

PRODI PSIKOLOGI-FHB UPJ

PENELITIAN KUALITATIF

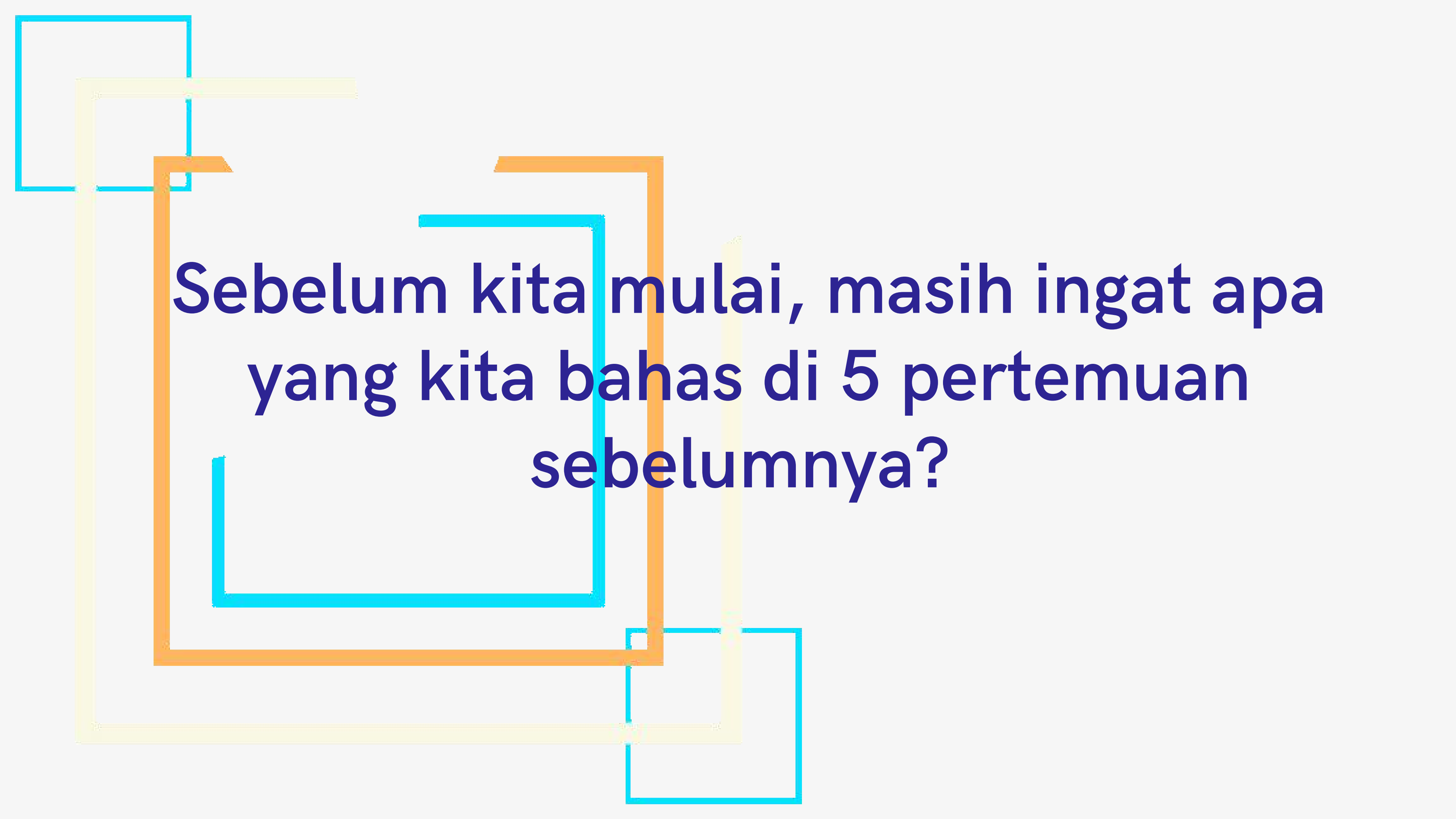
Pertemuan 6 : Introducing & Focusing The Study



Kembali lagi
bersama saya,
Anggi.



Let's Start !



Sebelum kita mulai, masih ingat apa yang kita bahas di 5 pertemuan sebelumnya?

Ingat, yang lalu jangan
dilupakan....

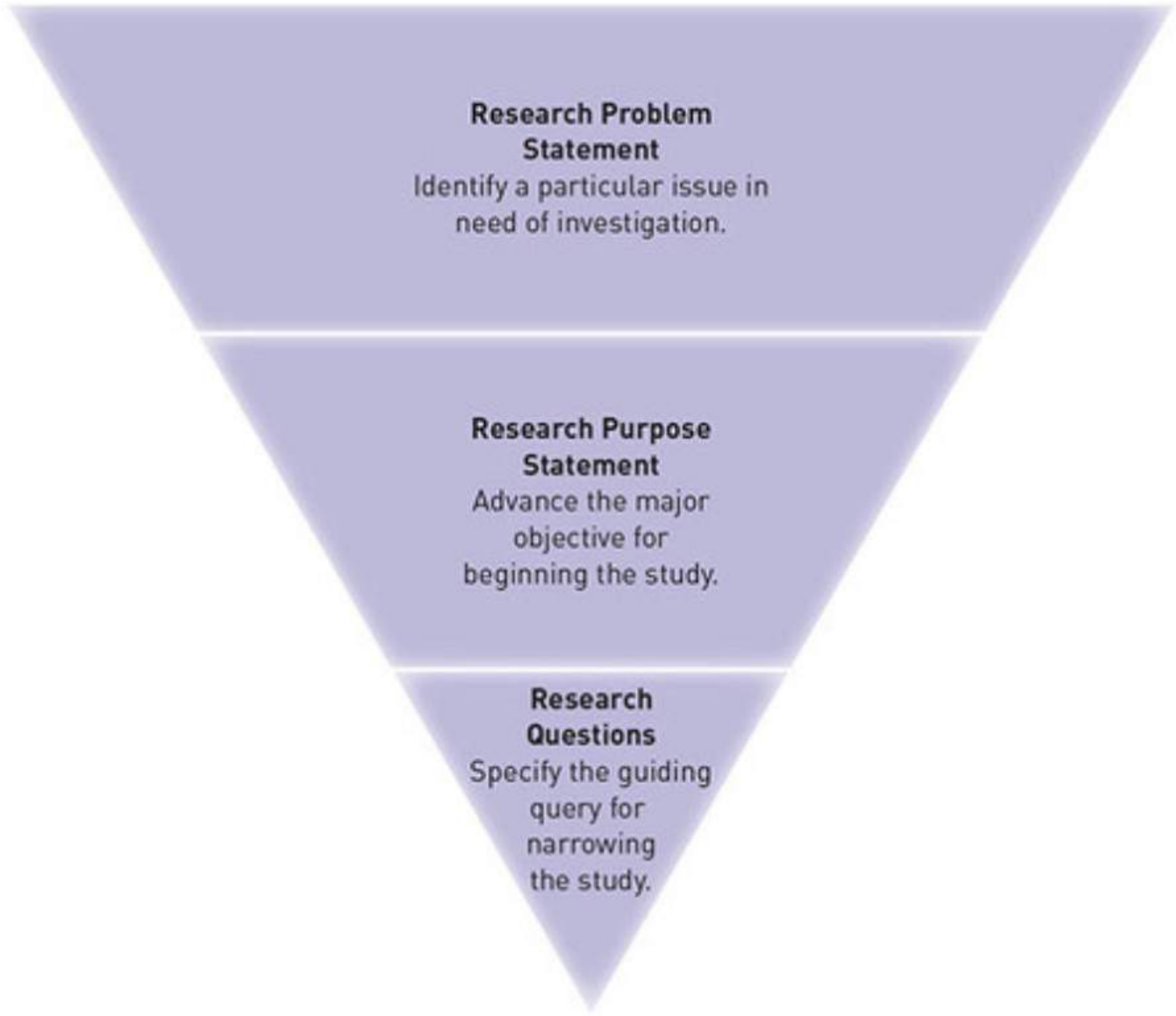
#kalau mantan silahkan

Flashback

“

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

”



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*



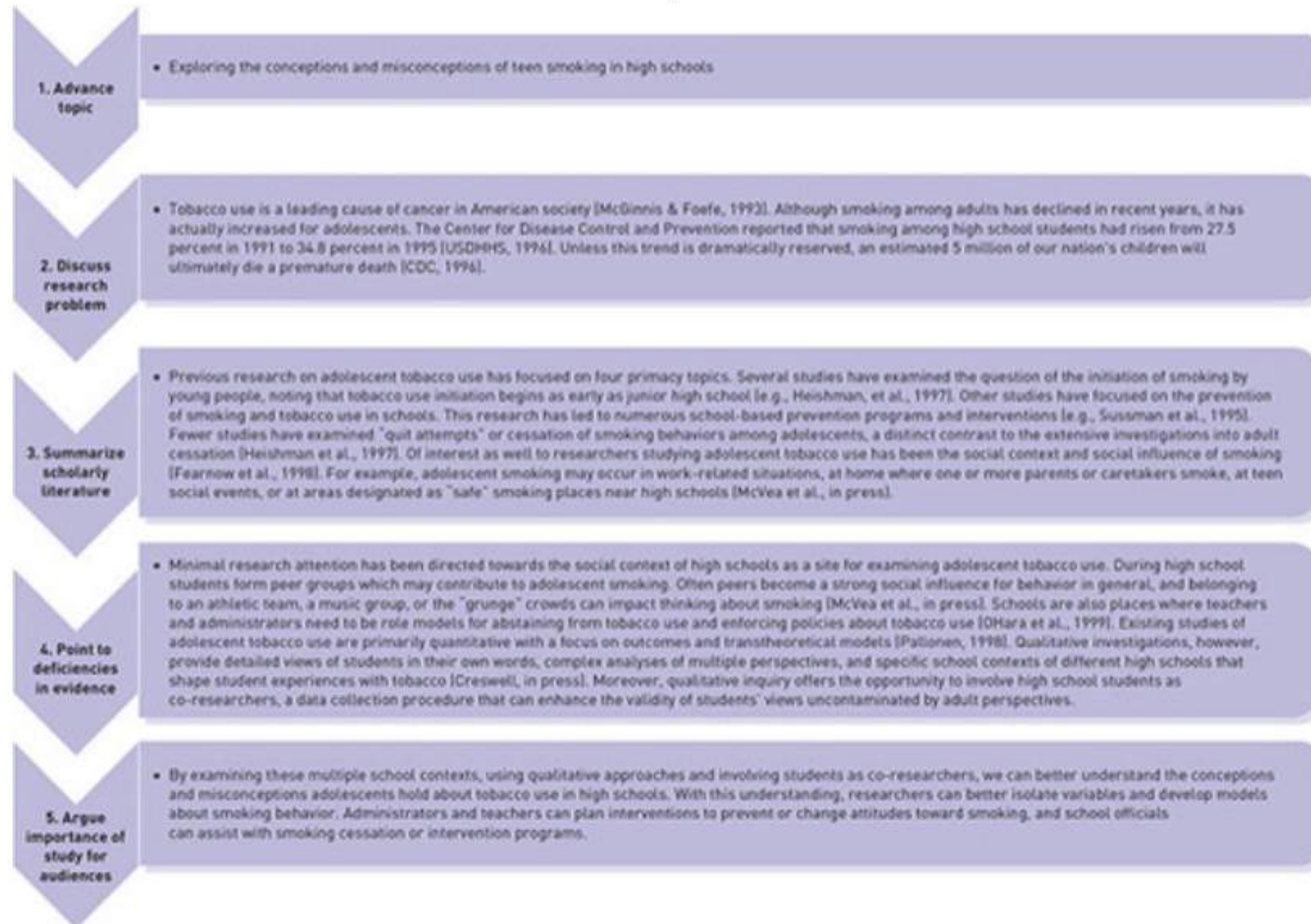
Problem Statement

- *PRESENT THE OVERALL INTENT OF THE STUDY*
- *SEARCHES FOR UNDERSTANDING OF SOME PHENOMENA*
-
- *ADVICE:*
-
- *BEGIN BY JOTTING DOWN ALL OF YOUR QUESTIONS ABOUT YOUR TOPIC*
- *SELECT, CATEGORIZE UNTIL QUESTIONS ARE EXHAUSTED*
- *LOOK AT THE QUESTIONS AS A WHOLE, FIGURE OUT THE CENTRAL 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



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)*

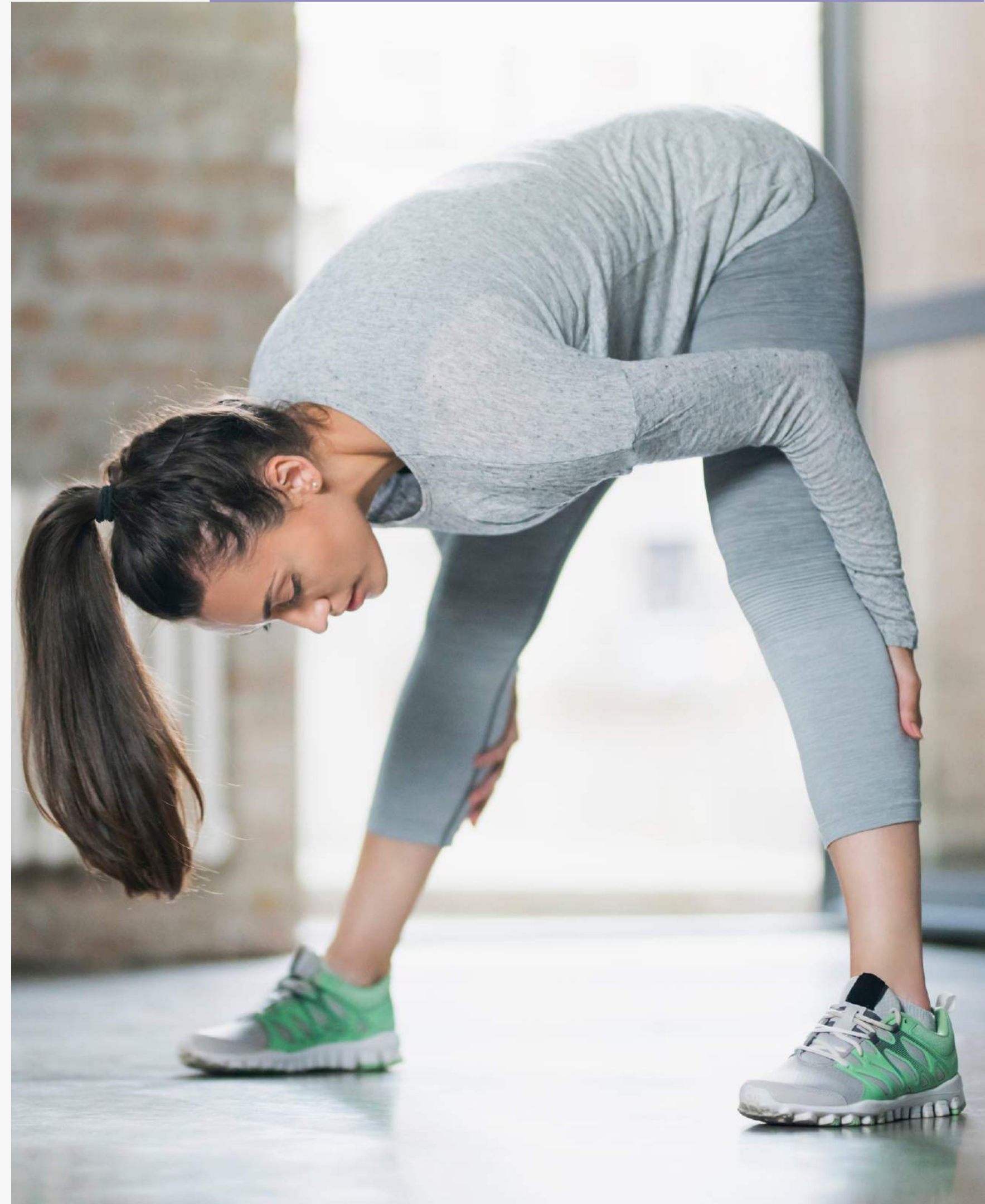
ADVICE:

- *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

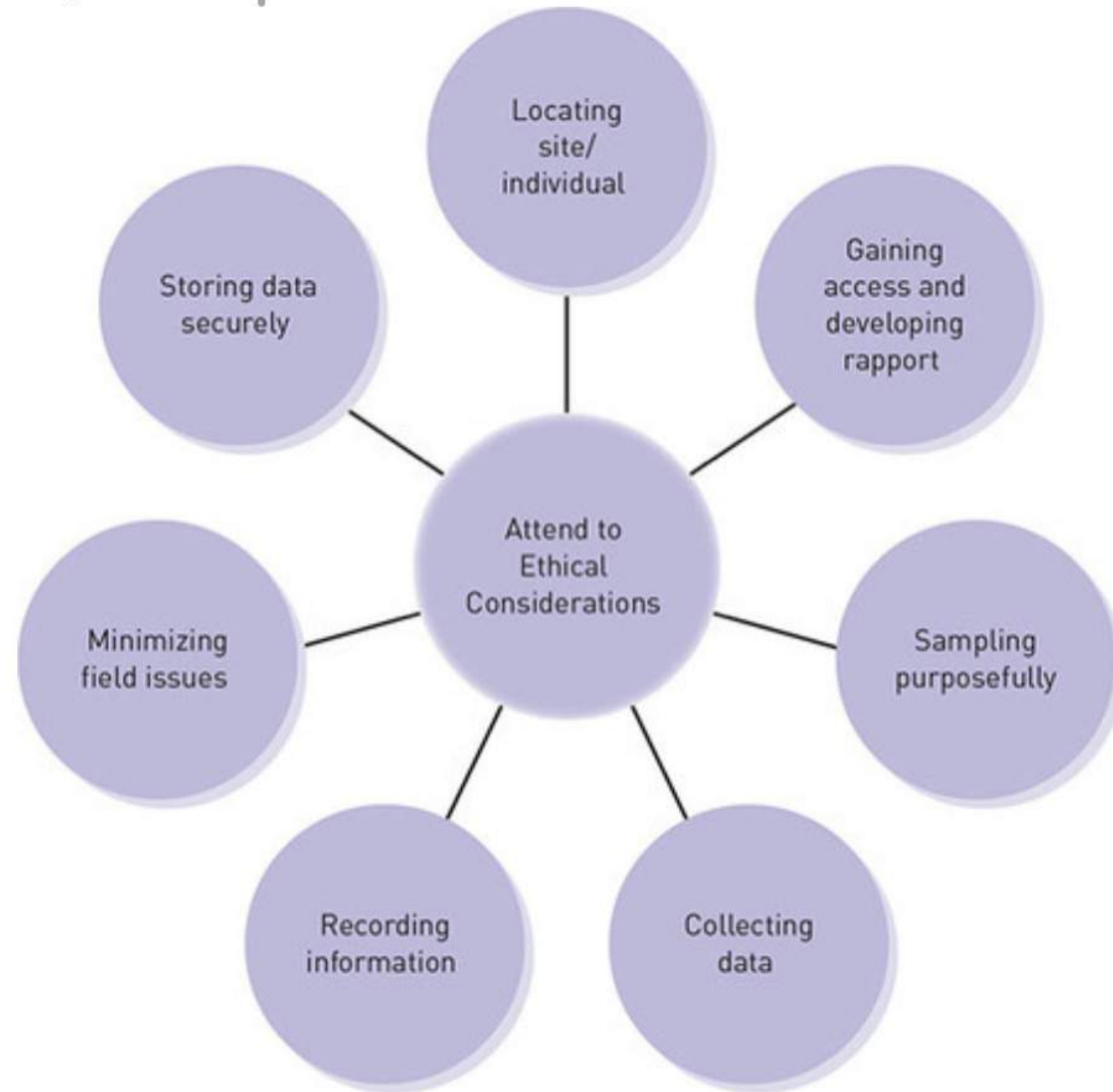


Figure 7.3 A Compendium of Data Collection Approaches in Qualitative Research

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

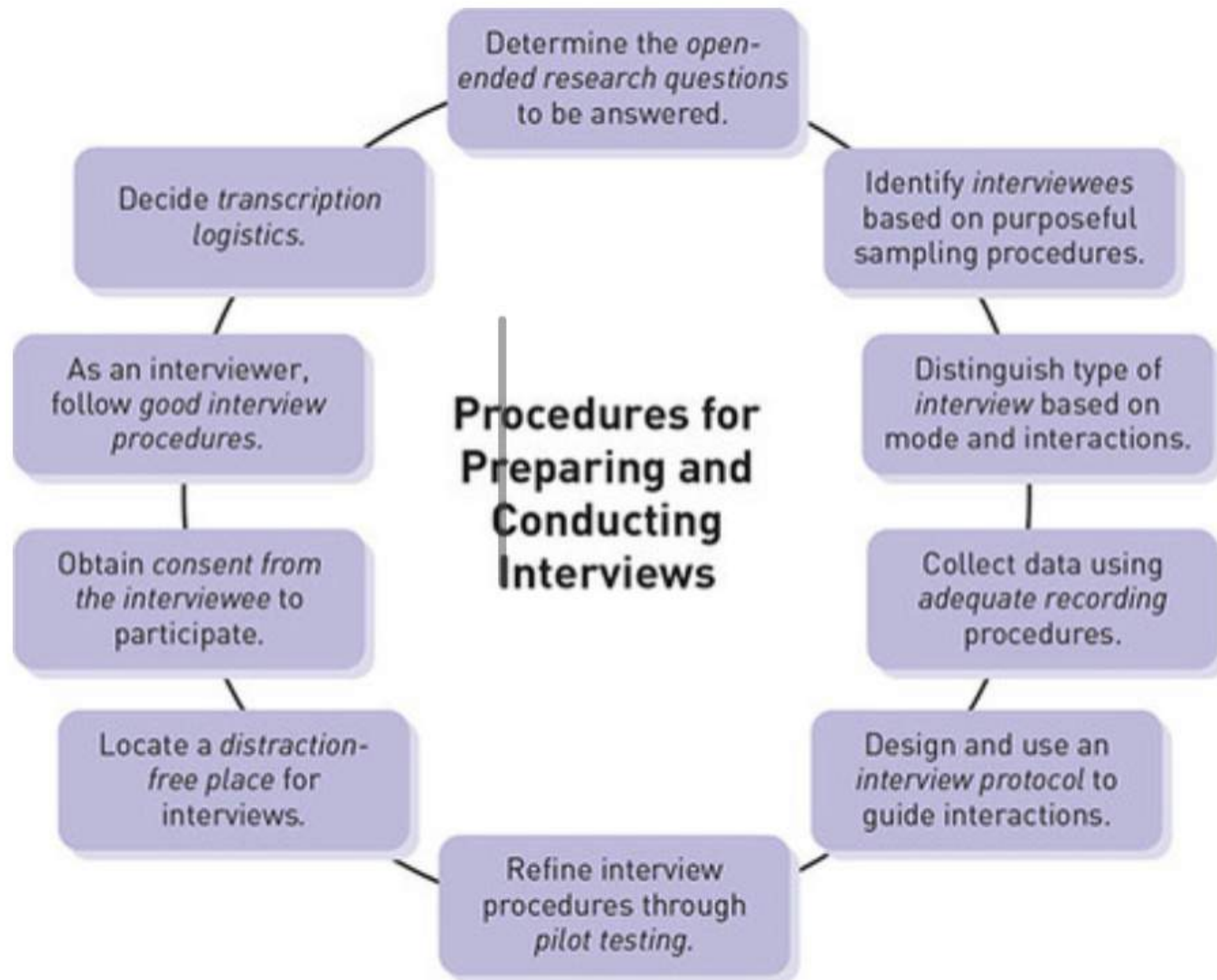
- Keep a research journal during the study, or have a participant keep a journal or diary.
- Examine personal documents (e.g., letters, e-mails, private blogs).
- Analyze organizational documents (e.g., reports, strategic plans, charts, medical records).
- Analyze public documents (e.g., official memos,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

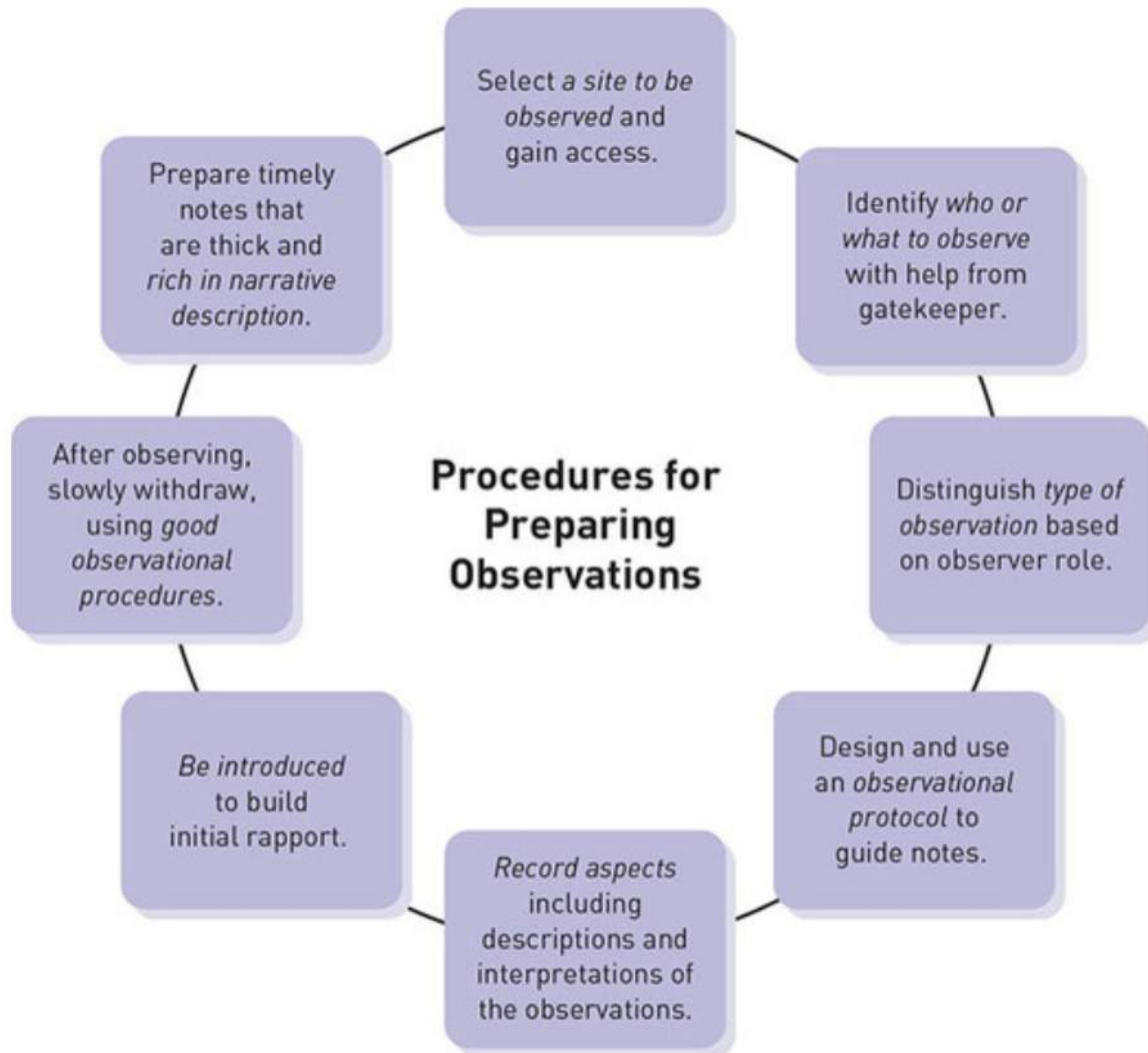
Audiovisual Materials

- 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).

Procedures for Preparing and Conducting Interviews





| <i>Length of Activity: 90 Minutes</i> | |
|---|---|
| <i>Descriptive Notes</i> | <i>Reflective Notes</i> |
| 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. | <i>Overhead with details: I wonder if the back of the room was able to read it.</i> |
| 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." | <i>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].</i> |
| <i>Descriptive Notes</i> | <i>Reflective Notes</i> |
| Dr. Wolcott begins by telling the class he now writes out educational ethnography and highlights this primary occupation by mentioning two books: <i>Transferring Qualitative Data</i> and <i>The Art of Fieldwork</i> . | <i>Drs. Creswell and Wolcott seem to have a good rapport between them, judging from many short exchanges that they had.</i> |
| <p>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.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>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.</p> </div> | <p style="text-align: center;">SKETCH OF CLASSROOM</p> |
| The first question was "How do you look at qualitative research?" followed by "How does ethnography fit in?" | |

Referensi

- Creswell, J.W. & Poth, C.N. (2018). *Qualitative Inquiry & Research Design : Choosing Among Five Perspective Fourth Edition*. California : SAGE Publications
- Afiatin, T. (2015). *Modul Matakuliah Metode Penelitian Kualitatif*. Yogyakarta : Fakultas Psikologi Universitas Gadjah Mada