

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of Research**

The type of research is qualitative research as it aims to describe and gain a deep understanding how international Palestinian student perceives and faces the academic problems during studying at Universitas Muhammadiyah Surakarta. Bogdan and Biklen (2009) argue that qualitative research is descriptive, also concerned with process rather than simply with outcomes or products. The data collected is in the form of words rather than number.

#### **B. Setting of Time**

This research takes place for four months, from September, 27<sup>th</sup> 2016 until December, 22<sup>th</sup> 2016.

#### **C. Subject of the Study**

The subject of the research is a male undergraduate international Palestinian student studying at Universitas Muhammadiyah Surakarta.

#### **D. Object of the Study**

The object of this study is academic experience in the form of interview script of international Palestinian student studying at Universitas Muhammadiyah Surakarta.

#### **E. Source of Data**

The audio taped file of the participant's interview were transcribed and entered into a Word document used as source of data in this research. The participant was interviewed once for around 60 minutes conducted to explore the academic experience and how does the participant faces the problem (if there any) during studying at Universitas Muhammadiyah Surakarta.

## **F. Data Collecting Technique**

Based on the sources of the data, the instrument of data collection are in the form of:

### **1. Interview**

The research aim is to explore the academic experiences of the participant. Hence, the type of data which is looked for is rich descriptions of the participants' academic experiences studying in Universitas Muhammadiyah Surakarta. This data can be gathered via interview (Patton, 1990). An interview is a direct face-to-face attempt to obtain reliable and valid measurement in the form of verbal responses from one or more respondents. It is a conversation in which the roles of the interviewer and the respondent change continually (Kvale, 1996: 6). Interviews are appropriate when the topic of interest is focused on finding patterns in participants' experiences rather than on the particular settings in which the experience occurs (Geanellos, 1998). Interview can be used to get a deeper understanding of social phenomena and explore the views, experiences, beliefs and motivations of individuals on specific matter that is needed in this study than would be obtained from purely quantitative methods. Accordingly, interviews were used as the primary data gathering method in this study. The interviews are focused on interviewing the Palestine student studying at Universitas Muhammadiyah Surakarta.

However, there are three popular types of interview in qualitative research. They are structured interview, semi-structured interview and unstructured interview (Langridge, 2007). The choice of the type of interview depends on the aims and objectives of the research (Robson, 1993). The interviews researcher used were semi-structured in design. A semi –structured interview is defined as an interview with the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena. The interviews were loosely guided by an interview schedule that included main questions and possible follow – up questions in order to address the research questions of

this study (Cresswel, 2007). Semi-structured interview approach is chosen since it allows the researcher to ‘probe’ for more detailed responses and further description related to the participant’s academic experiences when studying at Universitas Muhammadiyah Surakarta. This is consistent with phenomenological approach used in this research (Moustakas, 1994).

## 2. Participant

Cohen (2007) identified three principles for guidance in recruiting participants in hermeneutic phenomenological research; (i) participants’ experience of place, (ii) participants’ experience of time and (iii) participants’ ways of talking about the phenomenon. For this reason, the research used purposive sampling. The purposive sampling helps the researcher to locate a specific group of participants that have experience of time, place and the phenomenon under investigation (Robson, 1993). The criteria for the participant in this research is: Palestinian international bachelor student who was or had been studying at the Universitas Muhammadiyah Surakarta.

The participant was one Palestinian international bachelor student. The participant was studying in the Electrical Engineering Faculty. Since a relatively large number of Palestinian population rather than other nationality students studying at Universitas Muhammadiyah Surakarta, therefore it is chosen as the participant in this research. In addition, there has been no research on Palestinian international students created at Universitas Muhammadiyah Surakarta, thus investigating their academic experience will be worth to conduct.

## **G. Technique of Data Analysis**

Hermeneutic phenomenology is a research methodology. This approach aimed at producing rich textual descriptions of the experiencing of selected phenomena in the life world of individuals that are able to connect with the experience of all of us collectively (Byrne, 2001). For this reason, data analysis was an ongoing interpreting process based on collected data on the academic experience of international Palestine student studying in Universitas Muhammadiyah Surakarta.

Phenomenology is a research design in which the goal is to focus on people's perceptions of the world in which they live and what it means to them. This is coped with the aim of this study as presented here i.e. to explore Palestinian international student's academic experience studying at Universitas Muhammadiyah Surakarta. Hence, a quantitative method is not appropriate for this study since it cannot seek deep understanding of a phenomena being investigated. The data is expected to answer the research question is not only the story of the experiences but also the meaning and interpretations of the experiences being examined. On the other hand, the narrative enquiry tries to interpret the experience merely from the participants' story, this is not meeting with the main purpose of this study. Therefore, a hermeneutic phenomenological study is designed to explain a phenomenon through human lived experiences (Byrne, 2001). Thus, in hermeneutic phenomenology, participants(s) and researcher co-construct the meaning of the experiences being investigated. Consequently, hermeneutic phenomenology is chosen by the researcher as the proper method in this study.

A co-construction process and interpretations were two important components of the overall data analysis process. In order to accomplish this, the member checking strategy was frequently applied throughout data analysis. The audio taped files of the interviews were transcribed and entered into a Word document. Transcripts were reviewed for accuracy repeatedly. It was done by simultaneously reading all the transcripts while listening to the

audio files. The process is iterative (reading the transcription repeatedly and get a sense of the overall text). These are presented on stories structured around the key themes. Having obtained the sense of the overall text, the data reduction was done. The data reduction was done by removing extraneous information (not relevant to the phenomena under investigation) from the participants' story. For example, in the interview, the participant told story about Indonesian culture that eat rice three times a day. This information was not included for analysis because it is not relevant to the research question.

Having done the data reduction, then the researcher immersed in the data to start early interpretation and to locate themes to the key experiences and meaning related to the research focus: Academic experience of Palestine students studying in Universitas Muhammadiyah Surakarta. After being familiar with the whole texts of the participants' stories, the researcher starts isolating the natural meaning units (NMUs). The transcripts were in the word documents form and the data are separated by listing it in numbering. The number is used to cross reference each theme. The links between emerged themes then identified and later this links are clustered as a group of themes. The researcher then read the emerged themes repeatedly. After this process the key interpretive themes was then produced. Having obtained the tentative themes, the researcher conducted member checking by returning to the participant to discuss about the tentative themes emerged to check the participants' perspective or even alternatives themes. At this stage, the researcher then, opened up the interpretation to other researcher to see and discuss about alternative interpretations. This process was done repeatedly before the explicative themes were finally concluded.

#### **H. Credibility of Data**

The researcher uses member checking to get the credibility of data. Member checking is a process of sharing data and a preliminary interpretations with the participants from whom the data were obtained (Meriam, 2002). The purpose of member checking is to allow participants to review the researcher's preliminary

analysis in order to verify that the analysis strikes a chord with their experiences (Kurniawan, 2013). At this stage, the researcher returned the transcriptions and the tentative themes to the participant in order to discuss and even to explore the alternative themes and interpretations with the participant. Because my research specifically involves understanding participant's perceptions of his academic experience, it is important to involve the participant in member checking to verify that researcher's interpretations of the experiences resonated with research participant's interpretations of his own experience. However, member checking is not about looking for an approval from participants, but rather about seeking their consensus with the data and the findings (Cohen, 2000). The researcher once asks the participant's feedback and agreement toward the data presented related to their academic experiences at this stage.