes different places from which to collect the data, different times for data collection, and different people who could be involved in the research study. Flick (2002) indicates that “the starting point is to purposively and systematically involve personas and study groups, local and temporal settings in the study” (p. 226). Data triangulation also includes gathering data from both the people involved and the researcher’s own experiences of a situation. The researcher’s personal experience and the use of individuals with different world-views, different settings (counseling room, dormitory, café, online), individual, and group interviews proofs the validity of this study.

3.8 Member Checking

Member checking is a tool used to verify, validate, or assess the credibility of research results (Doyle, 2007). Member checking was used in this study to determine the accuracy of the research findings by taking particular descriptions back to participants and determining whether these participants feel that they are accurate.