

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology containing design, site and participants, data collection, and data analysis.

3.1. The Purpose of the Study and Research Question

As what has been explained in Chapter I, this study aimed to investigate the writing process applied by postgraduate student researchers, master and doctoral level, in writing internationally published journal articles. This study also aimed to identify the benefits and challenges that postgraduate student researchers gained and faced in each stage of the writing process.

3.2. Research Design

This study employed the qualitative approach as the methodology which refers to the study that produces descriptive data about people's words (written and spoken) and their observable behavior (Taylor et al., 2016). Hamied (2017) stated that qualitative methodologies are best chosen when the study aims to understand the issues deeply. This study employed qualitative approach because of its focus and aims to discover the writing process in writing journal articles and to describe its findings descriptively. Unlike other previous research exploring writing process issues which were done through experimental research, this study employed the qualitative paradigm because the journal article composition had been done in the past. Therefore, the qualitative paradigm was chosen to recall and describe past events and experiences.

The design of this study was a case study design that has been chosen for several reasons. First, the nature of this study which aimed to explore the writing process in a particular academic writing task, was relevant to the characteristic of a case study where the research was conducted within a unit or a phenomenon in a bounded system (Smith, 1978). The boundary in this study was the journal article writing in international journals indexed in Web of Science and Scopus. Second, this study involved only four participants, which was relevant to the case study characteristic where the participants are limited in numbers. Third, this study employed multiple data collections from interviews and document analysis which

was relevant to case study characteristics with various sources of information (Creswell, 2014).

3.3. Research Site and Participants

This study was conducted in a state university. This state university was chosen due to several considerations. First, this university obliges postgraduate students to have an academic publication as one of the requirements to graduate. Although this university does not require students to publish journal articles in international journals, international journal publication is highly appreciated. Second, this university is ranked within Top 10 Universities in Indonesia in Scimago Institution Rankings (SIR) based on three indicators; research performance, innovation outputs, and societal impact (Scimago Journal & Country Rank, 2022). In addition, this university is also ranked within Top 10 Universities with highest SINTA Score 3Yr based on SINTA Kemdikbud. The rank and the position of this university resulted the higher demands for its lecturers and students to have more productivity in journal article publications. Third, the accessibility to the participants was also another consideration. Hamied (2017) stated that qualitative research emphasizes the convenience of choosing the research site with the techniques of purposive sampling.

The participants in this study were four postgraduate students who majored in English language education with journal article publications in international journals indexed in Scopus. The participants were recruited after contacting postgraduate students from various cohorts to gain information about those who have published journal articles in international journals. After getting the information about the students, the researcher personally contacted the participants to ask for their participations in this study. Finally, two students respectively from master and doctoral degrees were chosen to compare and contrast the writing process that the students went through during journal article composition. Every name mentioned in this study is pseudonym. Therefore, this study's results were expected to give insight into the published journal article writing process for postgraduate students specifically and all university students generally.

The demographic data of the participants were presented as follows:

Table 3.1.

Students' demographic information

No	Pseudonym	Education	Journals	Scopus
1	Koko	Master Degree	Asia TEFL Journal	Q1
2	Ari	Master Degree	Studies in English Language and Education	Q1
3	Melati	Doctorate Degree	Cypriot Journal of Educational Sciences	Q3
4	Retno	Doctorate Degree	Asia TEFL Journal	Q1

The table above shows the names of the international journals and its index status in Scopus in which the students published their works. There are two quartiles of journal ranks in this study, Q1 and Q3. This classification is the result of participants' availability and willingness to participate in this study. This is relevant to what Creswell (2014) stated about participants' voluntary participations which mean researchers have no authority to force anyone to participate in the study. Therefore, this study could not involve students who only have published in Q1 journals because some students could not participate in this study due to personal reasons.

3.4. Data Collection Techniques

The data in this study were collected from multiple sources including document analysis and interview with the qualitative paradigm (Merriam, 2009; Hamied, 2017). The data collection methods in this study were adapted from the previous research conducted by Wingate and Harper (2020) to investigate successful and unsuccessful university students' writing process in completing their first assignment. The data in that research were collected from student observation, interviews, and completed documents with lecturer feedback. For this study, the observation was not conducted because the participants had done the process of writing journal articles. Instead, this study used document analysis to see the writing process of journal articles reflected in the documents that the participants composed. The use of interview was also applied in the research by Kolb et al.

(2013) and Abas and Aziz (2018). In this research, interview was employed to explore each stage in the writing process deeply.

3.4.1. Interview

In this study, the interview was conducted to explore more data about writing process, the challenges and the benefits from each writing stage by using guideline questions related to the writing process. The type of interview was semi-structured interview. The aim of the interview follows Kolb et al. (2013), who stated that the goal of the interview was to tease out as many details as possible regarding the writing process the students had gone through. The interview was also conducted because the writing process might be past events for the participants (Merriam, 2009). The interview questions were adopted from the previous writing process research by Kolb et al. (2013) and were created based on the process approach to writing and genre approach theories. The guiding questions consisted of 41 items with the adjustment of the item numbers during the interview sessions. The purpose of the interview question adoption was to increase the instrument's validity in this research. Beside that, the interview questions were also checked by the writing experts to increase its validity. The list of the interview questions could be seen in Appendix 1.

3.4.2. Document Analysis

The documents in this research were the drafts, the revision, and the final published academic article. The aim of analyzing the documents was to reveal the information that cannot be observed and might have taken place before the study begins (Merriam, 2009). In the context of this study, document analysis aimed to see the traces of the writing process in the documents that the participants had. From the traces in the documents, information about the writing process was gained. The document analysis was conducted after the interview, as what Taylor et al. (2016) mentioned that documents are rather personal, and it is wise to ask for access to the documents after the bounding and relationship built among the researcher and participants. The documents analyzed are as follows:

Table 3.2.

List of documents

No	Name	Article Title	Documents
1	Koko	Extensive Listening for Teaching English to Young EFL Learners: The Views of Asian EYL Teachers	- Emails with editors - 3 drafts - 4 revised and edited files - Published manuscript
2	Ari	Digital Literacy Practices in Tertiary Education: A Case of EFL Postgraduate Students	- A file from writing workshop - 2 drafts - 3 revised and edited files - Published manuscript
3	Melati	Learner Autonomy and English Proficiency of Indonesian Undergraduate Students	- Emails with editors - Reading journal report - 3 revised and edited files - Published manuscript
4	Retno	Learning How to Re-Mean: Developing Paraphrasing Materials from an SFL Perspective	- 3 drafts - Asia TEFL template - 3 revised and edited files - Published manuscript

3.5. Data Collection Procedures

This research was conducted based on the following data collection procedures below:

3.5.1. Interview

Interviews were used to find out the writing process that each participant went through during the article composition. The researcher contacted the participants to explain the context and the objectives of the research. Once the participants agreed to be part of the research, the schedule was set to conduct the interview through Zoom meetings. Synchronous interview has advantages and disadvantages. Online interview could reduce time and cost burdens of research (Carter et al., 2021). Especially in the pandemic situation, online interview allows researcher and participants to have real-time interaction. However, online interview might be hindered due to the limited access of reliable internet and technology (Carter et al., 2021). For the interview, the researcher used the list of interview questions and impromptu questions to probe the process and activities the participants did during the composition. Each interview was conducted in

Indonesian language to cater participants' native language as what Mackey and Gass (2017) suggested. The interview lasted for around 1.5 – 2.5 hours and was recorded to be analyzed. After the interview sessions were conducted with all participants, the videos were transcribed and analyzed. There were also follow-up interviews through WhatsApp chats. After obtaining and analyzing all necessary documents, the researcher texted the participants to confirm and ask for further information from the analyzed documents.

3.5.2. Document Analysis

The documents needed such as drafts, revisions, published manuscripts, feedback, and correspondence with journals were collected after the interview was conducted. Approximately, there were around thirty documents analyzed with detailed list of documents in Table 3.2. There were several similar documents submitted by the participants such as drafts, revised and edited manuscripts, and published manuscript. Melati was the only participant who could not submit her drafts due to the technical problems with her laptop. Several different documents were also submitted by the participants such as writing workshop result, reading report journal, emails with the journals, and journal template. The examples of aforementioned documents could be seen in the Appendices.

The reason to collect the documents after the interview was to build rapport with the participants before asking for the document access. The aforementioned documents were related to the process of journal article composition.

3.6. Data Analysis

The data in this research were analyzed by following several steps as what Creswell (2007) suggested. The steps were establishing the patterns from the data collected, then it is continued by making naturalistic generalizations from the similarities and differences. To follow the guidance from Creswell (2007) and Merriam (2009), the data were analyzed as follows:

3.6.1. Analysis of Data from Interview

The transcript from the interview was analyzed by focusing on the participants' responses to explain about the process of their article compositions. The data from the interview were condensed based on salient patterns formed from

process writing theories. The excerpts of the interview could be seen in Chapter 4, and the condensed interview could be seen in Appendices. After that, the condensed transcript was open coded to identify the themes according to process and genre approach. The themes were interpreted based on the theories from Badger & White (2002), Emilia (2005, 2008, 2011, 2012), Gibbons (2002), Graves (1982, 1983, 1996), Hyland (2003, 2006), and Williams (2003; 2005) written in Chapter II. The interpretation result was presented descriptively as one of the characteristics of qualitative research.

3.6.2. Analysis of Data from Documents

For this study, the documents related to article compositions, as what have been mentioned previously, were analyzed based on the principles and stages of writing from process approach and genre approach theories written in Chapter II such as ones from Badger & White (2002), Emilia (2005, 2008, 2011, 2012), Gibbons (2002), Graves (1982, 1983, 1996), Hyland (2003, 2006), and Williams (2003; 2005). To analyze the documents, the researcher followed the guidance from Bowen (2009) by re-reading and reviewing all documents to code and construct categorizations based on the theories and principles of writing process to uncover the themes. First, the documents were coded based on the stages of the writing process. After that, the documents in drafting and revising were analyzed further based on the principles of process and genre approach to tease out the sub themes. The example and results of the analysis could be seen in Chapter 4 and Appendices.

From the analysis and researcher's interpretation, the salient themes were established. To minimize the bias during document analysis, this study followed Denzin's (1978) advice by employing interview as another source of data and using multiple theories to confirm the findings.

3.7. Concluding Remarks

The design of this study, the site and participants of this study, the procedures on how the data were collected and analyzed have been shown in this chapter.