CHAPTER III

METHODOLOGY

3.1 Research Design

This research delved into the challenges and strategies involved in thesis writing using a qualitative approach, employing a case study design. The researcher's sequence began with identifying informants, followed by collecting three types of data: Focus Group Discussions (FGD), interviews, and documentation of their thesis drafts from the initial stages until completion. Subsequently, the researcher analyzed this data to draw findings and elaborate on them in the discussion section.

In this study, data will be gathered from three informants selected based on specific purposes and goals, as their thesis processes and completions vary. One individual had completed their thesis in 2022 as alumni, while the other two are still in the process of preparing their theses as of 2024. Demographic data pertaining to the informants will be outlined in Chapter IV.

3.1.1 Case Study

Creswell JW (2013, p. 14) initiated a case study as a category of ethnography where the researcher conducts an in-depth investigation of a constrained system for example activities, events, processes, or individuals based on extensive data collection. Furthermore, Given (2012, p. 68) claimed the case study is a research method in which one or more examples of phenomena are studied in depth. Based on the problem or case under consideration case studies are classified into three types, single instrumental case studies, multiple case studies, and intrinsic case studies (Creswell JW, 2013, p. 99).

The researcher used a single instrumental case study for this study. A single instrumental case study is a type of case study in which only one case is studied. This is a common way of providing a high-level overview of a problem. This study addresses a broad issue, namely the difficulties and initiative employed by many higher education students when writing thesis. The researcher selected one case, namely the challenges and strategies of supervision involved in writing thesis. This study was conducted at a single university.

Three reasons led to the selection of case study design. First, the purpose of this study is looking into students' difficulties and strategies as a case in writing for publication. Previous research in this field includes various case studies, as evidenced by the literature review (see section 2.4.).

Second, graduate student publication writing takes place at specific times and in specific settings, such as standards and constraints. By concentrating on the context, the researcher was able to include information relevant to the study. Three postgraduate student who with various positions, the first who has completed their thesis, and two others who is currently completing their thesis, as part of their degree and as a postgraduate students'status were the subjects of this study. The cases were constrained by the student of magister degree candidacy period. And the last reason the case study design was chosen in an attempt to contribute to the theory's improvement.

3.2 Participant

Before beginning the study, researcher requires data and data sources, starting with data derived from FGD, interviews, and documentation. The sources of data used in this research are about three informants that called by subject from postgraduate students' experiences, setting, event, social process, and also thesis drafts.

The researcher utilized purposive sampling technique; the researcher chose the informants based on information about their status as postgraduate student, which was in line with the topic of the study. The researcher and informants already noticed one another; however, when the researcher approached and proposed them, all of the informants represented themselves as volunteers.

Three postgraduate student in the English education department participated in this study, portraying students one of who have written while two other students were also in the process of writing their thesis by December 2021. The researcher was inspired to convey the research in the case of postgraduate students due to their varied experiences in thesis writing, including aspects such as the duration of completion, motivation, and guidance.

3.3 Ethical considerations

The researcher must protect the participant's profile, establish confidence, promote research integrity, guard against misbehavior and ethics violations that could reflect negatively on their organizations or institutions, and deal with new, difficult problems (Mark, lain, israel, 2008). To request approval, a consent form must be completed and signed by each participant in the study with permission, the participant indicates that he or she has read the letter and agrees to participate in the research project (Biber, 2017).

This is the consent form that was given to informants in this study. To protect the confidence of the informants with whom the researcher spoke to, each participant and when required, their children, and all about informants' relation were given a pseudonym. The assigned pseudonym was made known to the informants and used in the reporting of this thesis and all specific markers (i.e., Alice (s)' names, spouse's names, faculty of study, experiences that may jeopardize the participant's confidentiality) were omitted. Informants who wished to not disclose certain experiences while being transcribed or details of their experiences were given that option and opted to disclose them off record.

Consistent with the Research Ethics Board expectations, all materials used in this study were kept under the folder and made accessible to the primary researcher and supervisor. Each participant was reminded of the option to voluntarily withdraw at any point in the research study and the letter of information, consent to participate in research, and consent to audio recording forms were reviewed and signed prior to commencing the interviews. Further use of the data was outlined to each participant and each was informed that the data will be used for future publications and conference presentations. Prior to the recruitment and interview stage, there were many steps taken to ensure this study was conducted under the highest degree of ethical consideration possible.

3.4. Research instruments

It is crucial to define the research instrument in this study. The instruments of this study are interview and documentation. In addition, according to Given (2012) in order to facilitate the researcher, research instrument was chosen as assisting tool to collect the data. Given (2012) also stated that the most common research instruments used in qualitative research are interview and document. Detail information both of these instruments from this study will be displayed in data collection procedure (see. 3.5).

3.5. Data collection procedures

The data were gathered in three stages: an in-depth interview, and documentation.

3.5.1. In-Depth Interview

The first set of data came from in-depth interviews and presented in the form of semi-structured questions that allowed the informants responses to trigger the launch of additional questions. To avoid bias in the responses of fellow informants, the researcher conducted an in-depth interview. Because the answers to the FGD may vary slightly and were not being clearly asked or answered, the researcher must dive deeper into the information at the interview stage, both to enrich the collected data and to intensify the information from each individual.

Firstly, prior to conduct the interviews, the researcher compiled a list of study-related questions were used to answer the research question. The question, on the other hand, was evolved during the interview.

Secondly, three postgraduate students were interviewed; each interview was last 45 minutes and was conducted in person at a convenient platform such as zoom meeting to facilitate data collection and time adjustment with remote informants. They are all the researcher's classmates and have known each other since the beginning of the lecture, so the researcher invited them to help gather information.

Lastly, there was no coercion or pressure to participate in this study in terms of consent or research ethics. According to (Creswell JW, 2013), because it was based on the willingness of those who want to do it, they may or may not do it. Questions for the interview were collected after FGD.

3.5.2. Documentation

The second phase was documentation with variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and this documentation method is a non-human source that is quite useful because it is readily accessible, so it is fairly affordable to obtain; it is a stable and accurate source as a reflection of the current situation or condition; and it can be interpreted repetitively without modification. Creswell (2013) stated that documents are a good source of text (word) data for a qualitative study because they have a lot of words. The researcher employed documentation in the form of postgraduate student's thesis writing drafts during the supervision, assessing their first consultation to the later ones, and evaluating the formation of each part of the checking or revision in this study. The researcher employed content analysis to analyze the documentation data. Because it is one of multiple research approaches used to analyze text data qualitative content analysis was chosen (Hsieh & Shannon, 2005, p. 1278).

3.6. Data analysis techniques

3.6.1. Analysis of Data fromIn-Depth Interview

The data from the interviews will be processed using three different flow activities at the same time: data condensation; data display; drawing and verifying conclusion (Miles, n.d. 2014).

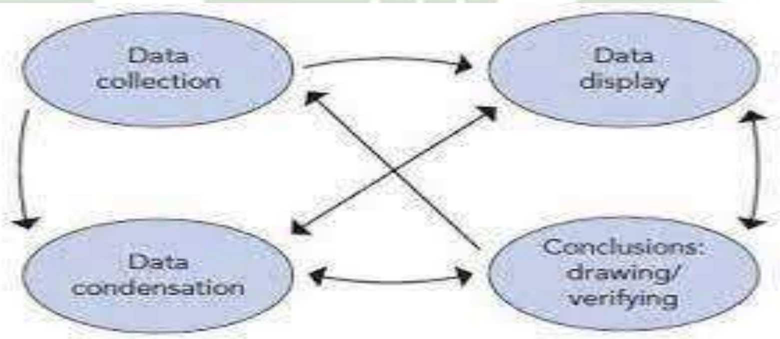

Figure 1. Components of Data Analysis: Interactive Model

3.6.2.1. Data Condensation

Selecting, focusing, simplifying, abstracting, changing field notes, interview transcripts, documents, and other empirical material results are including in data condensation (findings). Afterwards, the researcher writes summaries, codes, develops categories, generates categories, and writes analytical memos (Matthew B. Miles., Michael Huberman., 2014). The researcher utilized a coding. Codes are first assigned to data chunks and detect reoccurring patterns. From these patterns, similar codes are clustered together to create a smaller number of categories or Pattern codes. The interrelationships of the categories with each other then are constructed to develop higher level analytic meanings for assertion, proposition, hypothesis, and/or theory development, when the data is taken, thus the first coding is starting which, and the researcher here as a manual coder (Saldana, 2009).

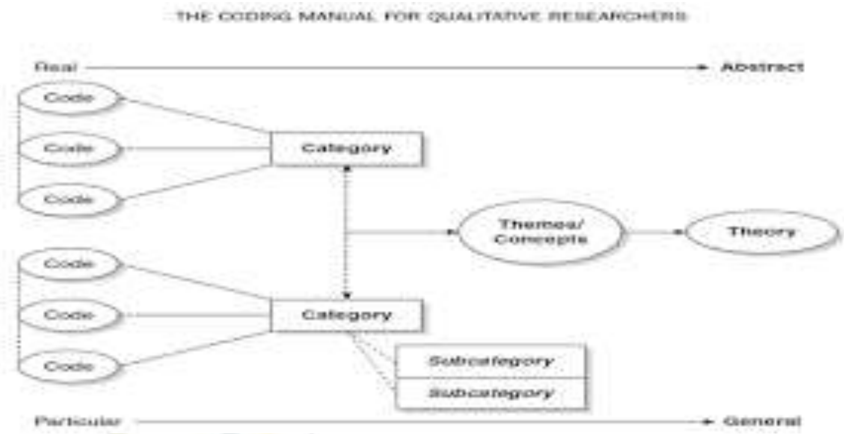

Figure 2. A streamlined code to theory model for qualitative inquiry

3.6.2.2. Causation Coding

To answer the question number one about the challenges of postgraduate students in writing thesis, question number two about strategies they use in writing thesis. And question number three about why do they use the strategies in writing for thesis. Causation coding was used to locate, extract, and/or infer causal beliefs from qualitative data such as interview transcripts, participant observation field notes, and written survey responses (Saldana, 2013). The analyst searches for combinations of antecedent and mediating variables that lead toward certain pathways and attempts to map a three-part process as a CODE 1 > CODE 2 > CODE 3 sequence (Miles,n.d. 2014).

The reason why Causation coding was used because the appropriateness for discerning motives, belief systems, worldviews, processes, recent histories, interrelationships, and the complexity of influences and affects on human actions and phenomena, the + symbol refers to a combination of variables that are mentioned by the participant as connected parts of the causation sequence; the > symbol means “leads to” (Miles, n.d.2014).

3.6.2.3. Data Display

The data display stage starts with a short overview in the form of narrative text; the data was represented by graphics, matrices, and diagrams graphs (Miles & Huberman., 2014). The data revealed were restricted to reach a conclusion or make a decision. At this moment in time, the researcher has to find what will occur and what will need to be conducted; whether the researcher will need to conduct an extra study or make a decision statement based on researcher's comprehension of the data provided.

3.6.2.4. Drawing and Verifying Conclusion

According to Miles, et., al., (2014), the conclusion is the final step. The final step in the data analysis process is to draw a conclusion or verify the data. This process includes activities such as determining the significance, pattern, explanation, configuration, proportion, and cause-effect relationship. Researchers drew conclusions from the reduction of data which were analyzed in order to derive the meaning and conclusion of the study, and thereafter the statements were proceed to the validation step. The data from focus group discussions and documentation subjected to content analysis. According to Cho & Lee (2007:475), content analysis is the act of summarizing and reporting textual data in the form of the primary substance of the data and the messages that the data convey.

3.6.2. Analysis Data from Documentation

The following procedures were carried out by the researcher in order to carry out an analysis of the content of the documentation: 1) The researcher requested that the informants send in their drafts of articles, both those that had been checked and those that had not been revised, in the form of a file; this indicates that each participant was responsible for collecting two different articles, and 2) The researcher read the introduction component of the article that the informants have sent, 3) after rereading it, the researcher compared and analyzed the differences between the articles in terms of quality and participant writing errors, then records them, and 4) Afterward, the researcher interpreted the results of the analysis of each article into the results chapter.

3.7. Trustworthiness

In qualitative study, the researcher was implemented a strategy in collecting data over a period of time based on the researcher's needs until everything reaches the level of data saturation. As a consequence, throughout this study, the data's trustworthiness was checked in three modes: data triangulation employing various instruments, peer debriefing, and member check.

3.7.1. Triangulation

To build a trust in this study the researcher acquires a triangulation, Creswell JW (2013) argued triangulation refers to the process of collecting data from various informants (such as principals and students), data types (such as field observations and interviews), and data collection techniques (such as documents and interviews). The reason why triangulation will be used for this study is to reduce the flaws and biases caused by a single method. Triangulation method will be applied in this study by comparing and integrating data from FGD, interviews and documentation. To address the questions in this study, the researcher employs a variety of data collection methods, including interview, and documentation. To gain a complete understanding of the topics under study, the researcher cross- referenced the data acquires from the various instruments.

3.7.2. Peer debriefing

Next mode is peer debriefing; it is utilizing as the strategy to check the credibility of data. A researcher asks a competent person and has knowledge about the study to assist the researcher in the process of analyzing data. In this step the researcher invites two experts to examine the accuracy of the research finding. They will be chosen based on some consideration such as they have the same interest in conducting a research about English language and teaching, proficient in writing thesis as evidenced by its thesis writing.

The researcher goes through this process by asking another researcher in the same department where the researcher is conducting this study to be her critical friend who reviews and gives her feedback related to data analysis.

The peer debrief is chosen for her expertise in qualitative research and her experience in writing thesis. During the first peer debrief, the researcher gives the early findings and discusses it with her. The researcher also requests that she checks the written drafts and analyzes the data from the interviews and focus groups during this session to confirm that the categories developed by the researcher are correct. At the second peer debrief, the researcher presents her with the results of the final data analysis. The researcher and peer debrief also review and assess the data together to ensure that the researcher's data collection and data analysis methodologies are accurate and complete. This technique is created to minimize the likelihood of lone researcher bias while also providing further insights into theme development (Barbour, 2001).

3.7.3. Member check

Lastly, Member checking is also known as participant or respondent validation within a technique for exploring the credibility of results. Data or results are returned to informants to check for accuracy and resonance with their experiences. Synthesized member checking addresses the co-constructed nature of knowledge by providing informants with the opportunity to engage with, and add to, interview and interpret data from semi-structured interviews.

To ensure the credibility of the research findings, the researcher conducts a member verification process. Prior to the online interview, the first member check session is held. The researcher gives each participant their data interpretations. Although some informants provide additional explanations of what they mean in their written feedback surveys and reflective journals, no one challenges the researcher's interpretations of the findings. The researcher consolidates the data presentations and sends them to the informants during the second session. The researcher also asks them to go over their interview transcripts and data analysis attentively to corroborate or contradict the researcher's interpretations of the data. Again, without any further explanation, everyone seems to agree with the data interpretations. Furthermore, without additional explanation of what they mean for the interviews, everyone appears to accept the data interpretations.