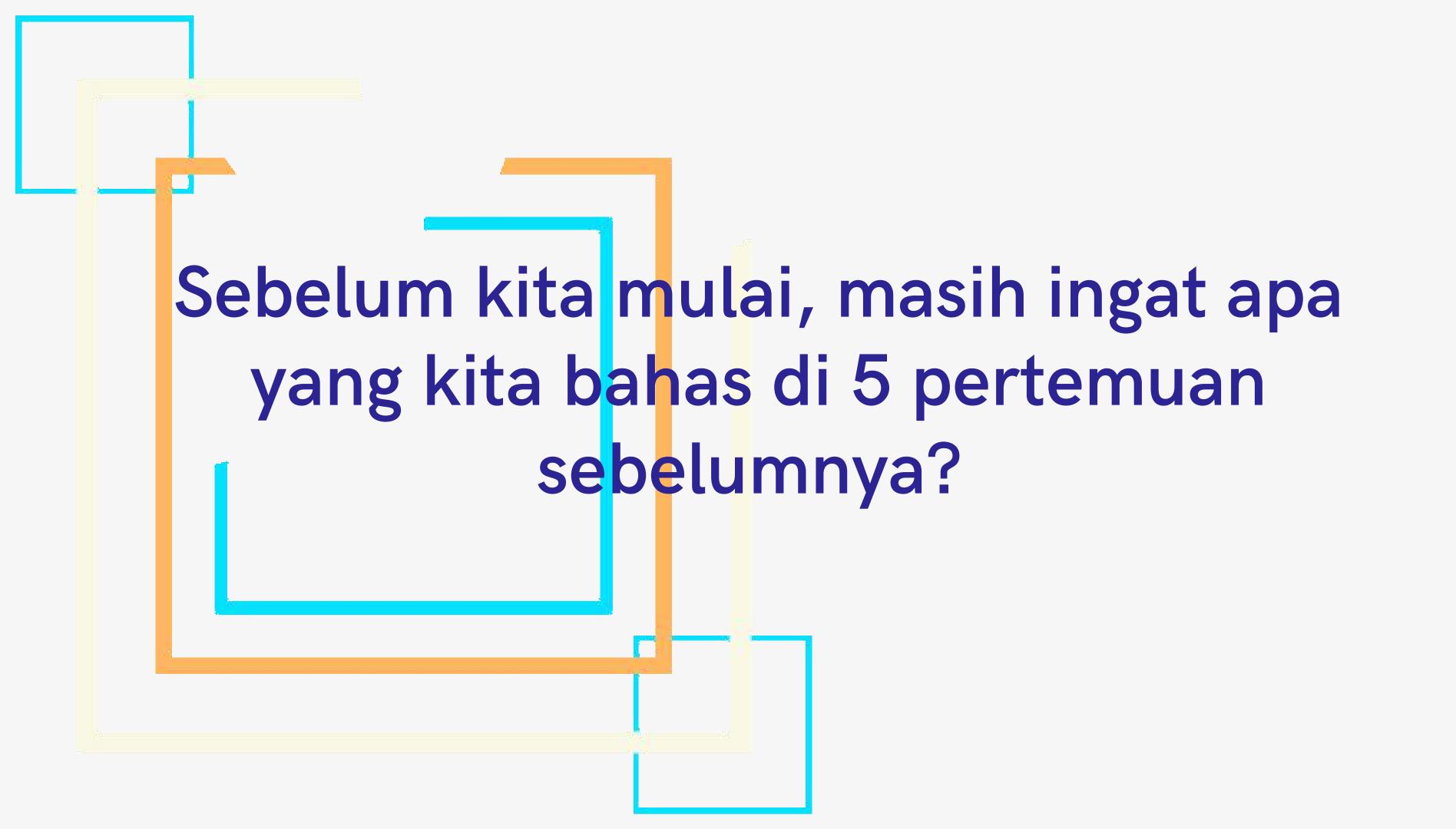


# Pertemuan 6: Introducing & Focusing The Study



Kembali lagi bersama saya, Anggi.





# Ingat, yang lalu jangan dilupakan... #kalau mantan silahkan

## Flashback

- Definisi penelitian kualitatif
- Filosofi yang melatarbelakangi penelitian kualitatif
- Desain penelitian kualitatif
- 5 Pendekatan Kualitatif (pengantar)
- Perbedaan 5 Pendekatan Kualitatif







#### John W. Creswell

#### Research Problem Statement

Identify a particular issue in need of investigation.

#### Research Purpose Statement

Advance the major objective for beginning the study.

#### Research Questions

Specify the guiding query for narrowing the study.



#### The Research Topic

- SELECTING THE AREA OF STUDY: WHAT YOU WANT TO STUDY
- FOCUSING ON: ISSUES, UNCERTAINTIES, DILEMMAS, PARADOXES
- SOURCE OF INFORMATION: PERSONAL EXPERIENCES, EXPERT VOICES, PERIODICALS, SEMINARS, MEDIA, ETC.
- NOTES:
- DISTINGUISH YOUR PASSION TO UNDERSTAND SOME PHENOMENA AND YOUR OVERINVOLVEMENT IN A VERY PERSONAL ISSUE THAT NEEDS RESOLUTION
- BE PREPARED TO STUDY PERSONS WHO DIFFER CONSIDERABLY FROM IN TERM OF: AGE, SOCIAL CLASS, ETHNICITY
- PROBLEMS COULD BE TOO LARGE OR TOO COMPLICATED. SO, BE REALISTIC
- CONSIDER SOME PRACTICAL ISSUES: TIME, PLACE, MONEY



#### **Problem Statement**

- PRESENT THE OVERALL INTENT OF THE STUDY
- SEARCHES FOR UNDERSTANDING OF SOME PHENOMENA

- ADVICE:
- •
- BEGIN BY JOTTTING DOWN ALL OF YOUR QUESTIONS ABOUT YOUR TOPIC
- SELECT, CATEGORIZE UNTIL QUESTIONS ARE EXHAUSTED
- LOOK AT THE QUESTIONS AS A WHOLE, FIGURE OUT THE CENTAL QUESTION (I.E. GRAND-TOUR QUESTION)
- CONSIDER TO BREAK THE CENTRAL QUESTION INTO MANY SMALLER SUB-QUESTIONS THAT WILL ASSIST YOU IN INVESTIGATING THE CENTRAL QUESTION
- EXPECT TO CHANGE YOUR QUESTIONS



# Sample Research Problem Statement

## **Figure 6.2** Sample Research Problem Section (Introduction) to a Study

1. Advance topic . Exploring the conceptions and misconceptions of teen smoking in high schools

2. Discuss research problem Tobacco use is a leading cause of cancer in American society IMcDinnis & Foefe, 1993. Although smoking among adults has declined in recent years, it has
actually increased for adolescents. The Center for Disease Control and Prevention reported that smoking among high school students had risen from 27.5
percent in 1991 to 34.8 percent in 1995 [USDINIS, 1996]. Unless this trend is dramatically reserved, an estimated 5 million of our nation's children will
ultimately die a premature death [CDC, 1996].

3. Summarize scholarly literature Previous research on adolescent tobacco use has focused on four primacy topics. Several studies have examined the question of the initiation of smoking by
young people, noting that tobacco use initiation begins as early as junior high school (e.g., Heishman, et al., 1997). Other studies have focused on the prevention
of smoking and tobacco use in schools. This research has ted to numerous school-based prevention programs and interventions (e.g., Sussman et al., 1995).
 Fewer studies have examined "quit attempts" or cessation of smoking behaviors among adolescents, a distinct contrast to the extensive investigations into adult
cessation Sheishman et al., 1997). Of interest as well to researchers studying adolescent tobacco use has been the social context and social influence of smoking
(Fearnow et al., 1998). For example, adolescent smoking may occur in work-related situations, at home where one or more parents or caretakers smoke, at teen
social events, or at areas designated as "safe" smoking places near high schools (McVea et al., in press).

4. Point to deficiencies in evidence • Minimal research attention has been directed towards the social context of high schools as a site for examining adolescent sbacco use. During high school students form peer groups which may contribute to adolescent smoking. Often peers become a strong social influence for behavior in general, and belonging to an athletic fearn, a music group; or the "grunge" crowds can impact thinking about smoking [McVea et al., in press]. Schools are also places where teachers and administrators need to be role models for abstaining from tobacco use and enforcing policies about tobacco use [OHara et al., 1999]. Existing studies of adolescent tobacco use are primarily quantitative with a focus on outcomes and transtheoretical models [Pationen, 1998]. Qualitative investigations, however, provide detailed views of students in their own words, complex analyses of multiple perspectives, and specific school contexts of different high schools that shape student experiences with tobacco [Creswell, in press]. Moreover, qualitative inquiry offers the opportunity to involve high school students as co-researchers, a data collection procedure that can enhance the validity of students' views uncontaminated by adult perspectives.

5. Argue importance of study for audiences  By examining these multiple school contexts, using qualitative approaches and involving students as co-researchers, we can better understand the conceptions and misconceptions adolescents hold about tobacco use in high schools. With this understanding, researchers can better isolate variables and develop models about smoking behavior. Administrators and teachers can plan interventions to prevent or change attitudes toward smoking, and school officials can assist with smoking cessation or intervention programs.



#### **Review Of The Literature**

#### KNOWLEDGE FROM THE LITERATURE WILL HELP YOU TO:

- JUDGE YOUR RESEARCH PLANS GO BEYOND EXISTING FINDINGS (I.E. CONTRIBUTE TO THE FIELD OF STUDY)
- VERIFY THAT THE TOPIC IS JUSTIFIABLE (I.E. TO WARRANT YOUR RESEARCH PROJECT ON THE BASIS OF WHAT HAS BEEN DONE AND HAS NOT BEEN DONE)
- FIND THE FOCUS OF YOUR RESEARCH TOPIC
- DESIGN THE PLAN AND RESEARCH QUESTIONS (I.E. LEARN FROM OTHERS)

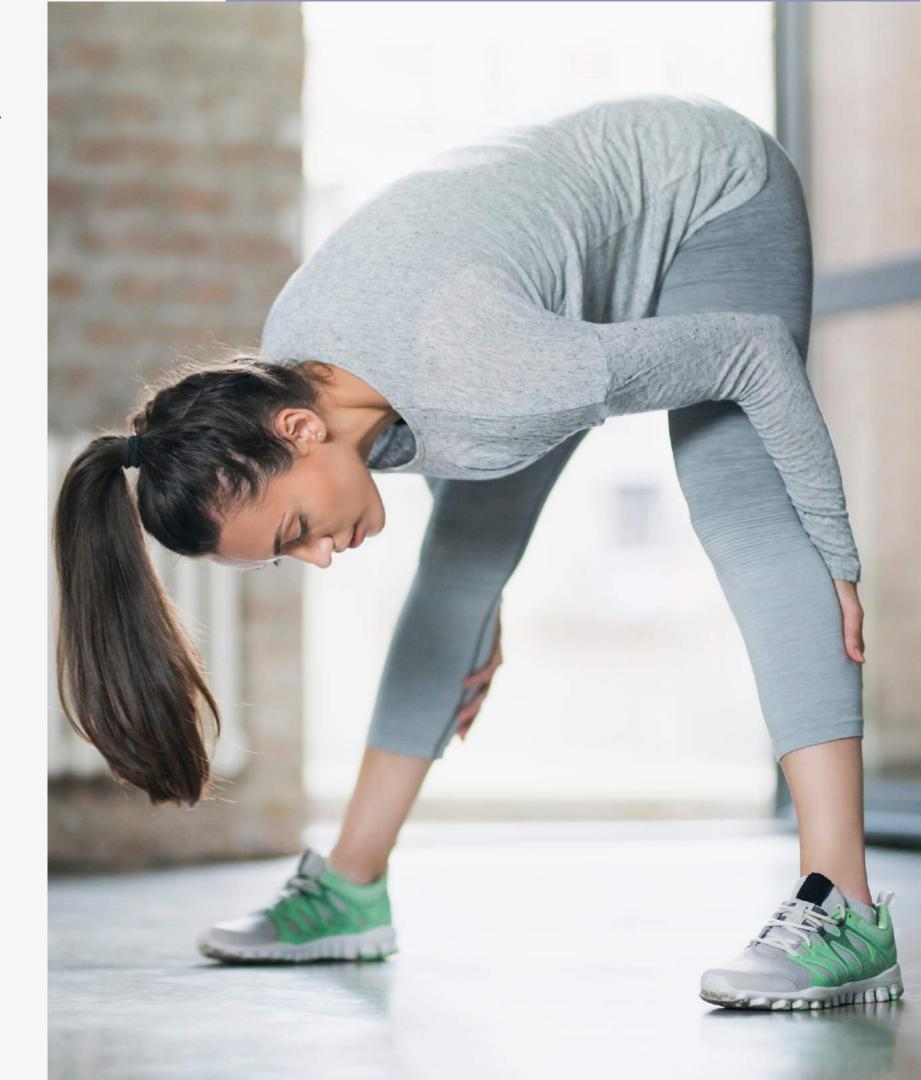
#### **ADVICE:**

- REVIEWING LITERATURE IS AN ONGOING PROCESS. THE DATA OFTEN SUGGEST THE NEED TO REVIEW PREVIOUS LITERATURES THAT WERE UNEXAMINED COMPLETELY
- TRY TO BROADEN YOUR PERSPECTIVES BY SEEKING SOURCES FROM ALL POSSIBLE DISCIPLINES (NOTE: DATA COLLECTION AND ANALYSIS WILL INFORM YOUR LITERATURE RESEARCH)



#### **Use Of Theory**

- POSITIVISTS SEE THEORY AS A SET OF PROPOSITIONS THAT EXPLAIN AND PREDICT THE RELATIONSHIP AMONG VARIABLES. THE ULTIMATE GOAL OF THEORIZING IS TO DEVELOP UNIVERSAL LAWS OF HUMAN BEHAVIOR AND SOCIETAL FUNCTIONING
- GLASER AND STRAUSS (1967) PROPOSE AN INDUCTIVE STRATEGY THAT LEADS TO DISCOVERING OF CONCEPTS AND HYPOTHESIS THROUGH CONSTANT COMPARISON ANALYSIS (I.E. GROUNDED THEORY)
- INTERPRETIVISTS SEE THEORY AS AN INTERPRETATION OF A SOCIAL INTERACTION. THE GOAL OF THEORIZING IS PROVIDING UNDERSTANDING OF DIRECT "LIVED EXPERIENCE" (VS. ABSTRACT GENERALIZATION) WHICH COULD BE: COGNITIVE, EMOTIONAL
- AS HUMAN EXPERIENCE IS NOVEL, EMERGENT, AND FILLED WITH MULTIPLE, CONFLICTING MEANINGS AND INTERPRETATIONS, THE INTERPRETIVISTS TRY TO CAPTURE THE CORE OF THESE MEANINGS AND CONTRADICTIONS



#### Site Selection And The Participant

- WHERE TO CONDUCT THE STUDY
- WHO THE STUDY PARTICIPANT SHOULD BE: THEORETICAL SAMPLING
- USE: SNOWBALL OR NETWORK TECHNIQUES TO GET A CONNECTION
- NOTES:
- NOT ADVISABLE TO CONDUCT YOUR STUDY IN YOUR OWN BACKYARD SINCE IT CAN CREATE ETHICAL AND POLITICAL DILEMMAS (E.G. "DANGEROUS KNOWLEDGE")
- SELECTION STRATEGY EVOLVES AS THE RESEARCHER COLLECTS DATA
- BASIC STRATEGY RESTS ON EVALUATING THE ABILITY OF THE SITES AND PARTICIPANTS IN UNDERLINING THE MULTIPLE PURPOSE OF THE RESEARCH: ILLUMINATING, INTERPRETING, AND UNDERSTANDING



#### **Time Frame**

- FOR THE RESEARCHER
- FOR THE RESEARCH PARTICIPANT
- NOTE:
- INDIVIDUALS WHO HOLD HIGHER PLACES IN THE HIERARCHY MOSTLY HAVE GREATER AUTONOMY TO DECIDE WHEN THEY ARE FREE
- THOSE IN LOWER PLACES OFTEN HAVE LITTLE AUTONOMY TO SET A TIME TO TALK
- GENERATE A TIME TABLE TO ARRANGE THE TIME AS WELL AS TO EVALUATE THE TIMELY POSSIBLE PROCESS



#### **PILOT STUDY**

- SETS A PRE-TEST FOR MANY ASPECTS OF YOUR PROPOSED RESEARCH PROCESS
- TO LEARN ABOUT THE VARIABILITY OF RESEARCH PROCESS (EG. TO TEST YOUR INTERVIEW TECHNIQUES)
- READIES YOU FOR GATHERING DATA

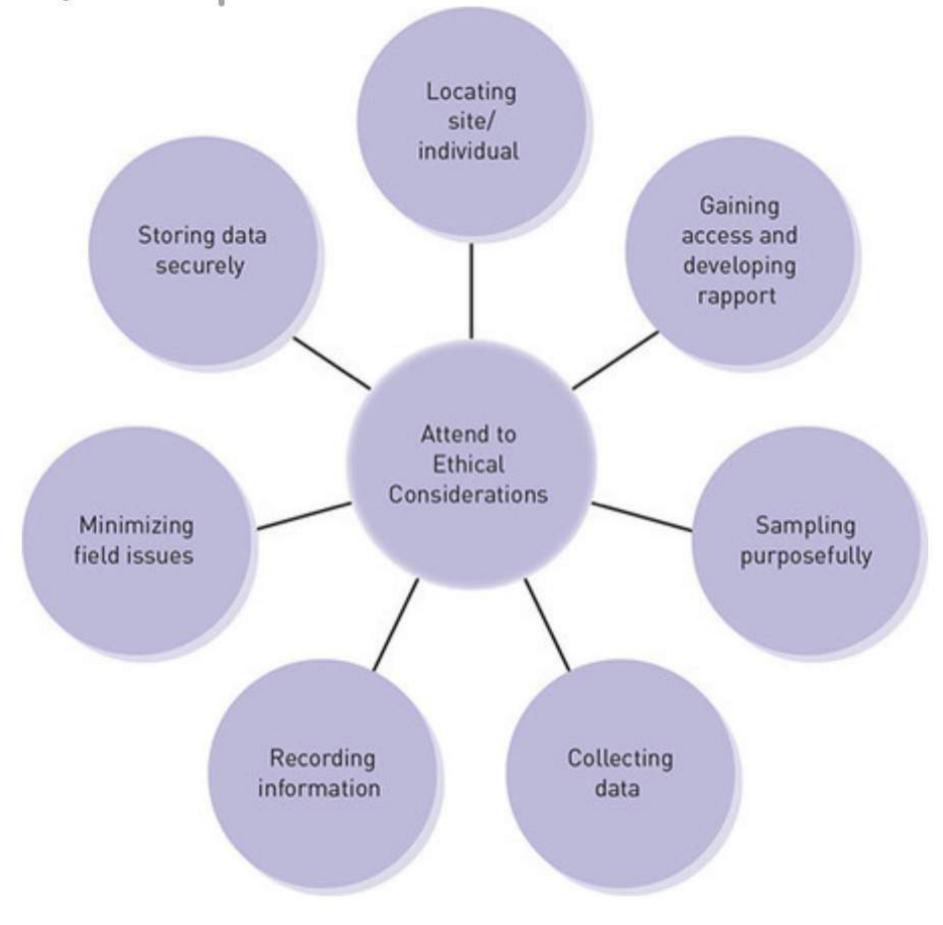


#### **Gaining Access:**

- ACCESS IS A PROCESS (PARTIAL VS. TOTAL ACCESS)
- FINDING A GATE KEEPER, KEY INFORMANT, INTERMEDIARY
- DEVELOPING A CONTRACT, MUTUAL UNDERSTANDING ABOUT THE PURPOSE, BENEFITS, SECRECY, OWNERSHIP OF THE DATA, TIME LIMIT, ETC.
- RESEARCHER ROLES:
- AS A RESEARCHER
- AS A LEARNER



Figure 7.1 Data Collection Activities



### **Figure 7.3** A Compendium of Data Collection Approaches in Qualitative Research

#### Interviews

- · Conduct one-on-one interview in the same room, virtually via web-based or e-mail platforms.
- Conduct a focus group interview in the same room, virtually via web-based or e-mail platforms.

#### Observations

- · Conduct an observation as a participant or as an observer.
- Conduct an observation shifting position from participant to observer (and vice versa).

#### Documents

- Keep a research journal during the study, or have a participant keep a journal or diary.
- Examine personal documents (e.g., letters, e-mails, private blogs).
- Analyze organizational documents (e.g., reports, strategic plans, charts, medical records).
- Analyze public documents (e.g., official memos, blogs, records, archival information).
- Examine autobiographies and biographies.

#### Audiovisual Materials

- Have participants take photographs or record videos (i.e., photo elicitation).
- Use video or film in a social situation or an individual.
- Examine photographs or videos.
- Examine website, tweets, Facebook messages.
- Collect sounds (e.g., musical sounds, a child's laughter, car horns honking).
- Gather phone or computer-based messages.
- · Examine possessions or ritual objects.

Source: Adapted from Creswell (2016).

Determine the openended research questions to be answered.

Decide transcription logistics.

As an interviewer, follow good interview procedures.

Obtain consent from the interviewee to participate.

> Locate a distractionfree place for interviews.

Procedures for Preparing and Conducting Interviews Identify interviewees based on purposeful sampling procedures.

> Distinguish type of interview based on mode and interactions.

> > Collect data using adequate recording procedures.

Design and use an interview protocol to guide interactions.

Refine interview procedures through pilot testing.



#### John W. Creswell

Length of Activit	y: 90 Minutes
Descriptive Notes	Reflective Notes
General: What are the experiences of graduate students as they learn qualitative research in the classroom?	
See classroom layout and comments about physical setting at the bottom of this page.	Overhead with details: I wonder if the back of the room was able to read it.
Approximately 5:17 p.m., Dr. Creswell enters the filled room, introduces Dr. Wolcott. Class members seem relieved.	Overhead projector not plugged in at the beginning of the class: I wonder if this was a distraction (when it took extra time to plug it in).
Dr. Creswell gives brief background of guest, concentrating on his international experiences; features a comment about the educational ethnography "The Man in the Principal's Office."	Lateness of the arrival of Drs. Creswell and Wolcott: Students seemed a bit anxious. Maybe it had to do with the change in starting time to 5 p.m. (some may have had 6:30 classes or appointments to get to).
Descriptive Notes	Reflective Notes
Dr. Wolcott begins by telling the class he now writes out educational ethnography and highlights this primary occupation by mentioning two books: Transferring Qualitative Data and The Art of Fieldwork.	Drs. Creswell and Wolcott seem to have a good rapport between them, judging from many short exchanges that they had.
While Dr. Wolcott begins his presentation by apologizing for his weary voice (due to talking all day, apparently), Dr. Creswell leaves the classroom to retrieve the guest's overhead transparencies.  Seemed to be three parts to this activity: [1] the speaker's challenge to the class of detecting pure ethnographical methodologies, [2] the speaker's presentation of the "tree" that portrays various strategies and substrategies for qualitative research in education, and [3] the relaxed "elder statesman" fielding class questions, primarily about students' potential research projects and prior studies Dr. Wolcott had written.	Chalkboard screen desk speakers overhead projector
The first question was "How do you look at qualitative research?" followed by "How does ethnography fit in?"	



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