

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the research design, subject of the research, place and time of the research, data collection, instruments of the research, and data analysis technique.

3.1 Research Method

This research was done using qualitative research. Qualitative research is often framed in terms of using words, the language in the forms of extended text. Miles and Huberman in their *Qualitative Data Analysis* book stated that one of the strengths of qualitative data is that they focus on the naturally occurring phenomenon, ordinary events in natural settings that make the researcher have a strong handle on what “*a real life*” is like (Miles and Huberman, 1994).

Qualitative research is research study that investigates the quality of relationship, activities, situations, or materials (Fraenkel & Wallen, 2008 p.422). Qualitative research takes place in a natural setting and it attempts primarily to describe, focuses on process and analyze its data inductively and seeks the meaning of its events with the researcher as the data-collection instrument (Tuckman, 1999). Qualitative researchers are especially interested in how things occur and particularly in the perspective of the subjects of a study (Fraenkel & Wallen, 2008).

According to Sugiyono (2014), the "problem" in a qualitative research is temporary that can be changed and develop during the research process in the field. In doing qualitative research, the problem that had been prepared before can change

into three possibilities; the “problem” can be still the same, developed or changed. This means that the research question which is the focus of the research is temporary and will develop the research enter the field research.

Bogdan and Biklen as cited in Fraenkel and Wallen (2008) listed five general characteristics of qualitative research, they are:

1. The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research.
2. Qualitative data are collected in the form of words or pictures rather than numbers.
3. Qualitative researcher are concerned with process as well as product
4. Qualitative researcher tend to analyze their data inductively
5. How people make sense out of their lives is a major concern to the qualitative researcher.

Align with the characteristics above, Creswell, Hatch, Marshall & Rossman as cited in Creswell (2014) also listed some common agreements towards the core characteristic of qualitative research as follows:

1. Natural setting means that the researcher tends to collect the data directly in the field where the phenomenon happen and the participant experience the issue or the problem. In this natural setting, the researchers have face to face interactions almost during the research.
2. Researcher as key instrument

In this research, the researchers act as key instrument who collect data themselves through examining documents, observing behavior or interviewing participants

3. Multiple sources of data

Qualitative data researchers typically gather multiple various forms of data, such as interviews, observations, documents, and audiovisual information rather than rely on a single data source. Then, the collected data will be organized to get conclusions from all the data sources

4. Inductive and deductive data analysis

Inductively, the qualitative researcher will build their own patterns, categories, and themes by organizing the data collected into increasingly more abstract units of information until they have established a comprehensive set of themes. Deductively, the researcher will use data from the themes to determine if more evidence can support each theme or whether they need to gather another additional information

5. Participants' meaning

The entire process of qualitative research is about what the participant told about the problem or issue that is being learned by the researcher.

6. Emergent design

In this qualitative research, the initial plan for the research cannot be tightly prescribed and some or all phases of the process may change or shift after the research enters the field and begins to collect data. The key idea behind the qualitative research is to learn about the problem or issue from participants and to address the research to obtain that information.

7. Reflexivity

In qualitative research, the inquirer reflects their role, background, culture and experiences to shape their interpretations.

8. Holistic account

In qualitative research, a complex picture of the problem or issue under the study involves multiple perspectives, many factors in a situation, and generally sketching the larger pictures that emerge. A visual model of many facets of a process or a central phenomenon aids in establishing this holistic picture

From the characteristic above, it summarizes qualitative research as the research procedure that produces descriptive data about the process happen in a natural setting with the researchers as the key part of the instrumentation process.

Moreover, Fraenkel and Wallen (2008, p.427) in their *How to Design and Evaluate Research in Education* book, listed five approaches to qualitative research, they are:

1. Narrative research
2. Phenomenology
3. Grounded theory
4. Case study
5. Ethnographic and historical research

In this research, the researcher used case study method. A case study is “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (Stake, 1995 as cited in Bassey, 1999, p. 27). Bogdan and Biklen (2003, p.54) as cited in Berg (2009) also defined that case study as detailed examination of one setting, or a single subject, a single depository of documents, or one particular event. A case study is a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more

individuals which bounded by time and activity. Another definition of case study comes from Creswell (2012) who states that case study is an in-depth exploration of a bounded system which based on extensive data collection. The researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995).

As a research method, a case study is used in many situations. Yin (2014, p.4) said that “ Case study is used in many situations, to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena. Not surprisingly, the case study has been a common research method in psychology, sociology, political science, anthropology, social work, business, education, nursing, and community planning”.

According to Yin (2014) doing case study has no formula, the choice depends on the large part of the research question itself. In case study, the more the research question sees to the explanation of the certain phenomenon (why or how a certain phenomenon works), the more that case study will be more relevant. The aims of a case study research are to provide an in-depth research and to answer specific questions about issues and its explanations (Tuckman, 1999).

3.2 Subject, Place and Research Time

This research took place in one of 2nd grade class in XYZ School in South Jakarta. There were 20 students ranging around eight to nine years old in the classroom who came from different backgrounds. The subject of this research was one out of twenty students in the classroom who was observed as an unmotivated student during the learning processes. The student was said unmotivated to learn

because the student was continuously showing the characteristic of unmotivated student especially during the teaching and learning process in the classroom. The student was chosen as an unmotivated student based on the researcher's observation during the teaching and learning process in the classroom, interview with homeroom teacher, and interview conducted with the previous teacher in grade one. To make the data collection processes become easier, the researcher change the student's name into student CC. Data collection was done from October 11th until November 3rd 2016

3.3 Research Procedure

To conduct the research, the researcher synthesized the research processes into three steps: (1) pre-study, (2) prepare and collect data, (3) analyze data. The researcher first used the time to discover what the research was would be about. The researcher did some observation about what happened in the classroom and communicating it with the thesis supervisor and the homeroom teacher in choosing the research problem. Secondly, after an issue had been found in the classroom, the researcher started to formulate the research question that would enable the researcher to collect data about the issue chosen. Third, the research conducted some instruments to collect data during the research. The instruments were already validated by three experts before it was used. After all the data had been collected, the researcher analyzed the data using data using Miles and Huberman data analysis techniques, reported the data analysis, and drew a conclusion of the research. More specifically, below is the explanation of each stage that did by the research.

3.3.1 Pre-Study

In this research, the researcher tried to do problem identification by observing the teaching and learning activities. The observation took place during the teaching and learning process in homeroom teacher's class. Data from the observation result helped the researcher to find the problem happened in the classroom. The researcher then analyzed the observation result and discuss it with the homeroom teacher and supervisor. During the observation, the research found a problem happened in the classroom and communicated it with mentor teacher. The problem was about the motivation to learn of one student in the classroom named student CC. The researcher observed that student CC was not motivated. Then, the researcher continued to collect more data to find whether student CC was indeed unmotivated or not through an interview with her teacher.

3.3.2 Prepare and Collect Data

In this stage, the researcher started to conduct the instrument used in this research. The research started by the process of making the instruments. The forms of research instrument used in this research were observation, interview, and questionnaire. The observation was used to observe the student CC's motivation to learn during the teaching a learning process and the use of verbal reinforcement by the homeroom teacher. The interview sheet was used to interview student CC due to the use of verbal reinforcement by her homeroom teacher. It was also used to interview a teacher about student CC's motivation to learn in pre-study and the use of verbal reinforcement in the classroom. The questionnaire was used to collect data about student motivation. This was filled out by the student CC. The instrument

used were already validated by three experts, they were thesis supervisor, homeroom teacher, and school CCTT (Curriculum Coordinator), (See Appendix A-1 for Validity by Expert – 1; See Appendix A-2 for Validity by Expert – 2; See Appendix A-3 for Validity by Expert – 3).

3.3.3 Analyze Data

All the data collected will be analyzed by the researcher to answer the researcher question using data qualitative research. The analysis data is done descriptively using theory to answer the research question used in this research.

3.4 Method of Data Collection

The method of data collection is an essential way that can be used by the researcher to collect data (Arikunto, 2006 p.34). In line with this, Sugiyono (2014 p. 224) stated that data collection technique is the most essential in a research because the main purpose of a research is to find data. Without knowing the data collection technique, the researcher will not get the correct data needed to support a research. The data collection steps include setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information (Creswell, 2014). To support the research, the researcher collected the data on the use of verbal reinforcement in motivating students to learn using observation, interview, and questionnaire and documentation to help the researcher using the research.

3.4.1 Observation

“Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site” (Creswell, 2012, p. 213). More specifically, Creswell also said that is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know), activities at the research site (Creswell, 2014). Align with this, Tuckman (1999, p. 410) added that the target for observation is the event or the phenomenon in action and the process often means sitting in a classroom in the most intrusive manner possible and watching the teachers deliver instructional programs to students. In this research, the researcher used nonparticipant observation to see the use of verbal reinforcement by homeroom teacher and to see the motivation of the student CC to learn. Nonparticipant observation as was stated by Fraenkel and Wallen (2008, p.441) is an observation where the researcher does not participate in the activity being observed but rather than “sit on the sidelines” and watch; they are not directly involved in the situation they are observing. During the observation, the researcher only sat on the student-teacher table and observed what happened to student CC’s motivation to learn. So, the researcher was a nonparticipant observer in this research. The observation was only done during the subject that was taught by the homeroom teacher in 2nd-grade classroom since the students learned the most with their homeroom teacher. In doing the observation, the content of the observation was already validated by the three experts.

3.4.2 Interview

Esterberg (2002) as it is cited in Sugiyono (2014) defined interview as a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. Based on its form, Esterberg (2008) in her book, divided interview into three, they are:

1. Structured Interview

The most formal and the most rigidly controlled type. In this type of interview, the interviewer usually asks questions exactly as written, and if the respondent doesn't understand the question, the interviewer does not rephrase the question in the respondent's own words but simply repeat the question.

2. Semi-structured interviews

In semi-structured interviews, the goal is to explore a topic more openly and to allow interviewees to express their opinions and ideas in their own words

3. Unstructured interviews

Unstructured interview is a kind of interview that is more spontaneous and free-flowing. The interviewer typically does not have any set of questions prepared or planned. The questions arise more naturally.

The researcher used the structured interview in this research to get the data needed. This structured interview was used to interview student CC's grade one teacher for the data needed in pre-study. This also used to interview the homeroom teacher to gather data about student CC's motivation to learn and the use of verbal reinforcement in the classroom. Interview student CC was also conducted to gather

data about the use of verbal reinforcement by the homeroom teacher. All the interviews were done outside of teaching and learning time so it did not interrupt the learning process.

3.4.3 Questionnaire

The questionnaire is a tool to collect data in the form of a list of questions submitted to the respondents to answer in writing (Riyanto, 2010). He also divided questionnaire into two different kinds, they are (1) direct and indirect questionnaire and (2) close and open questionnaire. The direct questionnaire is if the questionnaire is sent directly to the person who asked for opinions, the indirect questionnaire is if the questions are sent to someone who asked about the circumstances of others. Meanwhile, closed questionnaire is a questionnaire that requires short answers or the answers given by certain sign. The list of questions prepared with alternative answers, respondents were asked to choose one answer or more from the alternatives that have been provided. The open questionnaire is when the items of questions are not accompanied by the question of alternative answers but expect the respondents to fill out and leave comments or opinions.

In this research, the researcher used a close and direct questionnaire that was given to student CC as the respondent to gather data about student CC's motivation to learn. The closed questionnaire was answered with the smile and sad emoticon. Smile emoticon will be later interpreted as agreeing and sad will be interpreted as she does not agree with the statements. Later on, the data collected from this questionnaire will be analyzed by giving 1 if student CC agreed and 0 to disagree.

3.5 Research Instrument

In doing the research, the researcher gathered data to support the research on student's motivation to learn and the use of verbal reinforcement. The forms of research instrument used such as observation, interview, and questionnaire

3.5.1 Observation Checklist Sheet

Student observation checklist was used to see the motivation of student CC to learn in the classroom. This observation was done by the researcher herself. The observation checklist consisted of four focus along with the statements for each focuses. The focuses were about to see the interest and attention of students to the learning, persistence to the task, happy to work independently, and the oral written or reactions the expressed interest and positive attitude of students toward learning. The focus of interest and attention of the student to the learning was observed through the student attendance in every meeting consistently and continuously, asking and answer the question to the teacher in the classroom, and shares his/her idea. Meanwhile, the focus of persistence to the task was observed through on-task behavior such as not talking with his/her friends about a topic unrelated to the lesson, is not doodling, student is not daydreaming, not wandering around, is not working on another task, not bothering his/her friends, not putting his/ her heads on the table, is not sleepy and not, his/her task responsibly.

The focus of happy to work independently was observed through the performance of te participant in the classroom by finishing his/her task on time and return all his/her assignment. The last focus in this observation checklist was about the oral and written expression or reactions that expressed interest and positive

attitude of students towards learning that was observed whether or not the students follow teacher's instruction and during the students says things like "I like the lesson, I enjoy the activity, learning is fun" etc. (See appendix C-2 for Observation Checklist on Student Motivation).

To gather data about the use of verbal reinforcement, the researcher also used an observation checklist. This teacher observation checklist consists of two focus, namely the forms of verbal reinforcement and the principles in using reinforcement. The focus of forms of verbal reinforcement was were observed through whether the teacher uses words or sentences in giving the verbal reinforcement. Verbal reinforcement in the forms of word or phrases would be like "nice, good, right, yes, thank you" etc. verbal reinforcement in the forms of sentences such as " I like the way you answer the question, Thank you very much for participating" etc. The focuses of principles using in reinforcement consist of three focuses, they are: warmth and enthusiasm that was observed through the appropriate voice, expression, gesture, and body movement, the focus of avoiding the use of negative response was observed through verbal reinforcement that is given without using jeers, taunts and insults, rude comments, derogatory comments, or bad words. the focus of meaningfulness was observed through Verbal reinforcement that is given immediately following the action, targets/names the specific behavior, given the appropriate time and is given sincerely and clearly.

To make the data more valid, the researcher also asked one of the teachers named Ibu BR to observe the homeroom teacher and student CC. Due to the limitation of time, the teacher could not come to observe it directly to the classroom. Therefore, the researcher recorded a video about the teaching and learning process

in the classroom and gave it to Ibu BR. The teaching and learning process that was recorded was the same process when the researcher did the observation in that day. Ibu BR then observed the use of verbal reinforcement by the homeroom teacher and the three students' motivation to learn through the video recorded. The observation used were observation checklist, (See Appendix C-3 for Observation Checklist by Second Observer, by Ibu BR).

3.5.2 Interview Sheet

Interview with student CC's previous homeroom teacher in grade one (Mrs. SP) was done after school time while the interview with the homeroom teacher in grade two (Mrs. JD) was done in the special time where the students learned in their subject teacher classroom. The last, interview with student CC was done during break time, the researcher pulled student CC out for about ten to fifteen minutes to be interviewed.

There were eight questions used to gather data for pre-study. The questions were asked to student CC's previous teacher in grade one and the homeroom teacher in grade two. Those questions were aimed to see student CC's motivation to learn. The interview was begun by asking the opinion of each informant about student CC. The researcher then asked whether or not student CC could be categorized as an unmotivated student and the reason for their answer and continued by some questions due to student CC's behavior in the classroom related to her motivation in learning (See Appendix B-1 Pre-study interview with Mrs. SP and B-2 for Pre-study Teacher Interview with Mrs. JD).

The researcher also interviewed homeroom teacher and student CC herself to gather data about the use of verbal reinforcement (See Appendix B-4 for interview with Homeroom teacher). The interview was done during the specialist time where all the students went to their specialist subject. That way, the researcher could do the interview without disrupting the teaching schedule. During the interview, the researcher wrote the answer in her note while the informant kept answering the questions. After the interview was done, the researcher asked permission to retype all the interview result. The interview result was also signed by the homeroom teacher that the result of the interview was not manipulated.

Another interview was also conducted with student CC. This interview was aimed to gather data about the use of verbal reinforcement by her homeroom teacher (Mrs. JD). The interview also consisted of four focuses. The interview with the student CC was also done during their playing time. The researcher asked for mentor teacher's permission to have around fifteen minutes to do the interview. The result of the interview was also signed by student CC to prove that the result was valid (See Appendix B-3 for Student Interview).

3.5.3 Questionnaire sheet

This questionnaire was used to obtain data due to the student CC's motivation. There are four focuses in this questionnaire. The first focus was about interest and attention of student CC to the learning, the second focus is about student CC's persistence in doing the task. The third focus is about the feeling of happiness to work independently and the last focus is about the expression or reactions that expressed interest and positive attitude toward the learning. Each of the focus has

some statements that helped the researcher to observe it (See Appendix D-1 for Student Questionnaire).

Below is the table to sum up all the focuses and all the instruments the researcher used in this research:

Table 3. 1

Research instrument

FOCUS OF THE RESEARCH	INDICATOR	METHOD OF DATA COLLECTION	DATA SOURCE	INSTRUMENTS
The Use Of Verbal Reinforcement	Verbal Reinforcement in forms of words or phrases and sentences Teacher shows warmth and enthusiasm Meaningfulness	Observation	Homeroom Teacher	Observation sheet
		Interview	Homeroom Teacher	Interview Sheet
		Interview	Student CC	Interview Sheet
Student CC's Motivation	Avoiding the use of negative response Interest and attention of the student to the learning Persistence to the task Expressions or reactions that expressed interest and positive attitude of students towards learning.	Observation	Student CC	Observation Sheet
		Interview	Homeroom Teacher	Interview Sheet
		Questionnaire	Student CC	Questionnaire sheet
			Student CC	Questionnaire sheet

Source: Researcher

3.6 Triangulation and Data Validity

Triangulation is one of the strategies for promoting validity and reliability that used multiple investigators, sources of data, or collection methods to confirm emerging findings, Merriam (2014). In this study, the researcher used multiple sources of data through observation of teacher and student CC, interview with one teacher from grade one, homeroom teacher and also with student CC, and questionnaire for student CC. To make sure that the instruments measure what it was intended to measure, the researcher validate the instruments, all the instrument used such as observation, interview, and a questionnaire was validated. In this study, the researcher asked some experts to validate the instrument used. Researcher asked thesis supervisor, homeroom teacher, school CCTT to validate the content of observation, interview, and the questionnaire and interview's questions) (See Appendix A-1 for Validity by Expert – 1; See Appendix A-2 for Validity by Expert – 2; See Appendix A-3 for Validity by Expert – 3).

3.7 Data Analysis Technique

“Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.” (Bogdan, Robert C; *Qualitative Research for Education*, as cited in Sugiyono, 2014)

Data analysis means to organize, provide structure and elicit meaning. In this study, the researcher used a qualitative method to process the data. After all the data were collected, the researcher used a qualitative data analysis to analyze the data.

In analyzing the data, qualitative research mostly uses words which are usually organized into expanded text. According to Miles and Huberman, qualitative data analysis consists of three parts, they are; data reduction, data interpretation, and conclusion drawing or verification. Data reduction, data interpretation, and drawing conclusion are the interconnected activity which is called cycle process. This is supported by Miles and Huberman (1994) who also defined analysis as consisting of three current flows of activity: data reduction, data display, and conclusion drawing or verification.

In analyzing the data, the researcher used a value conversion table to see the result of student CCs motivation to learn. Tampubolon (2014) in his book, makes a conversion value of the results of research to analyze and interpret data as in the table below:

Table 3. 2 Value conversion table by Tampubolon (2014)

Interval percentage	Category	Meaning
81-100	<i>A</i>	<i>Very Good</i>
61-80	<i>B</i>	<i>Good</i>
41-60	<i>C</i>	<i>Enough</i>
21-40	<i>D</i>	<i>Not Good</i>
0-20	<i>E</i>	<i>Not Very Good</i>

This value conversion table can be applied to other measurements in addition to CAR (Classroom action Research), as a qualitative to quantitative or vice versa and adapted to the type of measurement. Further, he also determines the indicators of the success of the research. As for the indicators of the success of the students' behavior improvement, for example, aspects of motivation to learn, interest in learning, activeness, the minimum is "good", namely in 61-80 interval percentage

and minimum is in “B” category. In this research, this value conversion table is used to see the final percentage of student CC’s motivation to learn.

Before data are collected, anticipatory data reduction is occurring as the research decides (often without full awareness) which conceptual framework, which sites, which research, which data collection approaches to choose (Miles and Huberman 1994, p. 10).

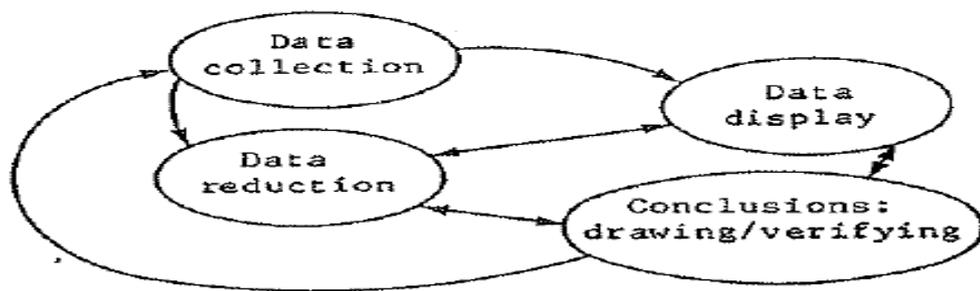


Figure 3. 1 Component of Data Analysis Interactive Model

Source: (Sugiyono, 2014, p.247)

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. In this qualitative research, data reduction process continues after fieldwork, until a final report is completed (Miles & Huberman, 1994, p. 11). Align with this definition, Sugiyono (2014) explained that data reduction will help the research to do data collection. Data reduction is a sensitive process of thinking that requires intelligence and depth insight. Data reduction activity will be continuously ongoing during the data collection process. When the data collection process takes place, it will certainly occur a reduction stages which can be in various forms, such as; a summary, encoding, searching themes, or create groups.

In this research, a coding technique, which is a part of data reduction activity, was employed to categorize important data related to the use of verbal reinforcement in motivating the student to learn as shown in the table below. Coding is the use of symbols that classifies a series of words, sentences, or paragraphs to be shorter and easier to remember (Wiriaatmadja, 2009). The codes that used by the researcher are:

Table 3. 3 Table of coding

Category	Primary Code	Secondary Code
Verbal Reinforcement	VB	
<ul style="list-style-type: none"> • Teacher gives verbal reinforcement using words/phrase 		VB-VW
<ul style="list-style-type: none"> • Teacher gives verbal reinforcement using sentences 		VB-VS
<ul style="list-style-type: none"> • Warmth and enthusiasm 		VB-WE
<ul style="list-style-type: none"> • Avoiding the use of negative response 		VB-AN
<ul style="list-style-type: none"> • Meaningfulness 		VB-MN
Student Motivation	SM	
<ul style="list-style-type: none"> • Interest and attention of student to the learning 		SM-IA
<ul style="list-style-type: none"> • Persistence of the task 		SM-PT
<ul style="list-style-type: none"> • Happy to work independently 		SM-HP
<ul style="list-style-type: none"> • The oral and written expression or reactions that express interest and positive attitude of student towards the learning 		SM-OW

Source: Researcher

2. Data Display

Sugiyono (2013) writes: “Dalam penelitian kualitatif, penyajian data bisa dilakukan dalam bentuk uraian singkat, bagan, hubungan antar kategori, flowchart dan sejenisnya” In qualitative research, data display is usually done in the forms of short narrative, charts, relations between categories, flowchart etc. The most frequent form of display data for qualitative research data in the past has been narrative text (Miles and Huberman, 1984 as cited in Sugiyono, 2013).

Data display is an organized, compressed assembly of information that permit s conclusion drawing and action. This activity is used to help the research to understand what happening and to do something whether the researcher can analyze the data further or take action based on the understanding (Miles & Huberman, 1994). Moreover, they explained that data display includes many types of matrices, graphs, charts and network, all are designed to assemble organized the data into an immediately accessible, compact form so that the analysis can see what is happening and what should to do next in facing the possibilities from the data gathered.

In this research, data display activity is mostly used to see student CC’s motivation to learn from three various sources. The data gathered from these three various sources will be converted into percentage to see how the student is CC’s motivation to learn for each focus. The last, the percentage of each focus will be converted to percentage again to see how much student CC’s overall motivation to learn in percentage is.

3. Conclusion Drawing

The third step in qualitative data analysis according to Miles and Huberman is conclusion drawing or verification. According to Miles & Huberman (1994), “The Final” conclusion of qualitative research may not appear until data collection is over, depending on the size of the corpus of field notes, coding, storage, and retrieval methods used: the sophistication of the researcher; and the demands of the funding agency, but they often have been prefigured from the beginning, even when a researcher claims to have been proceeding “inductively” (Miles & Huberman, 1994, p. 11). Conclusions are also verified as the analyst proceeds. It may be as brief as a fleeting seconds thought crossing the analyst’s mind during writing, with a short excursion back to field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop “intersubjective consensus,” or with extensive efforts to replicate a finding in another data set. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their “conformability”- that is, their validity. Otherwise, we are left with interesting stories about what happened, of unknown truth and utility (Miles & Huberman, 1994).