CHAPTER III

RESEARCH METHOD

The discussion in this chapter consist research type, time and place of the study, subject of the study, data collecting procedures, endorsement of the data and data analysis procedures.

A. Research Type and Design

This study was classified into qualitative research. According to Ary stated, "Qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting, without predetermined hypotheses."[64] According to Merriam in Herzog, "Qualitative research focuses on individuals' perceptions of their experiences and how they build and make sense of the meanings that are derived from these experiences."[65] Merriam Continued, "Qualitative research focuses on constructed interpretations that are birthed from personal, individual experiences, rather than looking for technical, calculated explanations for why phenomena occurs as it does."[66] Based on Morrow and Smith in Carne "The great value of qualitative research is that it helps us understand and explain participant meaning."[67] According to Carne, "Qualitative research effectively identifies intangible cultural factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion and help

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[64]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education,* Eighth edition*,* Belmont: Wadsworth Cengage Learning, 2010, p. 640.

[65]Stephanie Herzog, "The Third Culture: Exploring the Experiences of International Graduate Assistants at a Public, Four- Year Institution in the United States", *Unpublished Thesis*, Lincoln: University of Nebraska, 2012, p. 41.

[66]*Ibid., p. 42.*

[67]Glenda Lynn Carne, "Coming Back to College: Middle East Veteran Student Involvement and Culture Shock", *Unpublished Dissertation,* Colorado: University of Colorado, 2011, p. 56.

to stimulate participant and researcher self-reflection, creativity, and critical thinking thus both become more knowledgeable about their experiences."[68]

The writer used phenomenological method for this study. Creswell mentioned in Herzog, "Phenomenological research as a method describing the meaning for several individuals of their lived experiences of a concept or phenomenon."[69] Moreover he continued, "Phenomenologist focus on describing what all participants have in common as they experience a phenomenon in order to fashion a "universal essence" of that particular phenomenon."[70]

Flick pointed out in Bergström, "When recognizing the subjective experiences of the participant, the social and cultural contexts the phenomena are situated in are made explicit."[71] Groenewald explained in Carne, "The phenomenological methodology provided the opportunity for participants to describe the phenomenon and for the researcher to understand the social and psychological circumstances from the perspectives of participants."[72] Still in Carne, Moustakas stated that "Phenomenological methodology reveals data that provides —lived experiences of the individuals involved, or who were involved, with an issue."[73] The other book also explained phenomenology as a theory to propose the study as direct

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[68]*Ibid.*
[69]Stephanie Herzog, "The Third Culture", p. 43.
[70]*Ibid.*
[71]Sarah Caroline Bergström, "Lonely and Hardworking: International PhD Candidates' Cross-Cultural Adjustment at the University of Oslo", *Unpublished Thesis*, Oslo: University of Oslo, 2010, p. 14.
[72]Glenda Lynn Carne, "Coming Back to College", p. 54.
[73]*Ibid.*

experience which sees behavior as determined by the phenomena of experience rather than by external.[74]

The writer applied this design to get data and information from the participants of Indonesia-Canada youth exchange program 2012/2013 about their symptoms and the solutions of culture shock based on their experience during the program in Canada and Indonesia.

B. Time and Place of the Study

The writer conducted the study in Palangka Raya, Central Kalimantan. The writer needed three months in collecting and analyzing all the data accurately and briefly. The writer collected the data and information by online media (e-mail). Collecting and analyzing all the data for this study were begun on June 26th until September 16[th,] 2014.

C. Subject and Object of the Study

The subjects of this study were the participants of Indonesia – Canada youth exchange program 2012/2013 Truro-Sei Gohong group. The writer chose purposive sampling. According to Patton, "Purposive sampling is selecting the information for study in depth. The information is those from which one can learn a great deal about issues of central importance to the purpose of the study".[75]

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[74]Louis Cohen, Lawrence Manion and Keith Morrison, *Research Method in Education*, Fifth Edition, London: RoutledgeFalmer, 2000, p. 23.

[75]Marguerite G. Lodico, Dean T. Spaulding and Katherine H. Voegtle, *Methods in Educational Research from Theory to Practice*, San Francisco: Jossey-Bass, 2006, p. 140.

Lu said purposive sampling is a process in which the writer selected the respondents with a purpose in mind, the writer decided what needs to be known and sets out to find people who can and are willing to provide the information from their knowledge or experience.[76] In purposive sampling, the writer chose participants in Indonesia Canada youth exchange program 2012/2013 Truro-Sei Gohong group consisted of nine participants for seventeen participants as the total number. The writer did not collect the data from all participants because some of them were busy with their activities in their own place when the writer conducted this study.

The objects of this study were the symptoms and solutions of culture shock of each participants Indonesia – Canada youth exchange program 2012/2013 for Indonesian in Canada and Canadian in Indonesia.

D. Data Collecting Procedures

The writer conducted this study used some procedures to collect the data from the participants. According to McMillan in Herzog, "The data collection mainstay of a phenomenologist is the personal, in-depth, semi-structured or unstructured interview."[77]

The writer used questionnaire, written interview and documentations as procedures in collecting the data from participants of the study. More explanations about these procedures were discussed as follows:

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[76]Xin Lu, *Respondent-Driven Sampling Theory, Limitations and Improvements,* Stockholm: Karolinka Institute, 2013, p. 15.
[77]Stephanie Herzog, "The Third Culture", p. 45-46.

1. Questionnaire

According Brown in Mackey, questionnaire was written instruments with several of questions or statements where the respondents are to respond either by writing out their answers or selecting the items among existing answers.[78] Questionnaires allowed writer to get information from the participants who were able to report about themselves, such as their beliefs and experiences, their reactions about what they felt.

There were several kinds of question and response modes in questionnaires, for example: dichotomous questions; multiple choice questions; rating scales; and open-ended questions. In this study, the writer chose close questions (rating scale) for the questionnaire. According to Wilson and McLean in Cohen, "Close questions are quick to complete and straightforward to code and do not discriminate unduly on the basis of how articulate the respondents are".[79] The writer used rating scales which was very useful devices for the writer, as a built in a degree of sensitivity and differentiation of response whilst still generating numbers. In kind of rating scale, the writer chose Likert scale which provide a range of responses to a given questions or statements.[80]

Questionnaires gave some benefits for the writer to complete the data in this study, used questionnaire was very practical and take a short period of time,

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[78]Alison Mackey and Susan M. Gass, *Second Language Research, Methodology and Design*, New Jersey: Lawrence Erlbaum Associates, 2005, p. 92.

[79] Louis Cohen, *Research Method in Education*, p. 248.

[80] *Ibid*, p. 253.

questionnaire also can be made in many forms such as by using e-mail or phone as well as in person and allowing the writer got a greater degree of flexibility in the data.[81] It was functional; think of the participants of this study was not in the same place and time with the writer and the activities of participants itself cannot be predicted by the writer.

The writer built a questionnaire based on the Likert scale with the different level of agreement, it started from strongly disagree, disagree, neutral, agree, and strongly agree. This ordering hopefully helped the participants to choose their feeling about the statements on the questionnaire based on what they felt. The statements on the questionnaire were made by theories from the experts that the writer mentioned in the previous chapter in this study. The statements on the questionnaire consisted of the symptoms and the solutions theories from all the experts. The participants were asked to fill up the questionnaire by choosing one of the levels of agreement in every statement that mentioned on it.

This was not the only one way procedures to collect the data, after using questionnaire the writer continued with the written interview with the participants.

2. Interview

Interview was one of the most widely used and basic method for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words.[82]

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[81]Alison Mackey, *Second Language Research,* p. 92-94.
[82]Donald Ary, *Introduction to Research in Education,* p. 438.

According to May States in Henriksgård "Interviews can give a deep insight into peoples´ "biographies, experiences, opinions, values, aspirations, attitudes and feelings" and they can be used as a resource to understand how people make sense of their social life and act within it".[83]

The writer claimed that semi-structured interviews were the most appropriate method for data collections in this study. According to Fog in Bergström, "It is openness and flexibility, the semi-structured interview serves this purpose well."[84] Furthermore, Reinharz asserted in Teshome that, "the use of semi-structured interviews has become the principal means by which feminists have sought to achieve the active involvement of their respondents in the construction of data about their lives."[85]

In this study the writer interviewed the participants by asking various symptoms and solutions of culture shock faced by Indonesian and Canadian youths in youth exchange program at Truro, (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013 for Indonesian in Canada and Canadian in Indonesia. In this technique the writer used written interview for the participants and sent it used online media. "It is easier doing an online interview by internet than

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[83]Madelene Henriksgård, "International Students´ Experiences of Cultural Differences in Sweden: A Research Study of German and Chinese Students at Malmo University", *Unpublished Bachelor Thesis,* Malmo: Malmo University, 2010, p. 7.

[84]Sarah Caroline Bergström, "Lonely and Hardworking", p. 14.

[85]Yalem Teshome, "Social and Institutional Factors Affecting the Daily Experiences of The Spouses of International Students: Voices From the Midwest and Implications to Academic Institutions", *Unpublished Dissertation,* Ames: Iowa State University, 2010, p. 67.

organize face-to-face interview with same number of participants."[86] Nardi states, "Internet is helping to redefine the 'field' in fieldwork and expanding the possibility of conduction qualitative research beyond the bounds of real-time, single location physical settings into the realm of *cyberspace.*"[87] According to Denscombe, "the quality of responses gained through online research is much the same as responses produced by more traditional methods."[88] Murray pointed out that "Participants interviewed via e-mail remained more focused on the interview questions and provided more reflectively dense accounts than their face-to-face counterparts."[89]

The writer used online media to give a questionnaire and written interview to the participants in Canada and other places in Indonesia by real-time or synchronic interview (using chatting on facebook and video conference on Skype) and non-real-time or non-synchronic interview (using Electronic Mail). The writer used online questionnaire and written interview to get deepest information about the symptoms and solutions from the participants that were not in the same place and time (time zone) when the interview was held. This online media was used to get data from participants where the participants were in Canada (such as in British Colombia, Winnipeg, and Victoria) and other participants were from some places in Indonesia

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[86] Christine Daymon and Immi Holloway, *Riset Kualitatif dalam Public Relations dan Marketing Communications,* translated by Cahya Wiratama, Yogyakarta: PT. Bentang Pustaka, 2008, p. 263.

[87]Patsy Clarke, "The Internet as a medium for qualitative research", *Unpublished Paper,* Durban: University of Natal, 2000, p. 2.

[88]Lokman I. Meho, "E-Mail Interviewing in Qualitative Research: A Methodological Discussion", *Journal of The American Society for Information Science and Technology*, Vol. 57 No.10, 2006, P. 1291.

[89]*Ibid.*

(such as in North Maluku, East Nusa Tenggara, Riau Archipelago, Jakarta, Yogyakarta and West Papua).

Synchronic or real-time interview was an interview that happened in the real time. It meant between interviewer and interviewee wrote, read and answered the questions in the same time even interviewer and interviewees were in different places and time zone. Non-synchronic or non-real-time interview was an interview that happened in the not real time. It meant between interviewer and interviewee wrote, read and answered the questions in the different time, could be in the minutes, hours, or even days after the messages had been sent.[90] The writer continued the interview used Skype or phone if the writer thought it was necessary (if by using e-mail there were some data needed to be clarified with the participants or completed the explanations from the participants' answer).

3. Documentation

In qualitative approach, the write used written documents or other artifacts to gain an understanding of the phenomenon under study. The term 'documents' here refers to a wide range of written, physical, and visual material, including what other authors may term artifacts. Document analysis can be written or text based artifacts (textbook, meeting minutes, transcript, letters, e-mail messages, etc.) or of non-written records (photographs, audiotapes, videotapes, computer images, and any

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[90]Christine Daymon, *Riset Kualitatif, p. 268-269.*

others.) document can be classified into four categories, there are public records, personal documents, physical materials, and researcher-generated documents.[91]

In this study after the writer having the questionnaires and interviews from the participants, the writer used documentation as other supporting material to make this study more accurate. The writer collected all of supporting documents from the result of the questionnaires and written interviews from the participants, pictures and any other important documents during study.

E. Rigor of the Data

The qualitative approach of this study required a qualitative criterion for rigor. Rigor was needed to make the data in this study were valid and reliable or in other words the quality of the data in this study was deemed rigorous. Rigor was the concepts of making valid interferences from data and the consistency of the data in qualitative study.[92] According to Guba and Lincoln in Arouca described the rigor for qualitative study as credibility, transferability, dependability, and confirmability. It was explained as follows: [93]

1. Credibility

Credibility in qualitative study aimed to concerns the truthfulness of the inquiry's findings. Credibility or truth value involved how well the writer has established confidence in the findings based on the research design, participants, and

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[91]*Ibid.,* p. 442.
[92]Donald Ary, *Introduction to Research in Education,* p.497- 498.
[93]Raquel Alexandra De Moura Lohner Arouca, "A Qualitative Study", p. 70.

context.[94] The writer convinced the reader which all the data analyses where the writer gained from participants was same as the data that the participants gave to the writer and displayed to the readers. The data could be seen from the documentations of this study consisted of questionnaires, written interviews and pictures from the participants as subjects of this study which appropriated to the research design, participants and objectives of this study.

The writer used triangulation to make this study more credible. In this study, triangulation used by the writer to evaluate the data collection, in addition to check or to compare among the data which was collected from the participants used questionnaire, written interview and documentation.

2. Transferability

Transferability was the degree to which the findings of a qualitative study could be applied or generalized to other contexts or to other groups. It was used to make the finding of research could be applied; the writer reported the result of the study as detail, reliable and clearly.[95] Here the writer reported the result of the study entitled "Culture Shocks Faced by Indonesian and Canadian Youths in Youth Exchange Program at Truro (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013," as detail, clear and reliable as possible. So, the information could be used for others.

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[94]Donald Ary, *Introduction to Research in Education,* p.498.
[95]*Ibid.*, p.501.

The writer reported the result of the study in the next chapter of this study. In the next chapter, the writer provided the data findings from the participants' questionnaires and written interviews and discussed the data based on the findings and correlated to the theories in the previous chapter. The writer showed the data processing and the result clearly as well as possible from this study to help the readers understood and the information could be transferred easily and could be used for others.

3. Dependability

"Dependability refers to making sure the process of analysis was explicit, traceable and the same for all steps."[96] The writer did the process of analysis of this study explicitly, traceable and same steps from collecting, reducing, displaying and verification the data. So, it gave to others the information as clear as possible from this study. The writer proceed this study explicitly and traceable in all the steps, started from collecting the data from participants of Indonesia – Canada youth exchange program as subjects of this study that were relevant to the objectives of the study. For reducing, displaying and verifying the data also proceed explicitly and traceable. People were able to see the data as well because in analyzing the data used same steps and easier to understand.

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[96]Raquel Alexandra De Moura Lohner Arouca "A Qualitative Study", p. 70.

4. Conformability

"Conformability means that all interpretation and outcomes of analyses can be traced back to the original sources."[97] The writer convinced the readers that the interpretation and analyses all the data of this study could be traced back to the original sources that the writer had been explained in chapter II.

The data findings and the result of data after discussed can be conformed to the original sources or the theories by the experts who explained about the symptoms and solutions of culture shock in the previous chapter. It meant all the data that the writer found from the participants of Indonesia – Canada youth exchange program Truro-Sei Gohong group 2012/2013 were same like the theories were said.

F. Data Analysis Procedures

Data analysis was the process to arrange the data finding to make it comprehendible by collecting, arranging, coding, classifying, and grouping in order to make the research report. There were four techniques were used to analyze the data[98] as follows:

1. Data Collection

The writer collected and wrote all of participants' symptoms and solutions of culture shocks faced by Indonesian and Canadian youths in youth exchange program at Truro (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013 for Indonesian in Canada and Canadian in Indonesia. The writer collected

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[97]*Ibid.*
[98]S.Nasution, *Methode Penelitian Naturalistik Kualitatif ,* Edisi ketiga, Bandung: PT. Tarsito, 2003, p. 126-130.

all the data from the participants' questionnaires, written interviews and documentations by online media (e-mail) and other important documents during the writer did this study.

2. Data Reduction

The writer focused on simplify of the data. The writer chose the main data related to the topic of the study: symptoms and solutions of culture shocks faced by Indonesian and Canadian youths in youth exchange program at Truro (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013 for Indonesian in Canada and Canadian in Indonesia.

The data reduction on the study was used by the writer to reduce the inappropriate data from data collection by filtering the important data based on the objectives of the study. In the study, all of the data gathered from the questionnaires, written interviews and documentations. It covered the participants' symptoms and solutions of culture shocks faced by Indonesian and Canadian youths in youth exchange program at Truro (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013 for Indonesian in Canada and Canadian in Indonesia.

3. Data Display

It was intended to convey the idea that data are presented as organized, permitted conclusions to be analytically drawn.[99]

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[99]Bruce L. BERG, *Qualitative Research Methods for the Social Science*, Long Beach: California State University, 2001, p. 35-36.

In data display, the writer reported the relevant data and confirms the result of the study. It meant that the data collected from questionnaires, written interviews the symptoms and solutions of culture shocks faced by Indonesian and Canadian youths in youth exchange program at Truro (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013 for Indonesian in Canada and Canadian in Indonesia.

4. Verification

After the data proceeding in the previous step, it could be verified or concluded to specific thing to gain objective conclusion. The conclusion was verified by looking back to the data reduction whether before, while or after data collecting. It was aimed to the conclusion did not miss from the problem of the study.[100]

In verification, the writer summarized the data and concluded the result study based on the problems and objectives of study. The data were based on the objects of the study that consisted of symptoms and solutions of culture shocks faced by Indonesian and Canadian youths in youth exchange program at Truro (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013 for Indonesian in Canada and Canadian in Indonesia, and were verified by the writer by answering the problems of the study.

The writer concluded that in producing this study, the writer needed some procedures to create final result as well. The writer began by collecting the data from the participants of Indonesia – Canada youth exchange program 2012/2013 Truro-Sei

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[100]*Ibid.,* p. 92.

Gohong group which was needed base on the problems of the study used questionnaire, written interview and documentation by e-mail. After collecting the data, the writer needed to sort the data by reducing some unimportant data.

After reducing the data, the writer started to display the data. Before displaying the data, the writer needed to be sure the data were ready to report or present to public, but if the writer thought the data still uncompleted or needed to verify before displaying, the writer did a verification first. When the writer finished to display the data and there were some suggestions and advised from the experts (advisors and examiners) about the result of the study, the writer needed to verify for once more time to make sure the study was proper for publics.