

## **CHAPTER III**

### **RESEARCH METHOD**

Research method is important parts of research to accurately get data. In this case, the setting is outlined and directed to answer the formulation of problems. This chapter discusses the research design, the population and sample of the research, the location of the research, the instruments of the research, the data collection and the data analysis.

#### **A. Research Design**

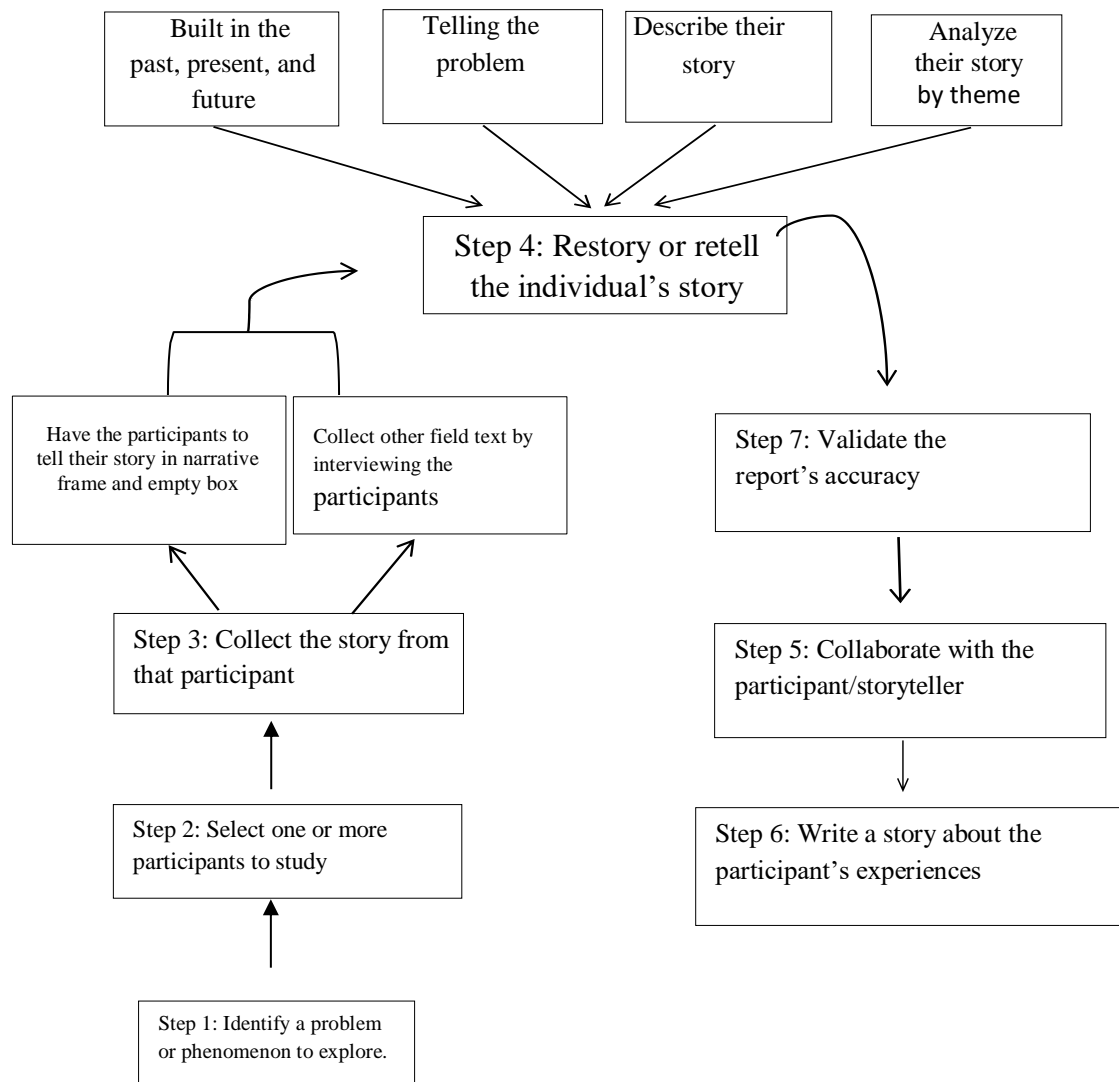
Research design is a process which is planned by the researcher to identify the challenges faced by post graduate student and the strategies in writing article for international publication. It is also investigated the students' experience in writing paper for international publication. The design of this study is narrative inquiry. It is because the research investigate about people live experience, human stories, and social interactions. The method of the study is qualitative method because that it is used to describe the students' experience in writing article.

According to Conelly and Clandinin explained that narrative inquiry are a view of human experience in which individually and socially humans lead story lives. Therefore, it is not only focus on individuals' experience, but also the social, culture, and individuals' experience were constituted, shaped, expressed and enacted. Narrative inquiry means a big story in participants' lives or focusing on the narrative small stories generated in talk interaction on the content of past experience.<sup>1</sup>

This study uses Narrative inquiry explaining the students' experience story that EFL students' challenges and strategies in writing article for publication in IAIN Kediri. The researcher gets the data and achieve the goal uses systematic procedure to understand their experience that it built in the past, present, and the future.

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<sup>1</sup> Conelly and Clandinin, "Narrative Inquiry: Experience and Story in Qualitative Research", San Fransisco: Jossey-Bass. (2000), 75.



(Taken from Creswell, 2012:15)

**Figure 1.1 Steps in Conducting Narrative inquiry**

## **B. The Step to Conduct Narrative Inquiry**

The procedure of the study was taken by Creswell.<sup>2</sup> It represented evident and comprehensive steps in conducting the narrative inquiry. The steps in conducting narrative inquiry as follow:

### **Step 1 : Identify the Problem and Phenomenon to Explore**

The researcher tried to identify an issue to understand students' personal or social experience. The goal of this study was to understand about students' challenges in writing article for publication in IAIN Kediri. The instrument used to collect the data is observation and interview. The researcher gets the data use observation and interview about the students' challenges and strategies in writing article for publication. The researcher tries to examine the

<sup>2</sup> Creswell, R. Kullman & Wild, C. Educational Research, Planning, Conducting, and Evaluating, Quantitative and Qualitative Research, 4th. Pearson Education Inc, (2012), 15.

students' score or percentage score that they get in ELT assignment for publication and to know the students' challenges and strategies in writing article for publication in IAIN Kediri.

## **Step 2 : Selecting the Participants of the Study**

The participant of this study is postgraduate students in the fourth semester of English department students at IAIN Kediri. The researcher takes the students in fourth semester due to they have an obligation to collect and publish their article in a book that talking about ELT research Review. The article has been published in a book by Rahmani Nur Indah with the title "Anthology of ELT Research Review". This is the first time for them to publish their article research. Therefore, they have to learn more with many things and definitely they will face many challenges when they write an article for publication. Hence, the researcher sorts the students as the participants in this study.

In selecting the students that decided to be the participants, the researcher analyzes their score or percentage of ELT assignment. The lecturer tries to check the students' article use similarity index to detect the plagiarism from their article. From 11 students, the lecturer divides into 4 groups. They must submit an article in every group. The researcher chooses a participant each group. The researcher divided 2 types of the students who have to revise article and did not revise article. The lecturer establishes the minimum plagiarism is 25%. When the student gets score 25 percent, it means they are not revised their article. In contrast, while they get more than 25%, they must revise their assignment. Some of the students must revise their assignment. Basically, there are 2 students in a group who get 25% plagiarism on their article. It means they did not revise their article. On the other hand, there are 3 groups or 9 students that get more than 25% score. Therefore, they have to revise their article. The result from the observation and identify the phenomenon this study, the researcher takes a participant each group. It is because the four of them were intentionally selected to understand the central phenomenon with the basis of selection is whether they are "information rich". After that the researcher contacts them to have further interaction.

Table 2.1. Participants profile

Participant	Gender	Study Period
SR1	Male	4 semester
SR2	Male	4 semester
SR3	Female	4 semester
SNR1	Female	4 semester

### **Step 3 : Collecting the postgraduate students' story**

The researcher collects data from students via online by WhatsApp message. It is because the current situation, taking into COVID-19, the government makes a decision as like lockdown and social distancing. Beside verbal story through conversation, the researcher used narrative frame and interview as instrument to collect the data.

#### **1. Narrative frame**

Barkhuizen argues that narrative frame means analyzing students' experience or story in skeleton form. It is a story template of incomplete sentences and blank spaces to be filled in by respondents in connection to their experiences.<sup>3</sup> The narrative frame of the study is adapted from Hiratsuka.<sup>4</sup> The sentences begins guide the students in creating a story of their experience in writing and help the researcher to obtain the information in a structured form. The frame shows the chronology of the students' experience, hence, Creswell argues that the have must have three-dimensional space narrative structure of interaction (information about what the students' feel, react, hope, and think), continuity (now and then), and situation (time and space).<sup>5</sup>

The aim of narrative frame is helping the researcher get the fuller of the participants experience to be written.<sup>6</sup> The researcher tries to anticipate the limitation of narrative frame as restricting students' stories (the students that want to write more), the researcher provide narrative empty box at the beginning and the end of the actual sentence to write freely and deeper information.<sup>7</sup>

#### **2. Interview**

The researcher obtains the stories by the students use interview. Following Kvale and Brinkmann assumes that qualitative research interview tries to understand the participants' points of view, to unfold and uncover their experiences to scientific explanations.<sup>8</sup> The researcher use semi-structured Interview. It is because the questions do not allow one to divert, the semi-structured is open. Therefore, allowing new ideas by

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<sup>3</sup> Barkhuizen, G Benson & Chik, A, "Narrative Inquiry in Language Teaching and Learning Research", New York, Roudledge, 2014, 45.

<sup>4</sup> Hiratsuka, "The Study Into How High School Students Learn Using Narrative Frames", *ELT Journal*, 2014, 179.

<sup>5</sup> Creswell, R. Kullman & Wild, C, "Educational Research, Planning, Conducting, and Evaluating, Quantitative and Qualitative Research", 4<sup>th</sup>. Pearson Education Inc, 2013, 511.

<sup>6</sup> Hiratsuka, "The Study Into How High School Students Learn Using Narrative Frames", *ELT Journal*, 2014, 170.

<sup>7</sup> Ibid, 49.

<sup>8</sup> Steiner kvale and svend brinkman. "Interviews: Learning the craft of qualitative research interview", *Sage publication*. (2008), 87.

the interview as a result of what the interviewer says and the researcher get rich data to accomplish the data that the researchers' needed and to develop the themes.

### 3. The Procedure of Collecting The Data

1) The researcher gives an explanation about the aim of the study to the participants. And the, the researcher shares the narrative frame and the participants fulfill the blank space on the text about their challenges in writing article completely via online, while the participants have not enough in writing the story in narrative frame, they can write in empty box to complete the story and get the deeper story.

2) After the students' had finished the narrative frame and empty box, the interview will be individual in-depth interview. The researcher tries to make them comfortable and convey the question using a simple word, thus the interviewer understand the question and they can give the best answer for the data. The participants are free to share their successful and unsuccessful story. The researcher use audio recorder to save the data by the students'. They are free to ask for clarification if the questions are unclear.

The important one before collecting the data through their story or experience, the researcher had to select the validator to give the feedback on the instrument for collecting the data. The validator can select on the area of the research, interest, and teaching experience.

**Table 3.1 Blueprint for Data Collection**

Data	Data Collection Method	Instrument	Procedure Of Collecting Data
Students experiences or story about writing article for publication	The students write the story by recollecting their experiences about the challenges writing article for publication	Narrative frame and empty box	The students were ask to fulfill the frames and empty box for deeper information
	Semi-structure interview to get more experiences and clarifying unclear and misunderstanding story about writing article for publication	Interview	After fulfill the frame, the students were ask to interview via online with recording discussing the students' story or experience in writing article

#### 4. Restory The Students' Stories

This step involves analyzing the raw data, identifying key elements, organizing, and sequencing these elements, and retelling the story that defines the individual's experiences. Restory helps the reader to understand the story in logical order. The stories commonly the following elements as like characters, problems, setting, actions, and resolution. Narrative inquiry includes in qualitative research, it often applies qualitative data analysis. This step, the researcher examines the data by making sense of the whole data with analyzing the narrative frame, narrative empty box, and non-narrative data from interview transcription. And then, identify the elements of the story, beginning with past, present, and future. After the searcher gets the data from narrative frame and empty box, the researcher combine by adding similar points and elaborate the story from interview transcription to be compile in the narrative frame.

After finishing retelling story, to ensure the trustworthiness and verification of the data, the researcher included the participants in this process, the researcher give it to the participants to check that it really represent their story. This process is part of responsibility in the narrative inquiry. After the participants agreed with their story, the researcher begin the theme segments that divide the into the themes as suggested by Crewel that the researcher presents the theme after the retelling story based on research questions that related to them.<sup>9</sup>

The themes based on theoretical. The researcher reviews literatures on EFL postgraduate challenges and strategies in writing article for publication. The first research question: What are the EFL postgraduate students in writing article for publication in IAIN Kediri?. Hence, the first theme is the challenges in writing article. The second research question: What are the EFL students' strategies in writing article for publication?. Thus, the second theme is the strategies in writing article. The themes had an important role in this narrative study. A thematic analysis is a largely a matter of categorization and classification. The participants stories are coded and divided based on the theme as like the table.

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<sup>9</sup> John, Creswell..W., Hanson, & Morales, "Qualitative Research Design: Selection And Implementation", *The Conseling Psychologist*, Vol. 35 No. 2, 2007, 511.

**Table 3.2 Coding System**

<b>Challenges experiences</b>		<b>Strategies experiences</b>	
<b>Codes</b>	<b>Meaning</b>	<b>Codes</b>	<b>Meaning</b>
SR1	Students revise 1	SR1	Students revise 1
SR2	Students revise 2	SR2	Students revise 2
SR3	Students not revise 1	SR3	Students not revise 1
SNR1	Students not revise 2	SNR1	Students not revise 2
DC	Discursive Challenges	ST	Strategies
NDC	Non-Discursive Challenges		
SE	Sad Experiences		
HE	Happy Experiences		

According to the table above explains about coding word that it involves identifying narratives, placing a bracket, and assigning a code word of phrase. The researcher makes a coding based on the theme. The coding is focused on the key meaning of participants' narrative on make understandable sign to represent every single experience. The next step is making blueprint for data analysis that it involve research design, data analysis, prompt and result.

**Table 3.3 Blueprint for Data Analysis**

<b>No</b>	<b>Research Question</b>	<b>Data Analysis</b>	<b>Prompt/question</b>	<b>Results</b>
<b>1</b>	What are the challenges faced by the EFL postgraduate students in writing article for publication?	Identifying students' past, present, future experiences about the challenges in writing article for publication	All prompts in narrative frame and all questions in interview guide for students	Finding on the students' challenges in writing articles
<b>2</b>	What are the EFL postgraduate students' strategies in writing article for publication?	Identifying students' strategies in writing article		Finding on the students' strategies to solve the challenges in writing article

The table 3.3 illustrates that the data analysis of the study based on the research question. The data analysis of the study explains about the students' experiences about the challenges and the strategies in writing article for publication. the researcher gets the data from narrative frame and interview guide for the students. As the result, the

researcher finds up the students challenges and the strategies to solve the students' challenges in writing article.

### **Step 5 : Collaborate With the Participants-Story Teller**

This step is the essential part for the researcher. The researcher collaborates with the storyteller to ensure the participants experiences accurately. It aims to validate the data sources. At the initial stage, the researcher begins to closely work with participants in collecting narratives. Before asking the students to write the narrative, the participants have to understand well about what story to tell. Hence, the researcher ensures their pleasant or unpleasant stories are relevant to frame. The collaboration with the participants continued to the interview session. Furthermore, the researcher made mutual relationship with the participants by communicating through social media to be easy if the researcher need additional information such as Whatsaap. In addition, the researcher sent the finished retelling stories of the participants to check it still represent exactly as their narratives.

### **Step 6 : Reporting the Finding the Participants' Experiences**

This step refers to time for the researcher reports finding by using thematic analysis. Theme is the first part principal of the finding. The finding is divided into a number of subsections representing the main themes that resulted from the analysis of the data. The finding section consists of subsections describing the major categories that result from the content analysis and divide into the themes that pattern together make up the categories by Barkhuizen.

The outline of the finding section is in the following model as suggested by Barkhuizen et al.<sup>10</sup>

**Table 3.4 Organization of Findings Sections**

Sections students' experiences
Subsections : Theme Discussion Excerpt of data Discussion Excerpt of data Discussion Etc.

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<sup>10</sup> Ibid, 104.



Subsections : Theme  
 Discussion  
 Excerpt of data  
 Discussion  
 Excerpt of data  
 Discussion  
 Etc.  
 Same pattern repeated two more times

Step 7 : Validate the report's accuracy

The researcher keeps the collaborating with the participants throughout the process from the time of collecting, restorying, and reporting the students' narratives. The report on finding is finished after validating process like member checking, triangulation, the data sources, and searching for disconfirming evidences. This step is elaborated into following section on the quality of the study.

### C. The Quality of the Study

All of forms of qualitative research, including narrative inquiry, the goal at exploring, describing, and discovering realities that are subjective and personal as well as socially constructed.<sup>11</sup> To keep the quality of the research, the researcher gives attention on exaction and trustworthiness. Therefore, the researcher systematically analyzed the data by reading and coding repeatedly to figure out the themes and to find the fruitful the students' experience. Furthermore, to build the trustworthiness of this study, the researcher referred to the highly influential and much cited classic work of and current systematic list provided by Loh.<sup>12</sup> There are four criteria of trustworthiness that used in this study 1) Credibility 2) Transferability 3) Dependability and 4)Confirmability.

#### 1. Credibility

Licoln and Guba argue that Credibility is similar to internal validity in positivist research, confidence in the truth of the findings. Hence, the researcher uses triangulation and member checking.<sup>13</sup> Triangulation is conducted to enrich the probability that findings and interpretations could be found credible. Triangulations use multiple data sources to examine to produce greater and deeper understanding. Hence, two triangulation are used in this study, namely data sources and methods triangulation. Data sources triangulation to collect the data in this study is result of four studies of the participants that ask to share

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<sup>11</sup> Johnson And Christensen, "Educational Research, Quantitative and Mixed Approaches", *Boston: Person Ed. Inc.*, (2004), 60.

<sup>12</sup> Loh, "Inquiry into Issues Of Trustworthiness And Quality in Narrative Studies: A Perspective", *The Qualitative Report*, (2013), 12.

<sup>13</sup> YS. Lincoln & EG. Guba, "Naturalistic Inquiry", (Newbury Park, CA: Sage Publications, 1985),20.

their experiences in narrative frame and interviews. Triangulation is the result from using two kinds of research instruments for the data collection. There are narrative frame and interview guide.

The second technique to reach the credibility is member checking. It is the essential provision to strengthen a study's credibility. This can be done both formally and informally as the opportunities for member checks through observation and conversation. The participants may also be asked to read any transcript of dialogues. The researcher give back the retelling stories by combining narrative frame and interview transcription to verify their narrative. Loh suggested that peer validation is done to keep trustworthiness and provide more insight to the interpretation of data.<sup>14</sup>

## **2. Transferability**

Mariam explained that in qualitative inquiry, there is a concern of demonstrating that the findings of the work at hand can be applied to a wider population. Hence, a thick description of the subjects, research procedure, research instruments are provided thoroughly. Moreover, the narrative frame and interview guide for the participants, coding categorizing lists, and the summary of finding.

## **3. Dependability and Confirmability**

To reach dependability and confirmability of the study, the researcher maintain a dependability audit examining the process of inquiry and confirmability audit examining the product to provide that findings, interpretation and recommendation are support by data. To fulfill those kinds of audits are every finding is supported by data and potential auditor is provided access to trace all data.

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<sup>14</sup>Loh, "Inquiry into Issues Of Trustworthiness And Quality in Narrative Studies: A Perspective", 6.