

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research finding and its discussion. The findings are gotten from the data collected to answer the research problem. The researcher also presents the students' difficulties in analyzing the data, causes that make students difficult in analyzing qualitative data and the solutions of the difficulties in analyzing qualitative data.

A. Research Finding

In conducting this research, the researcher collected the data through interview to the students at eighth semester of English Teacher Education Department who in process in making chapter 4 or in process analyzing the data to get the information of research problem. The researcher conducted interview to the students through conversation type of interview to make students comfortable and give rich information. From data collected, the researcher provided information about students' difficulties in analyzing the qualitative data, the causes of those difficulties in analyzing the qualitative data and the solutions of the difficulties in analyzing qualitative data. For further information, the researcher explained in discussion.

1. Students' Difficulties in Analyzing Qualitative Data.

The researcher conducted the interview to 22 students, the researcher interviewed students who was used qualitative method in their thesis with

characteristics mentioned in previous chapter such as (1) They are in the process of writing research report (thesis), (2) They have taken research method, research statistic and thesis seminar proposal class. (3) They have already conducted proposal examination and already have analyzed the data.

From various topics and instruments of thesis used by the students, the researcher got various difficulties in analyzing qualitative data. There are many difficulties which are faced by the students at eight semesters of English Teacher Education Department in analyzing qualitative data. Those difficulties were explained by the students like below.

a. Student 1

Student 1 is one of the students of eight semesters who has difficulties in analyzing qualitative data. His thesis title is “The analysis of teacher interaction during the implementation of curriculum 2013 (K-13) by using self-evaluation teacher talk (SETT)”. The researcher conducted the interview to the student 1. He stated that the first difficulty was confusing what to do with the raw data because a raw data contains a lot of information about the object of the research or even the unimportant one,” the data of his research is teacher transcription during teaching using curriculum 2013. The transcription is about 40 pages. Second difficulty was from the analysis of teacher transcription using SETT, he confused to

make sure the validity of the analysis, because he was beginner and cannot guarantee about the analysis result.

b. Student 2

The researcher also conducted interview to the student 2. Based on the result of interview, student 2 has problems in analyzing qualitative data. The title of her thesis is “An Analysis of Semantic Inference of Indonesia Language in Students English Translation of English Teacher Department”. Her data was taken from students’ translation. When she read the data, for example, her topic was about student semantic inference in students’ translation. The participant of her research want to translate “sama dengan” and many students of her participants stated “same with or similar with”, but in dictionary, it should be “similar to”, she used collocation to check the translation. Her difficulty was classified the word itself whether semantic inference or grammatical inference.

c. Student 3

The researcher found other difficulties in student 3. The title of her thesis is “Pre Service English Teachers’ Technique in Adapting Material from Textbook of Curriculum 2013”. According to the interview, she had difficulty in analyzing qualitative data. There was step coding in analyzing qualitative data. She stated that she didn’t know what coding is. From the data she had collected, the data was from interview. Then, she learned

again about analyzing the data, especially coding. She learned from the beginning; she tried to understand it by reading some sources. .

d. Student 4

The result of interview to the student 4, she has 2 difficulties in analyzing the data. Her thesis title is “Oral Test Instrument Designed by English Teacher Under 2013 Curriculum for Eight Grade Students at SMP Al Islam Krian”. The first difficulty is in step coding and categorizing. The data she had collected was from interview and documentation. From the data of interview, she found difficult to code the data and also confuse to categorize it. The second difficulty is she didn't know how to display data, what kind of display data. She used two instruments in her research. They were document and interview guideline. From the data collected, she confused which one of the data that she should display first.

e. Student 5

The result of interview to the student 5 which thesis title is “Students Ability to Formulate Research Question (A Study of Initial Research Process in Proposal Writing at English Teacher Education Department of UIN Sunan Ampel Surabaya)” show that the researcher found different difficulty. It was about differences between data and theory. The result of the research conducted by student 5, he stated that there are many result of the data which are different with theory. He had some standard to measure student ability in formulating research question. In fact, just some

participant use theory in formulate research question. There were a number of steps to formulate research question, from all participants, only few participants choose one way to formulate research question in the theory he had provided. Whereas, others didn't use theory to formulate research question he had already provided. Therefore, the student 5 found difficult to find the theory related new finding in his research.

f. Student 6

The result of interview to the student 6, she had difficulty in data reduction. Her thesis title is "Teachers Challenges in implementing Multimedia Computer Assisted Language Learning (CALL) Program in Reading Narrative Text Activities". Based on her statement, she stated that there are many data collected from interview and observation. From all data not all information could be chosen, she needs to choose the best information and reduce unimportant information.

g. Student 7

Interview was also conducted to student 7; the title of her thesis was "Language Function in Students Teacher Utterance in Pre Service Teaching (PPL1) Classroom at English Teacher Education Department". In the beginning of data analysis, she stated that from data collected, she was confused and didn't know how to analyze the data. She didn't know what she should do with the data. Therefore, she had to learned again from the beginning how to analyze qualitative data.

h. Student 8

In analyzing data, student 8 had difficulty in displaying the data. She stated that he was confused how to present the data to make it appropriate with research question. Student 8 also had difficulty in data reduction. She stated that when she got the data from instruments about students' motivation using star chart, she had a lot of data and not all information was important. She didn't know the way to reduce the unimportant one.

i. Student 9

Based on the result of interview to the student 9, her thesis title was "The Level of Translation Skill on Scientific Article of Six Semester Student at English Teacher Education Department State Islamic University Sunan Ampel Surabaya" she stated that she has difficulty in classifying the data, she spent more time in classify the data. She should check more than one of the participants' works. She spent one day to analyze participant work because she needed to understand the main idea of student translation and also she need to check the appropriateness of the participant's translation to the target language to categorize the level.

Second difficulty in analyzing qualitative data of student 9 was presenting the data. According to the result of interview, she has two research questions, she directly present participants' level in her finding. Her advisor said that it totally wrong because the first research question was about students' method in translating.

j. Student 10

In some cases, there was other difficulty in analyzing the data faced by student 10. His thesis title was “The Application of Cambridge International General Certificate of Secondary Education (IGCSE) English Language Check Point at SMA Darul Ulum 2 Unggulan BPPT Jombang CIS Id 113”. The qualitative data of his research was interview. Student 10 stated that he difficult to support the finding with the theory, it was caused by the theory related to his research was difficult to find and the previous theory related his research was not fit with the finding.

k. Student 11

Other difficulty in analyzing also faced by student 11, her thesis title is “An Analysis of Students’ Ability in Developing Indicator of Language Learning in PPL1 Class”. She had two difficulties in analyzing the data. The first difficulty was difficult in classifying the data using rubric used as instrument, in her rubric she had many criteria. Second difficulty was she didn’t know how to present the data. From the result of analysis, she difficult in presenting the data of finding because she didn’t know what kind of displays data.

l. Student 12

Student 12 with thesis title “Student Consideration in Selecting Data Collection Instrument (A Study of Research Methodology Used within Proposal Writing Course at UIN Sunan Ampel Surabaya). She had

difficulty in classify the data; it was about theory as foundation of classification. She didn't have reason or enough theory how to classify the data such as how much she should classify the data and the reason of the classification. The theory becomes problem for student 12, it was not only as the foundation for classification but also for supporting the finding.

m. Student 13

Difficulty in classify the data also faced by student 13. Her thesis title was "Students' Word Stress Performance at Fourth Semester of Speaking Class English Teacher Education Department of UIN Sunan Ampel Surabaya (An Acoustic Phonetics Analysis)" The result of interview show that she had difficulty in classifying the data. The data of her research was students' recording to know word stress performance. She was also found difficulty in presenting the result of the analysis from classification of the data.

n. Student 14

Difficulty in classifying the data was also faced by student 14. Her thesis title was "An Analysis of Curriculum 2013 (K-13) Lesson Plan Design the Pre Service Learning English Teacher". Students' lesson plans were the data of her research. In her research, she stated that she use instrument very detail. From the data she had been collected, she was difficult to classify the data in detail based on the rubric.

o. Student 15

Problem of difficulty in finding the theory to support the finding was found by student 15. The title of her thesis was “An Analysis of Students’ Method in Translating English News Report Text into Indonesia at English Teacher Education Department”. The data of her research was students’ translation. She stated that she had difficulty in analyzing data. That was about difficult to find the theory in connecting the finding with the theory. It was difficult because she just has two theories to support her finding.

p. Student 16

Difficulty in supporting the finding was also faced by student 16. His thesis title was “The Implementation of pre service learning in the Course English for Young Learner 2 of English Teacher Education Department in UIN Sunan Ampel Surabaya”. The data of his research were interview and questionnaire. According to interview, he stated that support the finding with theory was very difficult for him. It was caused by the topic of his thesis was still new in Indonesia. Therefore, the theory of his finding was very difficult to find. Pre service learning programs in Indonesia was only applied in some schools. He just found two books about pre-service learning. He got the books by downloading it in internet.

q. Student 17

The title of her thesis was “Content Analysis of Writing Material in The Course Book Design by The Student of English Teacher Education

Department.” She stated that she didn’t know what to do with the data collected especially with the data of interview as the second data. She also forgot to write point data analysis in chapter 3 because she didn’t know exactly how to analyze her data.

r. Student 18

Difficulty in analyzing the data was also faced by student 18. The title of her thesis was about “Students Teacher Self-Efficacy in Using Instructional Strategies at Practice Teaching (PPL1) Class of English Teacher Education Department at UIN Sunan Ampel Surabaya”. It was about presenting the data. She stated that after she categorized the data, she found difficulty in presenting the data. The problem was about the format of the data display which was not appropriate with research question and the advisor was also disagreed with the format of the data display.

s. Student 19

Difficulty in categorizing the data was also faced by student 19. Her thesis title was “Students Ability in Interpreting Metaphor and Simile in Poem. A Case Study of Sixth Semester Student of Translation Class in English Education Department” The data of her research was documentation of students’ poetry and it was analyzed using rubric and recording of interview. Based on the interview, she stated that she found

difficulty when she should classify or categorize the way of student to interpret Metaphor and simile in poem.

t. Student 20

Different cases was found by student 20, his thesis title was “Students’ Reflection on Challenges in Academic Writing at State Islamic University of Sunan Ampel Surabaya”. Based on the result of interview, he stated that he took the data to the participants; the numbers of participants were about eighty students. He used questioners and interview. He faced difficulty when he presented the data. He found difficult to correlate two instruments used in his research the data, they were questioner and interview. He was confused to correlate them when he presented the result of analysis.

u. Student 21

In some case, student 21 also has difficulty in analyzing qualitative data. Her thesis title was “Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department”. Her data was documentation of thesis abstract of the student academic years 2015. The result of interview with the student 21, she stated that she has difficulty in classifying the move/steps in making abstract. Her research was about students’ ability in making abstract. Her difficulty was confused to distinguish steps in abstract of students’ work, and there were no keyword of step that makes her difficult.

The Second difficulty faced by student 21 was displaying the data. After she categorized students' abstract, she stated that in presenting the data, she directly described every students' abstract based on the steps or moves. In this case, her advisor said that it was totally wrong because her research question was how students' abstract."

v. Student 22

Student 22 also faces difficulty in analyzing qualitative data. Her thesis title was "The Grammatical Accuracy, Cohesion and Coherence of Thai Student English Writing at Darawithaya School, Narathiwat – Thailand." her data was documentation of students' work. She analyzed using rubric. Based on the result of interview to the student 22, she stated that she found difficulty in analyzing the data based on the point in rubric because she provided just some point to assess some aspects and there were some aspects that were not valued (there are some point missing to analyze the aspect).

Based on the statements of all students above, the researcher can categorize the difficulties in analyzing qualitative data. Those categorizations are like table below:

Table 4.1 Students' difficulties in analyzing qualitative data

No	Students difficulties in analyzing qualitative data	Total student
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1	Difficult to code the data	1
2	Difficult to classify the data	10
3	Difficult to find the format of display data	5
4	Difficult to reduce the data	2
5	Difficult to find the theory to support the finding	6
6	Difficult to make sure the validity of finding	1

The table 4.1 shows that there are 6 difficulties in analyzing qualitative data. Those difficulties are described as follows:

1. Difficult to classify the data

This difficulty was occurred on 10 students, According to the students statement above, the researcher found that their difficulty in classify the data such as difficult to classify the data dealing with many criteria in their rubric, difficult to understand the context of the data for classify the data, difficult to find the theory as the basic of the classification.

2. Difficult to find the theory to support the finding

This difficulty was occurred on 6 students. Based on the result of interview, the researcher found that the students difficult to support the theory in their finding, theory they used in their research not cover all finding and some of them because the topic of the thesis is new in Indonesia.

3. Difficult to find the format of display data

This difficulty was occurred on 5 students. Based on the result of interview, the researcher found that there are many various way to display the data in finding. Their difficulty in displayed the finding such as described the data all of subject of the research, correlating the instrument they used in their research.

4. Difficult to reduce the data

This difficulty was occurred on 1 student. Massive amount of data in her research have made her difficult to reduce the data, moreover she lack understanding the technique to reduce the data.

5. Difficult to make sure the validity of finding

This difficulty was occurred on 1 student. he found difficulty to make sure the validity of finding because he lack of practicing in analyzing qualitative data.

2. The Causes that Make Students Difficult in Analyzing Qualitative Data

The researcher used interview to find what causes that make students difficult in analyzing qualitative data. The result of interview show that the causes of difficulties in analyzing qualitative data are like follows:

a. Student 1

Based on the result of interview about causes of difficulty in analyzing qualitative data on student 1, he said that the causes were: the first less understanding in analyzing qualitative data, he did not know the

preference step of data analysis because he was lack of practice analyze the data. Therefore, lack of practicing in analyzing data become causes of his difficulties in analyzing qualitative data.

b. Student 2

The causes of difficulty in analyzing qualitative data were lack of understanding data, especially in determining semantic inference or grammatical inference. Therefore, lack of understanding the data especially in distinguishes grammatical or semantic inference becomes causes of her difficulty in analyzing data.

c. Student 3

Difficulty in analyzing qualitative data was face by student 3. It was caused by she didn't know what coding is. It was because she lack of reading and also she never practiced about coding.

d. Student 4

Student 4 assumes that she was lack of practicing in research before they do the research thesis analysis. According to the result of interview, she stated that she was lack of practicing and lack of reading the book. In the previous semester, subject related to the research was very general and explain about Classroom action research. Therefore, lack of practicing and reading book as the causes of her difficulty in analyzing qualitative data.

e. Student 5

In analyzing the data, student 5 considered that the theory in the research did not match with the data. Based on the result of interview, he stated that the difficulty was caused difficult to find the theory to support the finding. He stated that some of them used one way in his theory to formulate research question and some of them didn't used the theory as the way to formulate research question but they have their own way to formulate research question. Therefore, difficulty to find theory to support the finding as the causes of his difficulty in analyzing qualitative data.

f. Student 6

Based on the result of interview to the student 6, she stated that the causes of her difficulty are lack understanding in analyzing the data because lack read book about research. Therefore, lack of reading book about research as the causes of her difficulty in analyzing the data and as the causes of her difficulty.

g. Student 7

Student 7 found that the cause of her difficulties was lack of practicing in research before they did this research of thesis analysis. Furthermore, student realizes that she was lack of reading some resources dealing with research. In addition, the subject about research method in the previous semester did not fully explain about the research analysis step. Causes of this difficulty were lack of understanding about research method because of lack of reading the book about research. Therefore, he didn't know

steps or technique to analyze the data, and also the material about research in the previous semester, just lecturing without practice.

h. Student 8

Similarly, the student lack of practicing becomes problem in the data analysis steps. According to the result of interview, the student 8 stated that the difficulty was caused by lack of practice in analyzing data, she found difficult in analyzing the data because she didn't have any experience about data analysis. Therefore, practice in analyzing qualitative data was needed by students because it was a cause of her difficulty.

i. Student 9

In this case student 9 had two causes of her difficulty. According to the result of interview, first causes was she got difficult in understanding the context of the data before it was classified. This difficulty was because it was not easy to translate from English to Indonesia with the topic science because many term of science in it. She also needed to read again of students' work, understand the main idea, and then she used glosarium dictionary to understand the appropriate word or target language". Second causes of the difficulty were similar to the others student in which lack of practice or conduct research in previous semester". Therefore, student 9 stated two causes of her difficulties. Those are lack understanding the

context of the data because there are many sciences term and also understand the main idea was needed. Then, lack of practicing also became causes of her difficulty in presenting the finding.

j. Student 10

Based on the result of interview to the student 10, the difficulty in analyzing qualitative data was caused by theory to support the finding was difficult to find. There were many data of the result of interview were not correlated with the theory. Therefore, theory was difficult to find as the cause of his difficulty in analyzing the data

k. Student 11

According to the result of interview, she stated that the causes of her difficulties were lack of understanding on display the data because she rarely read the book and thesis. Therefore, lack reading thesis or book related to the research as the cause for her difficulty.

l. Student 12

According to the result of interview to the student 12, she stated that her knowledge about analyzing the data was poor because of lack reading literature about research and the theory used to analyze the data was difficult to find. Therefore, there were two causes found by student 12. They were lack of reading and theory was difficult to find.

m. Student 13

In a like manner, student 13 assumes that lack of reading some sources of data analysis. According to the result of interview, Student 13 said that the difficulties in analyzing the data were caused by lack of reading book or thesis. She just read books dealing qualitative research when she was in process of analyzing the data.

n. Student 14

Student 14 considers that understand the context of step in K-13 lesson plan when she analyze using rubric become a cause of difficulty in classify students' lesson plan based on the rubric. Therefore, understand the context of the data as the causes of her difficulty in classify the data.

o. Student 15

Student 15 assumes that the difficulty to find the theory become problem for her in analyzing the data. Based on the result of interview, she stated that the theory was very difficult to support her finding. it because her finding need some explanation and the theory to convince it.

p. Student 16

Student 16 considered that the difficulties in analyzing qualitative data was caused by the theory of her research was very limited, it was also caused by topic about pre service learning was still new and it applied only in some schools. According to the result of interview, he stated theory to support the finding about the implementation of pre service learning become problem in analyzing the data”.

q. Student 17

Student 17 was similar to student 16 in which understanding the way to analyze the data was a problem in analyzing data. Based on the result of interview to the student 17, she stated she faced difficulty in analyzing qualitative data because she didn't understand well how to analyze the data and lack of reading book.

r. Student 18

Difficulty in analyzing the data was also caused by infrequently of practice in analyzing qualitative data. According to the result of interview to the student 18, she stated that the difficulty in analyzing data was caused by lack of practicing in analyzing the data. Especially, practice about displaying the data. Moreover in the previous semester only practices analyze the quantitative data and never practice analyzes qualitative data.

s. Student 19

The various ways to analyze the data make student 19 confuse to categorize the data. According to the result of interview, student 19 said that she found difficulty with the technique in analyzing qualitative the data, especially the technique should she used to categorize the data

because she never practice analyzed qualitative data. Therefore, lack of practicing in analyzing qualitative data became a cause of her difficulty.

t. Student 20

Student 20 was difficulty in analyzing the data was caused by lack of reading book about research method. According to the result of interview, he found difficulty in analyzing qualitative data, especially in display the data was caused by lack of reading book about research method.

u. Student 21

Student 21 assumed that the theory used was difficult in finding the theory in analyzing data. Furthermore, due to the lack of experiencing and practicing in analyzing qualitative the data become causes of her difficulties, according to the interview, Student 21 stated that she had little theory to distinguish steps of students' abstract that causes the difficulty in categorizing the move of abstract, and other causes of her difficulty were never practice and lack of experience about the way to present or display the data”.

v. Student 22

Building knowledge by reading some sources in analyzing the data was critically needed. Student 22 found it as the causes of her difficulties. According to the result of interview to the student 22, she stated that she found difficulty in analyzing data was caused by less reading materials or books dealing with the qualitative data. It because in analyzing data, she

should organize the data and understand the data before categorized the data.

Based on the finding above, the researcher found that there are six causes that make students difficult in analyzing qualitative data. Those causes are like table below.

Table 4.2 Cause of difficulties in analyzing qualitative data

No	Causes of difficulty in analyzing qualitative data	Total Student
1	Lack of reading sources dealing qualitative research	9
2	Lack of practicing analyze qualitative data	6
3	Lack of understanding context of the data	2
4	Difficult to find the theory to support the finding	4
5	Topic is new in Indonesia	1
6	Difficult to find the theory to classify the data	2

3. The Solution to Overcome Students Difficult in Analyzing Qualitative Data

After the researcher asked about the causes that make students difficult in analyzing the qualitative data, the researcher also asked to them about the

solutions to overcome those difficulties in analyzing the data. The results of interview showed the data like the following:

a. Student 1

According to the result of interview to the student 1, he stated that the solutions to solve his difficulty were by reading book dealing qualitative research become solutions for him by code the data by finding the key word in the data, making a list of information needed from the data. Second solution for second difficulty was by asking to advisor about the analysis discusses it with some fellows. Therefore, there were two solutions used by student 1 to solve his difficulties. The first solution was by read book dealing qualitative research. Second was by asking the advisor and discussed with friends about his data analysis.

b. Student 2

The solution of student 2 to solve her difficulty, she checks the words that make her confuse in collocation dictionary, and confirm the data analysis to the semantic lecture to check whether determination about semantic inference was right.

c. Student 3

Learn again by reading some literature or book conducted by student 3. She stated that by reading some book such as the one written by Creswell,

Ary and Martin. Therefore, by reading those books, she finally found what coding is and what the steps of coding.

d. Student 4

The solutions used by student 4 to solve her difficulty in analyzing data were by browsing or searching information in internet, discuss with friend about data display and coding and consult it to her advisor to know whether her display data was suitable with research question or need to be revised.

e. Student 5

The solution of student 5 to solve his difficulty was by consulting it to his advisor. He stated that his difficulty was the theory different from finding. When he consulted to his advisor, his advisor gave suggestion to him that he should still on his theory in order to not change the theory or data of his research and just tell the finding. The finding of her research was there were many students formulate research question didn't used theory, student and he use theory the way to formulate research question as suggest by many researcher.

f. Student 6

Student 6 had the same solution to solve the problem as many students do, student 6 stated that the solution of her difficulty was by reading book in order to know how to choose the important information and to reduce

unimportant one. When she read the book in part of code and reducing data and finally she knew to choose the important information.

g. Student 7

The solution of difficulty used by student 7 was by reading book, thesis, browsing, asking to the friends about the way to analyze the data and consult to the lecture her about data analysis. Therefore, there were 4 solutions to overcome her difficulties. Those were by reading, browsing asking friends about the way to analyze the data and consult to the lecture about data analysis.

h. Student 8

According to the result of interview to the student 8, the solutions to overcome her difficulty were by reading book and thesis. When she read a thesis, she found the way to present the data and she follow the way how to present the data. Then, consult to the lecture about her data analysis.

i. Student 9

According to the result of interview to the student 9, the solutions used by Student 9 to understand the data were by check again the word of students' translation one by one of 19 students. She used glosarium dictionary to understand the appropriate word or target language. She needs to read again of students' work, understand the main idea. She discussed it with my advisor about the format of data display. Her advisor suggested that her display data should follow research question which

were the first about method student used in translating and the second about students' level. Therefore, there were two solutions used by student 9 to overcome her difficulty. The first was read again the data including checking the science term and understanding the main idea. Second was she discuss with the advisor about format of display data.

j. Student 10

According to the result of interview, student 10 stated that he had their own strategy related difficulty to find the theory, according to result of interview he read the previous study related to his research. Afterward, he used closed theory in previous studies. Therefore, student 10 read previous study to overcome his difficulty to support his finding.

k. Student 11

According to the result of interview to the student 11, she stated that to overcome her difficulties, she did same activity as used by other student. Those were by asking to the lecture about the format of data display, asking friend and read many book or thesis to make sure about her data analysis and to know how to describe the result of interview. Therefore, she had three solutions. They were asking advisor, discuss with friend and read book about research.

l. Student 12

According to the result of interview to the student 12, she stated that the solutions of student 12 to overcome her difficulty in analyzing the data

was by reading thesis related to my topic to know the classification or categorization about students' consideration in choosing instrument. She consulted to her advisor and discuss with her friends about the categorization about students' consideration in choosing instrument. Therefore, there were three solutions she used to overcome difficulties in analyzing data. They were reading thesis, consult to the advisor and discuss with friends.

m. Student 13

According to the result of interview to the student 13, she stated that the solutions used by student 13 was by searching in internet related to her difficulty in internet about categorizing of students' word stress performance, she also read book to know categorization and consulting to the lecture about her data analysis.

n. Student 14

According to the result of interview to student 14, she stated that the solution to overcome her difficulties was by reading previous research related to her research to know whether the way of her analysis right or not and she also discuss it with her friends to check about the result of data analysis. Therefore, there are two solution by reading the previous study and discussed with friend can solve her problem in analyzing qualitative data.

o. Student 15

According to the result of interview to the student 15, she stated that the solution to overcome the difficulty was by finding some sources such as read some books and search in internet to find additional theory to support her finding. Therefore, by doing those activities such as read some books, searching in internet, she found additional theory to support her finding.

p. Student 16

According to the result of interview to the student 16, he stated that the solution to solve his difficulty was by searching in internet to find book. After he searched the book to support her finding, he only found two books then he downloaded it.

q. Student 17

Student 17 also did same activity as do by many students. According to the result of interview to the student 17, she stated that the solutions of her difficulty were by reading book, discuss with my friend about the way to analyze the data. Those solutions showed her the way to analyze the data.

r. Student 18

According to the result of interview to the student 18, she stated that the solution of her difficulty was by consulting to her advisor about format of data display. Her advisor showed me the way to display the data. Finally, she can solve my difficulty in data analysis.

s. Student 19

According to the result of interview to the student 19, she stated that the solution to overcome her difficulty in analyzing qualitative data was by finding previous study related to her research in order to know the way to analyze the data, especially classify the data. After she read the previous study, she followed the way of categorization in that thesis.

t. Student 20

According to the result of interview to the student 20, he stated that consult to the advisor become the best solution for him. He had discussed it more than 1 hour with his advisor and her advisor showed him the way to correlated 2 instruments. Finally, the solution was found. He stated that advisor helps me so much in the process of analyzing the data.

u. Student 21

According to the result of interview to the student 21, , she stated that the solution to overcome her difficulties by searching and reading the books talk about abstract. She discussed it with her friend to categorize the step of students' abstract; she also consulted it to her advisor about data display. Therefore, three solutions used by her to overcome difficulties in analyzing qualitative data. Those were read book, discussed with friends and consult to the advisor.

v. Student 22

According to the result of interview, she stated that the solution used to overcome her difficulty was by reread the data and the theory, and

reanalyzes to get more understanding. Besides that, consult to the lecture and discuss with partner about her analysis also become solution to solve her difficulties. Therefore, there were three solutions used by student 22 to solve all of her difficulty. Those were by reread data and the theory, discuss with friend and consult to the advisor.

Based on the finding above, the researcher found four solutions use by the student to overcome difficulties in analyzing qualitative data. Those solutions as follows:

Table 4.3 Solutions to overcome difficulties in analyzing qualitative data

No	Solution to overcome difficulties in analyzing qualitative data	Total
1	Reread the data to get more understanding	5
2	Read some sources to find further information	16
3	Consult to the advisor	10
4	Discuss with partners.	5

B. Discussion

After the researcher stated all of the finding, the researcher discusses those findings and support it with some theories related to those findings. The discussions are as follows:

1. Students' Difficulties in Analyzing the Qualitative Data

Based on all of the findings stated above, the researcher had found students difficulties as follows:

Table 4.4. Students' Difficulties in Analyzing Qualitative Data

No	Students' difficulties in analyzing qualitative data	Total student
1	Difficult to code the data	1
2	Difficult to classify the data	10
3	Difficult to find the format of display data	5
4	Difficult to reduce the data	2
5	Difficult to find the theory to support the finding	6
6	Difficult to make sure the validity of finding	1

Based on the finding above, difficult to classify the data is the most frequent of all. It is in line with Ary's statement that data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.¹ It can be concluded that student difficulties in analyzing qualitative data is supported by massive amount of data and it spends more time.

¹ Ary, Donald.et. al. *Introduction to Research in Education Eighth Edition*. (Canada : Cengage Learning, 2009)

Moreover, the researcher also found another difficulty such as difficult to find the format of display data. It is in line with Dickson's statement that argued that the reporting of qualitative data may be one of the most fertile fields going: there are no fixed formats, and the ways data are being analyzed and interpreted are getting more and more various.² It becomes difficult for the students because there is no fix format in presenting or displaying data, it means that the qualitative researchers have authorship to make varieties in sharing their findings to others. Two or three qualitative researchers will have different form in presenting data analysis.

2. The Causes that Make Students Difficult in Analyzing Qualitative Data

From those difficulties above, there are many causes that causing those difficulties. Based on the findings, these are the causes of those difficulties:

Table 4.5 Causes of difficulty in analyzing qualitative data

No	Causes of difficulty in analyzing qualitative data	Total Student
1	Lack of reading sources dealing with qualitative research	9
2	Lack of practicing analyze qualitative data	6
3	Lack of understanding context of the data	2
4	Difficult to find the theory to support the finding	4
5	Topic of the thesis is new in Indonesia	1
6	Difficult to find the theory to classify the data	2

² Dickson, Virginia. et al. *Doing sensitive research: what challenges do qualitative researchers face?.* (La Trobe University, Australia 2007)

Lack of reading book about research method will affect students in the process of analyzing qualitative data. Analyzing the data consists of some steps. If the students stuck in one step, they can't continue to the next step. Based on the result of the findings, lack of reading book dealing with qualitative research is the most frequent, there are 9 students caused by lack of reading book dealing qualitative research. It is in line with the research conducted by Irdiansyah that the result of the research is the first factor of the students' difficulties in analyzing experimental data was they seldom read experimental statistic data processing.³ Reading book about research is important for the students as a qualitative researcher has to understand well all steps in analyzing qualitative data. Reading is also one of the English skills which is a kind of receptive skill. It means that by reading students will receive knowledge from what they have already read. According to Harmer, reading provides students understanding more or less and also provide good model for English writing.⁴ In conclusion, lack of reading a book dealing with qualitative research. It makes the students difficult in analyzing qualitative data. It is because reading books can

³ Irdiansyah, Iyan. *Students' Difficulties in Analyzing Experimental Statistic Data*. Faculty of Teacher Training and Educational Sciences. Pakuan University, 2009.

⁴ Harmer, Jeremy. *How to Teach English*. San Francisco California: Longman, 2001.

enhance students understanding and can provide good model for writing.

Moreover, lack of practicing in analyzing qualitative data in the second position of the causes. Understanding all steps in analyzing qualitative data is not enough for the students until they explore it by practicing. Niedderer and Stokes stated that there are two ways in the use of practice. Firstly, practice can be used in the process of research as a method to generate or acquire knowledge; secondly it can be produced as an outcome of the research that is to embody knowledge.⁵ Practicing analyze qualitative data is important for the students to explore their knowledge. It is not only the way to represent students' knowledge but also the way to improve skill of the students.

In addition, reread the data is suggested by many researchers to understand the data. Creswell stated that qualitative researchers conduct a preliminary analysis of the data by reading through it to obtain a general sense of the data.⁶ It means that by understanding the data, it can be easy for students to organize and code the data. On the other hand, students cannot obtain general sense of the data or going to the next step in analyzing the data before they understand the data.

⁵ Niedderer, Kristina and Stokes, Seymour Roworth-. *The Role and Use of Creative Practice in Research and Its Contribution to Knowledge*. United Kingdom: University of Wolverhampton, 2007.

⁶ Creswell, John W. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (USA : Pearson, 2012)

The role of the theory is also very important in the research. Creswell stated that depending on the type of research design, role of theory varies.⁷ As Leedy and Ormrod in Tavallaei's Journal pointed out that a theory is an organized body of concepts and principles intended to explain a particular phenomenon.⁸ It also in line with Johnson & Christensen theories explain "How" and "Why" something operates as it does.⁹ Boss and friends Tavallaei's Journal also stated that theorizing is the process of systematically formulating and organizing ideas to understand a particular phenomenon.¹⁰ The theory is very important in variety of qualitative research such as case study, grounded theory, etc. The case study is focusing an issue which is to be explored on a particular individual or event deeply. Yin Tavallaei's Journal argues that the case study research needs identification of the theoretical perspective at the beginning of the investigation because it affects the research questions, analysis, and interpretation of findings.¹¹ Therefore, difficult to find the theory to support the finding or even for categorizing become causes of the difficulties for students

⁷ Creswell, John W. *Qualitative Inquiry research Design: Choosing Among Five Approaches (Second ed.)*. Thousand Oaks, (California: Sage Publications. 2007)

⁸ Tavallaei, Mehdi and Talib, Mansor Abu. *A General Perspective on Role of Theory in Qualitative Research*. retrieved from www.sosyalarastirmalar.com/cilt3/sayi11pdf/tavallaei_abutalib.pdf. Accessed on 6 January 2016

⁹ Tavallaei, Mehdi and Talib, Mansor Abu. *A General Perspective on Role of Theory in Qualitative Research*. retrieved from www.sosyalarastirmalar.com/cilt3/sayi11pdf/tavallaei_abutalib.pdf. Accessed on 6 January 2016

¹⁰ Tavallaei, Mehdi and Talib, Mansor Abu. *A General Perspective on Role of Theory in Qualitative Research*. Retrieved from www.sosyalarastirmalar.com/cilt3/sayi11pdf/tavallaei_abutalib.pdf. Accessed on 6 January 2016

¹¹ Tavallaei, Mehdi and Talib, Mansor Abu. *A General Perspective on Role of Theory in Qualitative Research*. Retrieved from www.sosyalarastirmalar.com/cilt3/sayi11pdf/tavallaei_abutalib.pdf. Accessed on 6 January 2016

because it an body of concept of the research and it can explain the phenomenon.

3. The Solutions of the Students to Overcome Students' Difficulties in Analyzing Qualitative Data

Based on the difficulties and causes of difficulties in analyzing the data, the students of eighth semester have their own solution to overcome those difficulties. The solutions of the student are like bellow:

Table 4.6 Solution to overcome difficulties in analyzing qualitative data

No	Solution to overcome difficulties in analyzing qualitative data	Total students
1	Reread the data to get more understanding	5
2	Read some sources to find further information	16
3	Consult to the advisor	10
4	Discuss with partners.	5

The result of finding shows that the solution to overcome difficulties in analyzing data by reading some sources has the highest frequency. Read some sources such as read book about research method, read some thesis or previous studies, searching for understanding in analyzing data in internet is the best way to improve the knowledge. It is easy for the student to do this

activity, they can do it everywhere. Reading is also one of English skill which is a kind receptive skill. It in line with Harmer, reading provides students understanding more or less and also provide good model for English Writing.¹² It means that reading is very useful for student, reading will give student knowledge and they can model their understanding in the form of writing.

Moreover, Reread the data is suggested by many researchers to understand the data. Creswell stated that Qualitative researchers conduct a preliminary analysis of the data by reading through it to obtain a general sense of the data.¹³ It means that reread the data will give qualitative researcher get more understanding and familiarizing with the data to make it easy organize the data.

In the other hand, advisor or lecture as knowledge supplier, they have role to guide and teach the students. Harmer said that teaching means to give (someone) knowledge or to instructor to train (someone)¹⁴. It is also supported by Brown's statement that "Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something,

¹² Harmer, Jeremy. *How to teach English*. San Francisco California: Longman. 2001

¹³ Creswell, John W. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (USA : Pearson, 2012)

¹⁴ Harmer, Jeremy. *The Practice of English Language Teaching*. San Francisco California: Longman. 2001

providing with knowledge, causing to know or understand”.¹⁵ Therefore, the advisor or lectures can help students to solve their problem. In this case, teachers can guide the students to find the solutions about difficulty in analyzing qualitative data.

In addition, discuss with friends are always used by the students at eighth semester in analyzing qualitative data. It in line with Schmitz, the problem-solving process involves thoughts, discussions, actions, and decisions that occur from the first consideration of a problematic situation to the goal.¹⁶ It is also supported by previous study conducted by Irdiyansyah who stated that to overcome these barriers, sharing to friends will affect their confident towards experimental statistics data calculation.¹⁷ It means that the solution by discussing with friends becomes familiar activities for students of university. It does when they have problem, it was found in many faculties or even in community or organization. Those activities are become personal development to improve their knowledge.

¹⁵ Brown, H. Douglas. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco California. Longman.

¹⁶ Schmitz, Andy. *A Primer on Communication Studies*. Retrieved from <http://jsmith.cis.byuh.edu/books/a-primer-on-communication-studies/s14-03-problem-solving-and-decision-m.html>. Accessed on 7 January, 2016

¹⁷ Irdiyansyah, Iyan. *Students' Difficulties in Analyzing Experimental Statistic Data*. Faculty of Teacher Training and Educational Sciences. Pakuan University. 2009