

CHAPTER III METHODOLOGY

This chapter consists of research design, setting and context, participant, instrumen of the study, technique of datacollection and data analysis.

3.1 Research Design

This study focused on learners' beliefs about writing skills. This study uses a qualitative design where content analysis method is used to collect research data. This study determined a qualitative analysis plan that was appropriate for research purposes because, as Bailey & Nunan (1996) emphasized, “Qualitative techniques allow us to summarize significant data sources and promote connections beyond levels and overtime”. As argued by Cropley (2019), qualitative methods are no longer regarded as mainly useful because they make it possible to deal with data that (regrettably) are unsuitable for statistical analysis, but are regarded by many researchers nowadays as offering a legitimate method for gaining information about and understanding how human beings function. Hence, research design approaches to qualitative research that include formulating research questions and procedures for collecting, analyzing, and reporting findings (Creswell, Plano, Hanson & Clark, 2007).

The qualitative design was chosen because this study aims to provide insight into students' beliefs regarding things that make it difficult for students, challenges and also solutions during the English learning process, especially in writing skills. According to Fraenkel and Wallen (2009), a case study is a

qualitative study approach that studies an important individual, group, or example to formulate an interpretation of a particular case or to provide useful generalizations. Therefore, qualitative research includes formulating research questions and procedures for collecting, analyzing, and reporting findings.

3.2 Settings and Context

This research was conducted at one of the universities in Southeast Sulawesi, especially in Kendari City. This study chose to focus on semester 2 students from the Department of English Education who had completed the first semester of writing skills course. This study focuses on students' beliefs regarding their beliefs about writing skills. In this study, researchers explored the beliefs of students regarding the most difficult things, challenges as well as the efforts of students who were believed to be a form of strategy to develop writing skills during the English learning process. This is because the object in this study has completed writing class in the previous semester. Of course, the information that will be provided by participants is more detailed and more accurate because these beliefs arise based on the experiences they have gone through in the previous semester. In the design of this study, the researchers presented their findings by digging deeper into the challenges and strategies that were carried out by students in the process of learning English in the writing class.

3.3 Participants

In this study, the researcher focused on second semester students from the Department of English Education at a university in Southeast Sulawesi. The participants in this study were 20 students consisting of 5 boys and 15 girls. The participants in this study were selected by the researcher because the participants as the object of the study had passed writing lessons in the first semester. This makes the participants rich in information needed by researcher regarding students' beliefs about writing skills. In this second stage, researcher focus on looking at students' beliefs about writing in the first semester, namely the data from students will be explored by researchers in several aspects of beliefs. To get the information they have done about their writing confidence when they learn to write in that semester. The researcher obtained participant data by contacting one of the class representatives to ensure that those who had passed the writing course in the first stage were willing to become participants in this study.

Table 3.1Participants' Demographic Data

No.	Participants	Gender
1.	AMA	Female
2.	MAA	Male
3.	AP	Female
4.	CPA	Female
5.	IF	Female
6.	AS	Female
7.	AER	Female
8.	HY	Female

9.	FM	Female
10.	RC	Female
11.	YS	Female
12.	STH	Famale
13.	H	Female
14.	MI	Male
15.	UST	Female
16.	SA	Female
17.	ZFAM	Male
18.	MH	Female
19.	RJ	Male
20.	ANS	Male

3.4 Data Collection

To obtain data in this study, one of the instruments used in this study was a reflection sheet. The reflection sheet contains five questions related to the focus of the research which are then distributed to participants using a google form to make it easier for students to access the list of questions and also to be more time and place efficient in collecting data. This is the first stage in data collection. After the instrument was distributed to 20 English students who participated in this study, the researcher gave the participants approximately one week to fill out the reflection sheet that had been distributed. This aims to make it easier for participants to provide accurate and detailed information so that they are not disturbed by the pressure of time. In addition, the aim of the researcher was to give participants a time limit of one week to answer the questions, because the researcher gave them the opportunity to think about the correct and honest answer

according to how they felt. After passing the time limit, the researcher returned to collect the reflection sheets that had been filled out by students by contacting student representatives from the class. After the data has been collected, the next step is for the researcher to start analyzing the participants' data by focusing on the participants' beliefs regarding the purpose of the research focus.

3.4 Instrumentation

Basically, research requires measuring tools to assist researcher in collecting data. In this study, the researcher used a reflection sheet as a research instrument. Effective reflection sheets can enable the transmission of useful and more accurate information or data from respondents to researcher, this is a complex process that involves clear and detailed questions so that they are unambiguous and easily interpreted by respondents (Wil Kinson & Birmingham, 2003). In Dewey (1933) as cited in Ulusoy (2016), he defined reflection as the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends. He also indicated that reflective thought requires open-mindedness, responsibility, and whole heartedness.

Reflection sheet questions are made by researcher and experts in collaboration. The experts referred to in this study are previous researcher and also research supervisors. The reflection contains questions related to the research topic, namely about students' beliefs regarding students' writing skills in the process of learning English. This respondent worked on the reflection sheet that

had been provided by the researcher. This reflection sheet contains in-depth answers from students, about what students' beliefs regarding challenges and strategies in learning to write. Therefore, the reflection sheet became one of the instruments chosen by researchers as a tool to help obtain more detailed, accurate and detailed data.

Table 3.2. Sample of Questions of Reflection Sheet

Category	Sample of Questions of reflection Sheet
Learners perception toward writing skill	1. Dalam pembelajaran bahasa Inggris apakah anda suka Writing Skill? Apakah itu menyenangkan bagi anda? Jelaskan!
Learners' Challenge in writing skill	2. Ada beberapa aspek yang harus diperhatikan dalam menulis yaitu content (Ide), vocabullary, dan grammar yang mana menurut anda paling sulit? Jelaskan! 3. Apakah ada kesulitan lain yang anda alami/rasakan ketika anda menulis? Jelaskan!
Learners' Belief of Learning Strategie for Writing Improvement.	4. Apakah anda memiliki rencana/strategi yang anda percaya mampu untuk membantu mengembangkan keterampilan menulis anda? Jelaskan! 5. Upaya apa yang paling sering anda lakukan untuk mengimprove writing skill anda? Jelaskan!

3.5 Data Analysis

The data in this study was analyzed using one instrument, namely reflection sheet. Effective reflection sheets can also allow the transmission of useful and more accurate information or data from respondents to researcher. This is a complex process that involves questions in a clear and detailed manner so that it is

unambiguous and easily interpreted by respondent (Wil Kinson & Birmingham, 2003). The study employed thematic analysis (TA) adapted from Braun and Clarke, (2006). They argued that thematic analysis is the useful and flexible qualitative analytic approach to find a theme in qualitative research, which conduct by identifying patterns and themes within the results.

Based on the thematic analysis in analyzing the data there are several stages: (1) the researcher reads all the documents resulting from the reflection sheet that has been taken from the participants where the reflection sheet contains the students' beliefs, assumptions, feelings, and problems during the independent learning process or in the classroom learning process related to writing skills, and about their strategies for learning it. (2) The researcher uses the initial code, which is to underline the sentences or student responses related to several themes related to the focus of the research. (3) Grouping and identifying respondent data in several general themes using color blocks. (4) Find and define the theme according to the ordered data. (5) The researcher divides and writes the theme of the data in several parts and then narrates the data with a clear interpretation (Braun and Clarke, 2006; Wil Kinson & Birmingham, 2003). The final step in analyzing the data was to summarize the data to find out the complete and accurate results and information.