

CHAPTER III

METHODOLOGY

This chapter consists of four sections that are related with the research methodology. The first section is research design, the second is respondents of the study, the third one is data collecting methods, and the last one describes the data analysis.

3.1. Research Design

This research employed qualitative approach and naturalistic observation technique in collecting the data. It was used since the researcher wanted to investigate the implementation of collaborative writing in the second semester students of English Department of UPI in a natural setting without any manipulation or control toward the respondents but simply studies and records what is going on naturally (Fraenkel&Wallen, 1993: 391).

This research furthermore employed interview, observation, field notes, document analysis, audio recordings, and photograph as the sources in gaining the data. In other words, the data were collected in the form of words and pictures rather than numbers. As Bogdan&Knopp states (in Fraenkel&Wallen, 1993) that in understanding one case qualitative researchers usually do not use numerical symbols in reducing the data. However, they tend to take a real situation based on what they got in their observation and recording. Moreover, all the things in a

situation during the observation are all noticed by the researcher since all the things during the observation could be all worthwhile for qualitative researcher.

3.2. Respondents of the Study

Qualitative research study applied purposeful sampling in which “it is a strategy to choose small groups or individuals likely to be knowledgeable and informative about the phenomenon of interest” (McMillan and Schumacher, 1989 cited in Rachmini 2004). In line with that, Patton (1990:169) states “qualitative study takes relatively small samples even a single case, and selected purposefully.”

Based on my consideration, I decided that the respondents of the study were taken from the second semester student or precisely the students of “Writing in Professional Context” class of English Department of UPI. As we all know that English Department of UPI is one of the most precious departments in UPI even in Bandung. Hence, I assume that teaching-learning process is running well especially in the writing class in which I held the observation.

Furthermore, I selected seven students from the population by means of purposive sampling. Two males and five females were selected from the class. They are students who have high and low scores in previous writing class.

3.3. Data Collection Procedures

In collecting the data, this study applied three strategies of data collection. The strategies are observation, interview, and document analysis.

3.3.1. Observation

In the observation phase, the researcher acted as observer and participant where the researcher was recognized by the participants but did not participate in the activities in the class being studied. Moreover the researcher may talk with the students and lecturer to gain information.

The observations were taken at the second semester student (English education class A). The observation that was begun from March 2008 until May 2008 was started at 07.00 am and finished at 08.45 am.

In the observation, the researcher focused on four main points; teaching and learning methods, teaching – learning situations, students' participation, teaching and learning duration, and subtle factors.

As a tool to gain the data during the observation, the researcher used field notes to portray what is going on in the class. Steps of teaching and learning process, students' participation and presentation, teaching material, task and assignments were all the aspects captured on the field notes. Besides, the researcher also utilized cell phone's camera as a tool to complete the data.

3.3.2. Interview

Interview is used to gain the data that can not be obtained from the observation. Besides, open-ended question are commonly used to explore participants' feeling or related information that they have. Through interviews, researcher can get in-depth information since researcher can paraphrase some questions that maybe not clear/ can not be understood by the participant.

Moreover, the researcher can also give follow up questions to the participants during the interview (Alwasilah, 2000). Another statement from Fetterman cited in Fraenkel&Wallen (1993) describes interviewing as the most important data collection technique that is possessed by a qualitative researcher. From the statement above, the researcher then tried to reveal as much information as possible from the participants through interviews.

The researcher conducted the interview by using individual interviews technique. It was used to get in-depth information from the participants, to maximize concentration during the interviews, and to get more intense with the participants.

The interview was conducted in the end of the semester. It took about twenty minutes in each interview. The researcher used a cell phone as a tool for recording the process of interviews. Furthermore, the result of the interviews was transcribed to make categorization or explanation of the information which has been obtained in a set of words.

3.3.3. Document analysis

The use of document analysis in this research was aimed to enrich the information that have been gained from the observations and interviews. Information that might be difficult or even impossible to obtain through direct observation can be gained through analysis of textbooks (Fraenkel&Wallen, 1993). Hence, beside direct observation and interviews, the researcher also analyzed other resources such as book, article, journal, students writing, and other

documented information that related to the research. Those documents were collected and analyzed in order to support the finding of the research, and to ensure validity of the research.

3.4. Establishing Trustworthiness

In doing a research, researcher has to defense his research from threats (rival hypothesis) that may come to ‘attack’ his/her research. Hence, establishing trustworthiness should be a goal for a research. It means that credibility of a description, conclusion, explanation, and interpretation, should be considered by a researcher. The data that have been gathered have to be examined carefully to ensure its validity. Maxwell (1996) states that method can not force away some threats towards validity but it can be forced away by evidence. Thus, a set of evidences have to be presented to ensure the validity, and to repulse the threats toward the study.

Merriam (1988 in Gunawan 2002) states there are some strategies to ensure the validity of the investigation such as triangulation, member checks, long term observation, and providing a rich-thick description. Hence, the researcher used triangulation, peer examination, member checks, and providing a rich - thick description to ensure the validity of the study.

“Triangulation is a technique of collecting information from a diverse range of individuals and settings, using variety of methods” (Maxwell, 1996: 93). Related to the statement above, the researcher applied three methods of collecting data: observation, interview, and document collection. The researcher triangulated

the data from the interviews with the field notes of observations and other documents to establish reliable findings and conclusion.

Peer examination is carried out to get some suggestions, critiques, or comments from other students and colleagues to identify threats toward the study, bias, and assumptions. In this study, the researcher got some inputs and shared the research with some colleagues from UPI and another university.

The next technique is member checks. It is a technique of checking validity of the data by asking the respondents to check the researcher's interpretations, findings, and result of the study, so that, this study is avoided from misinterpretations in understanding the respondents answers during the interviews.

Rich data or thick description means data that are detailed and complete enough that they provide a full and revealing picture of what is going on (Maxwel, 1996). To ensure the validity, credibility, and transferability of the study, the report of qualitative study should be presented in a thick description.

Moreover, Data that were gained from the interviews are recorded and transcribed into written text. In addition, field notes and camera were also utilized during the observations.

3.5. Data Analysis

Steps of analyzing data in qualitative research according to Miles and Huberman (1992 cited in Sukmayadi 2008) are data reduction, presenting the data, taking conclusion and verification.

Data reduction means choosing, simplifying, and transforming rough information that emerged from the interviews and observations. At first, the researcher listened to the recorded interview before transcribed it. Moreover, the researcher read the field notes several time and compared it with the data from the transcribed interviews. Besides, the researcher also wrote memos on what the researcher listened and read to stimulate analytical insight. According to that, Maxwell (1996) proposes that write memos while we are doing data analysis is important because it does not only capture our analytical thinking regarding our data but it also facilitate such thinking and stimulating analytic insights.

Furthermore, all the data that have been collected and transcribed are classified into several categories.

The next step of data analysis was presenting the data. After the data was transcribed and classified, then the data was presented in narrative form and table to build meaningful information that is related to the study.

After presenting the data, the next step was taking conclusion of the whole presented information. Besides, to ensure the validity of the study, rechecking and peer examination were used once again to verify the study.

