CHAPTER 3
RESEARCH PROCEDURES

3.1 Research Method

This research used a case study that explored students' difficulties in writing in class. Case studies are useful in discovering or explaining poorly understood phenomena from a "big picture" perspective (Yin, 2017). This case study can describe in detail the information about this research. In this study, there is a phenomenon where students cannot assemble words, and compose sentences. From this phenomenon, it can be concluded that there are students' difficulties in writing classes. So, this case study is very suitable for this research. In addition, Yin (2018) defines descriptive case studies as case studies that aim to describe a phenomenon in the context of the real world. The use of case study methodology was chosen because it is easiest to build a detailed and in-depth understanding of what will be studied.

3.2 Research Focus

In this study, the focus is to find difficulties in students who cannot string words together, and compose sentences in English in writing classes that were not present in previous studies. Therefore, researchers have to complement the shortcomings of previous research results.

3.3 Setting and Participants

The research was conducted in November 2022. This research involved three grade 9 students of a public junior high school in Tasikmalaya. Participants were selected based on several characteristics; that is, they have a longer experience of learning English compared to their underclassmen, there are grade 7 and grade 8. They have quite a long writing experience because they have passed two levels at the school. In addition, the selected participants can provide sufficient information to answer the research questions.

Dealing with ethical issues, participants receive a thorough explanation of what, why, and how the research will be carried out. They were explicitly

advised to complete and sign a consent form as a formal consent to participate in data collection. They were assured of confidentiality, anonymity and freedom to withdraw from the research at any time during the process. Participants' names were changed to P1, P2, and P3. Furthermore, the date and time to attend the interview were arranged in advance with the participants.

3.4 Data Collection

Data collection was carried out using semi-structured interviews and artifact documents. Semi-structured data is used because of its flexibility, balancing the constraints in statistical analysis that result from its use. This gives the interviewee the freedom to explain their thoughts and draw attention to specific areas of interest and expertise they believe they possess. His questioning technique elicits a fully comprehensive description of the experience of the phenomenon Howitt (2016). Then document artifacts are official letters that provide information based on evidence. Documents in qualitative research can be in the form of writing, drawings, or monumental works of the objects studied by Ulfatin (2014). That is, researchers can collect data and get information by reading something. This researcher will collect assignments regarding descriptive text as evidence of student writing production.

The interviews were addressed to three participants from grade 9 at one of the Tasikmalaya State Middle Schools after practicing writing descriptive texts. The researcher took the student's written document. The researcher produced fourteen main questions adapted from Bryne (1993) about the theory of the concept of writing in English as an interview guide for conducting semi-structured interviews. The questions asked by the researcher were very flexible and open to get more information and get a deeper understanding of students' difficulties in writing English.

Interviews were conducted in the participants' first language, Indonesian, so that they could express their thoughts freely without language barriers and

prevent confusion and miscommunication between participants. This interview was conducted face to face with the participants. Furthermore, in addition, the data was transcribed to highlight statements that are relevant to the research question. Data analysis

3.5 Data Analysis

The data were analyzed by using thematic analysis. Thematic analysis is a technique for identifying, analyzing, and reporting recurring patterns (themes) in data. It organizes and describes the data set in (rich) detail in the simplest way possible (Braun & Clarke, 2006). However, it frequently goes beyond this, interpreting many facets of the research issue (Boyatzis, 1998 as cited in Braun & Clarke, 2006). Thematic analysis is straightforward to apply, making it ideal for novice researchers inexperienced with more complex forms of qualitative research. It enables the researcher's choice of theoretical framework to be flexible. While specific other analysis methods are inextricably linked to particular theories, theme analysis can be employed with any theory chosen by the researcher. Due to its adaptability, thematic analysis enables the data description to be rich, detailed, and complicated. This tool analysis included six steps that assisted the researcher in examining the data as follows:

1) Familiarizing the Data

In this step, the researcher familiarizes the data by reading the interview transcripts regarding the difficulties students face when writing in English. Data is presented in the form of audio interview recordings. Researchers completely transcribed the audio after listening to it. After transcription, it is also read several times to get used to the data.

2) Generating Initial Coding

In this step, the researcher begins to arrange the data by giving signs that are in accordance with the research objectives. The researcher used a coloring method to distinguish each aspect shown by the participants,

which resulted in an initial code. However, the codes still contain a variety of information, and need to be simplified to find the theme. Next, the researcher connects the data based on the research objectives and then categorizes them using initial codes (eg spelling problems, Grammatical Problems, coherence in formulating paragraphs, nt according to the planning, unable to develop ideas, anxiety in writing, words form, comprehending problems) which colored (eg purple, turquoise green, red, dark green, blue, green, dark purple, sky blue, yellow) to highlight how difficult it is for students to write Englisch.

Table 3.1 *Generating Initial Code*

R: Iya teh itu susah banget, karna kan kalo di bahasa inggris itu pengucapan sama tulisan suka beda ya teh, jadi itu juga agak sulit buat saya dalam menulis.	Spelling Problem
R: Paling takut ga tepat aja ya teh, takut salah sih takut nulisnya ngga bener juga teh	Choosing Appropriate Vocabulary
G: euuuu… grammar ya untuk grammar jujur iya susah teh yah soalnya euuu…. Belum ngenal juga grammar the jadi agak susah	Grammatical Problem
G: Kalo pas nyusun kalimat atau bikin kalimat mah sih suka takut ga nyambung aja kalimatnya gitu	Sentence problem
G: Iya tehh, paling kendalanya kalo kalimatnya udah betul enak gitu teh, yah bikin jadi paragrafnya, tapi kalo di kalimat masih bingung kadang suka bingung juga tehh, takut ngga nyambung aja paragrafnya.	Coherence in formulating paragraph
L: Nah jadi kalo bikin kalimat juga takutnya kebalik atau jadi kalimat Bahasa Inggrisnya jadi ngga sesuai sama rencana pas pake Bahasa Indonesia nya dulu teh gitu	Not accordance with planning

L: Euuu ngga terlalu sih teh, api bingung aja sih mau nulis apalagi gitu tentang objeknya, soalnya kaya Cuma tau sedikit sedikit tentang kucing nya teh	Unable developing idea
L: Kalo aku pribadi sih teh aku dari kecil punya kekurangan susah menangkap gitu teh jadi kalo disuruh menulis pake Bahasa Inggris jadi suka bingung dan euuu apa yah Namanya euuu, jadi suka ketinggalan sama temen yang lain gitu teh agak susah.	Anxiety in writing
G: ……gitu teh, kadang pemilihan kata juga jadi kendala lama nyari kata yang cocok gitu teh sama takut salah arti juga.	Word Forms
L: Euuu ini teh jadi susah dii misal kan ini teh euuu disuruh nulis gitu sama guru teh, nah misal suka ada contoh atau apa teh namanya kaya perintahnya nah lusi suka susah nyerna nya gitu teh	Comprehending Problem

Table 3.2 *List of Initial Codes and Their Frequency*

No	Initial codes	Total
1	Spelling problem	3
2	Grammatical problem	3
3	Choosing appropriate vocabulary	17
4	Sentence problem	4
5	Coherence in formulating paragraph	3
6	Not accordance with planning	8
7	Unable developing idea	4
8	Anxiety in writing	7
9	Word Forms	6
10	Comprehending problem	8

3) Searching for themes

At this stage the researcher combines the appropriate codes into a theme, followed by research questions while removing irrelevant codes from the research question.

Table 3.3 *Searching for Themes*

Initial codes	Sub themes

Spelling problem	Language Elements
Choosing appropriate vocabulary Words Form Grammatical problem	
Sentences problem Coherence in formulating paragraph	Make a good sentences and paragraph
Unable developing idea Not accordance with planning	Gathering Ideas
Language problem Anxiety in writing	Psychological Problem

4) Reviewing themes

In this step, the researcher considered the preceding themes, which were completed in the third phase. The researcher reviewed the themes again to see if they were appropriate for the study. If not, the researcher then declined or altered the themes until the most acceptable themes were found.

Table 3.4 *Reviewing Themes*

Sub themes	Themes
Language Elements	Students' Difficulties in Language Elements
Make a good sentences and paragraph	The Difficulties in Cognitive Problems Writing English
Gathering Ideas	Students' Difficulties in Organizing Ideas
Psychological problem	Psychological Factor of Students

5) Defining themes

In this phase, the researcher interprets each identified theme as an answer to the research question.

6) Producing the report

This is the final stage of thematic analysis. Researchers can create reports after getting the central theme.

3.6 Research Steps

Table 3.5 *Steps of the research*

Step	Description
1	Determine the phenomenon that will be used as a research problem
2	Reviewing previous research that is relevant to the research problem that has been determined
3	Choose a topic for the research
4	Collecting theories relevant to the research topic
5	Choose participants
6	Data collection using an document artifact and interview
7	Processing data from interview
8	Complete the thesis
9	Examine the thesis in front of the supervisors and examiners

3.7 Research Schedule

This research was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from January to December 2022.

Table 3.6 *Time of the research*

Activities	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Des	Jan	Feb	Mar
						2022-2023						
Research Proposal Writing	█	█	█	█	█							
Research Proposal Examination						█						
Data Collection							█					
Data Analysis								█	█	█		
Telaah Komprehensif Examination												

Final Thesis Examination	