CHAPTER III
RESEARCH METHODOLOGY

Research method will help the researcher to collect, analyze, and interpret data and answer research questions (Creswell, 2012; Johnson & Christensen, 2008). This chapter provides the methods of the research which covers research design and approach of the study, research site and access, sampling procedures and participants, technique of data collection, trustworthiness, and data analysis.

3.1 Research Design and Approach of the Study

In this study, the researcher explores students’ perception and readiness toward the implementation of the TOEFL test as requirement before thesis examination. So, the researcher used qualitative method. It is in line with Creswell’s (2012) theory that to answer a research problem which the variables are not known and need to be explored, qualitative method is suitable.

Lambert (2012) added that descriptive qualitative is viable and acceptable label for a qualitative research design. It is usually used by other researcher, especially novice to the methods of qualitative research. This has led to the labeling of many research studies as phenomenology, grounded theory, or ethnography, when in fact these studies failed to meet the requirements of such qualitative approaches. Thus, the researcher uses this design and method because descriptive qualitative allows her to investigate some participants with multiple sources of information (e.g. demographic profile questionnaire, interview, and document analysis), detailed
understanding, and report in description. It may not be provided in quantitative research.

3.2 Research Site and Access

The research site of this study is Faculty of Medical and Sciences in University of Jambi. To get the access to conduct this research, the researcher asks permission to head of Medical study program and the staff of the Faculty of Medical and Sciences at the research site.

3.3 Researcher’s Background and Biases

Creswell (2012) clarifies that the researcher needs to discuss his/her role or position, the experience, the background, and the choice of topic in order that he/she can know the possibility of appeared researcher biases in a study. By knowing the possible researcher biases of this study, the researcher can reduce the effect of them (Johnson & Christensen, 2008). So that it is necessary to write down the researcher’s experience and perspective in this study.

The researcher in this study is a female student in English education study program, at University of Jambi. The researcher already taken TOEFL test after she finished her teaching practice program at one of junior high school in Jambi City throughout three months. Since entering English study program, researcher has learned more about English, especially TOEFL test. Many strategies that researcher found on how to pass and get the high score in answering the TOEFL test and it is in line with the activity of the researcher in learning English at the classroom.
Meanwhile, Medical students learning in classroom are usually about human and science of health and TOEFL test become one of the requirements that should be completed when they will doing a thesis examination. It is one of the reasons why the researcher is interested in this topic.

To avoid biases on this research, she lets the participants tell their voices freely and does not let her assumption to influence the interview process. While transcribing the record of interviews, the researcher is transcribing word-by-word very carefully.

3.4 Sampling Procedure and Participants

Creswell (2012) states that “in qualitative inquiry is not to generalize to a population, but to develop an in-depth exploration of a central phenomenon” (p.206). Thus, the researcher uses purposive sampling to achieve the purpose of the research. Purposive sampling helps a researcher to select individuals that can provide the needed information to understand the case, to answer research question, and to address the purpose of the research (Johnson & Christensen, 2008).

The researcher chooses the sample regarding to the characteristics or required criteria. It can be selected from survey data, a demographic analysis, or other data that provide characteristic of samples. There are some criteria of participants for this research, as shown in table below:
Criteria

1) The participants are Medical students in University of Jambi
2) The students are not graduated yet or late semester students
3) The students who are successful, failed, and not taking TOEFL test
4) The head of Medical study program also included as one of policy makers about implementation of TOEFL test as one of requirements before thesis examination

3.5 Technique of Data Collection

To get answers of the research questions of this study, the researcher needs to collect research data. The data is collected through demographic profile questionnaire and interview. In the process, first the researcher asks permission to head of Medical study program and the staff of the faculty at the research site. Second, the researcher met some of Medical students to distribute demographic profile questionnaire to get required participants. After getting the candidates of participants, the researcher gives invitation letters and informed consent forms to get willingness of participants to be interviewed. In this study, researcher also included document analysis to collect supporting data.

3.5.1 Demographic Profile Questionnaire

The researcher uses demographic profile questionnaire to get the background information of the participants. It will consist of name/initial of the students,
semester, how many times the participants take the TOEFL test and other questions to get the specific information.

3.5.2 Interview

Interview is used when researchers ask some participants and record their answers to obtain in-depth information about their though, knowledge, reason, motivation, belief, and feeling about the topic (Creswell, 2012). In this study, the researcher used one-on-one interview. It is “data collection process in which the researcher asks to record answers from only one participant in the study at a time” (Creswell, 2012, p.218). In this interview section, each participant will be interviewed about 15-20 minutes depending on the question and situation. The data were recorded by using a hand phone. The researcher will speaks in Indonesia and the transcription of the record will be translated into English. As ethic code of participants, the researcher will not mention the real names of participants, but they are pseudonyms.

3.5.3 Document Analysis

For collecting the supporting data, researcher also used document analysis (secondary data). According to Johnson & Christensen (2008), “secondary data is collecting the data that are already available or existing data” (p.217). As a supporting data, researcher collected the needed document for this study such as the regulation of rector of Jambi University about implementation of TOEFL test as requirement for graduation and researcher is also looking for any requirements on the handbook of thesis writing in Medical study program.
3.6 Trustworthiness

Johnson and Christensen (2008) identify that research has to have the accuracy or credibility of data, findings, and interpretation through some strategies. In this research, the researcher used reflexivity and member checking. First, reflexivity is strategy which used to understand the potential biases through the researcher’s self-reflection, so that the researcher become more aware and attempt to control it (Johnson & Christensen, 2008). In this research, the researcher told her self-reflection and strategies to avoid it in section 3.3 Researcher's Background and Biases.

Second, member checking is strategy in which some participants in the research asked to check the accuracy of the data and finding (Creswell, 2012). The researcher asked participants about many aspect of the study, such as whether transcription is complete and appropriate, and the findings are representative.

3.7 Technique of Data Analysis

In doing analysis, researcher used thematic analysis for this study. According to Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within the data. It organizes and describes all data in detail. There are six steps which covered in thematic analysis:

1. Familiarizing with the data; in this step, researcher needs to read and re-read data in order to become familiar with what the data needs and pay attention to the patterns that occur. It is necessary for researcher to complete data collection by transcribing data into written form.
2. Generating initial codes; researcher generate the initial codes by documenting where and how patterns occur. This happens through data reduction where the researcher collapses data into labels in order to create categories for more efficient analysis. Data complication is also completed here. This involves the researcher making inferences about what the codes mean.

3. Searching for themes; researcher combines codes into overreaching themes that accurately depict the data. It is important in developing themes that describes exactly what the themes means, even if the theme does not seem to fit. The researcher also describes what is missing from the analysis.

4. Reviewing themes; in this step, researcher looks at how the themes support the data and the overreaching theoretical perspective. If the analysis seems incomplete, the researcher needs to go back and find what is missing.

5. Defining and naming themes; researcher needs to define what each theme is, which aspects of data are being captured, and what is interesting about the themes.

6. Producing the report; in the last step when researcher writes the report, researcher decide which themes make meaningful contributions to understanding what is going on within the data. Researcher also conduct member checking. This is where the researcher go back to the sample at hand to see if their description is an accurate representation.