

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Qualitative Research

Qualitative research is conducted to explain and analyze phenomena, events, social dynamics, attitudes, beliefs, and perceptions of a person or group towards something. As stated by Creswell (2013) the purpose of qualitative research is to examine and comprehend the significance that some persons or groups of people assign to social or human problems. Additionally, Mohajan (2018) claim that Multi-method qualitative research emphasizes an interpretative, naturalistic approach to its subject. This implies that qualitative researchers investigate phenomena in their natural environments while attempting to explain phenomena in terms of the meanings that individuals assign to them. A variety of empirical resources, including case studies, personal experiences, introspective, life stories, interviews, observational, historical, interactive, and visual texts that reflect both commonplace and troubling moments and meanings in people's lives, are explored in qualitative research.

One of the compulsory subjects at one of the universities in Tasikmalaya is Qualitative Research course. As stated by Dumitrica & Jarmula (2022) it is frequently done to introduce students to the method of qualitative research in the context of a course. Qualitative research for education takes many forms and conducted in many settings. Qualitative Research course examines a more in-depth picture of Qualitative Research Methodology. As stated by Lahiri (2023) when analyzing complex phenomena or gaining insight into people's knowledge and opinions on social concerns, qualitative research is frequently employed. It includes transcription, coding, and data interpretation in addition to organizing the data. It is especially helpful when researchers want to reveal methods such grounded theory, ethnography, case study, phenomenology, narrative, analysis, etc. This course aims to provide students with the theoretical foundations for various research paradigms, methods, data collecting and analysis, and ethical

implications within the context of qualitative investigation theories. Through the course, students will be expected to conduct their own qualitative research. In the final project of the Qualitative Research course, students are required to write a scientific paper in the form of qualitative research proposal. By doing a practice research in this course, the students are expected to improve, understand about how to collect and analyze data and also prepare themselves to conduct qualitative research in the future. According to Kristiana (2020) the students also have an obligation to develop their competence through research (eg. classroom action research) (cited in Hannay et al., 2003).

2.1.2 EFL (English as A Foreign Language)

EFL is regarded as English as a Foreign Language. EFL is English which is taught to students in a foreign, non-English speaking country. Iwai (2011) defined that EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). EFL is mainly used by non-native English learners, such as Indonesia learners of English in Indonesia. The learners of EFL are those for whom English is not the first language or the official language of the country, such as China, Japan, South Korea, and Indonesia. English hasn't been considered a tool for daily communication in these countries, so if they want to be fluent in English, they have to study it again at formal school.

EFL learners often learn and practice the target language exclusively in the classroom. Students who are studying English in the English Education Department are also considered as EFL learners. According to Lertola & Mariotti (2017) those who want to learn English as a foreign language but use another language as their first or native tongue are referred to as EFL. There are multiple benefits of EFL for students, one of which is for students' communication skills.

2.1.3 Challenges in Doing Qualitative Research

Conducting qualitative research in English will certainly be more difficult when compared to qualitative research in Indonesian, especially for novice researchers. Students might face various challenges in conducting qualitative

research. The problems faced by students when conducting qualitative research hindered students from doing research. As stated by Sitompul & Anditasari (2022) The students' comprehension of research techniques and report composing abilities, such as introduction, literature review, method, findings, and discussion, were factors in their challenges with research writing.

The research becomes difficult when researchers encounter multiple challenges when doing their research (Zain ul Abdin Rind, 2020). Conducting a qualitative research study is a complex task because it takes sufficient previous knowledge, effort, motivation, and hard work. The student challenge, which is the beginning of difficulties in conducting qualitative research is finding topics or issues for their research. As stated by Alsied & Ibrahim (2018) important difficulties that comprise the intellectual challenges that students deal with, such as issues with time management and how to select and then narrow down a study topic.

The challenges faced by students include internal and external problems. For internal problems, students complain that their academic knowledge and skills related to writing guidelines for science papers still need to be improved. According to Sitompul & Anditasari (2022) before conducting research, students should be well-versed in research skills. There is no assurance that students won't encounter research methods, but if they are aware of what to do, what to avoid, and what to prepare in terms of their research skills, they may have a smooth research process and successful outcomes. Meanwhile, external problems include bad time management when conducting qualitative research. There are various significant obstacles for students, such as time management problems (Grace et al., 2023).

2.2 Study of the Relevant Research

The previous study was conducted by Bakhshi et al., (2020) about “Challenges of Conducting Qualitative Research in the Iranian Higher Education: Voices from ELT Faculty Members.” The gap of this study is to explore the insights and experiences of ELT (English Language Teaching) faculty members

regarding the challenges of conducting qualitative research (QR) for pursuing master's programs in the Iranian higher education context. The results indicated that the dominance of positivism in Iranian higher education was one of the primary potential barriers to performing QR from the views of ELT faculty members, paper publication, lack of QR course in postgraduate ELT syllabus, interpretation and analysis of data, time-consuming nature of QR, and writing proficiency.

In another study, Li and Searle (2007) investigates the experiences of the students who perform qualitative data analysis. They stated that the primary challenges of data analysis in qualitative research included, "failure to distinguish researcher and actor categories, overinterpretation of evidence, and knowing where to start coding."

In addition, Khankeh et al., (2015) investigates the challenges of conducting QR in the field of Health. The result show novice researchers had problem in understanding the process of inquiry in terms of the data collection, data analysis, and a suitable sampling plan, which should be determined based on the methodological principles. Therefore, the primary issue for this study is to find a proper design to conduct QR, and an appropriate methodology to answer the research questions.

Thus, the present study's gap is to know the challenges and solutions in conducting qualitative research in an EFL setting when the participants are late in collecting qualitative research proposals for the final exam qualitative research course. Seek some previous studies did not provide any solutions preventing the challenges researchers faced in conducting the whole process of qualitative research proposals. While, in this present study wants to investigate the challenges and solutions when conducting qualitative research in the setting of EFL students.