CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of several explanations about the research design in conducting the research. There are research design, setting and participants, data collection, data analysis and research schedule.

A. Research Design

A case study was used as the research designof this study. It aims to explore and describe aphenomenon that occur in context (Baxter, P. & Jack, S. 2008), in this context is in short story writing project. This research tried to obtain information about the challenges of EFL students in short story writing project through the interviews.

B. Setting and Participants

This study involved three English education department students in a university in Tasikmalaya who had taken creative writing course. The participants are around 20 years old and all of them are girls. They have an experience in writing short story in creative writing class and found some challenges. The first participant is a student who got the most voted among her group and got the reward from the lecturer, the second participant is a student who only got a couple of vote, and the last participant is a student who got the fewest vote in the group.

The participants were asked to read and sign the consent form before collecting the data. Therefore it proved that there was no compulsion to them to be the participants in this study and the researcher could analyze the data.

C. Data Collection

The method of data collection of this study was interview. The studentswere interviewed using semi-structured to allow various and wider response of participants and to know their challenges in writing short story deeply. The interview data were transcribed by the researcher. The participants' workwere collected by the researcher and it is graded as stimulation of their memories in writing short story in order to help them in interview section. The data were collected to fulfill research needs.

D. Data Analysis

The data of this study were analyzed thematically to organize and reporting patterns within the data (Braun & Clarke, 2006).

Braun and Clarke (2006) outlined six phases of analysis using thematic analysis.

1. Familiarizing yourself with your data

In this phase, the researcher listened the data of intervew repeteadly and made a transcription. After that, the researcher read and re-read it until familiar with the data.

TRANSCRIPT OF INTERVIEW

Data Identity

Date: November 8th, 2019 Duration: 21 minutes 44 seconds Interviewer: Researcher (R) Interviewee: Participant 1 (P1)

N	Profile	Data Item	Initial Code		
1.	R	Halo P1, I'd like to ask for a moment of your time to for interview.			
2.	P1	Sure, I'm free now.			
3.	R	I will give you several questions about your short story writing project in creative writing class. I hope you still remember it.			
4.	P1	Okay, I still remember them.			
5.	R	Before I give you specific questions, could you please tell me about short story writing project since the beginning.			
6.	P1	Sure. So, that time, mrs. X gave us a week for due date. In the class mrs. X showed us a picture. The picture showed a beggar helding a book. Mrs. X asked us to make a story based on that picture, and we could add more characters like other person or animals. In my story, I added a girl as one of the characters. We have to develop a story based on the picture and we could draw something to make it better. Actually I made my short story a day before the due date.			

Figure 3.1 Trancript of Interview

2. Generating initial codes

The researcher signs the data using the colors related to the purpose of this study. It would be easy for the researcher to analyze the data for the next stages.

So deadline given by the lecturer is a challenge for you to write your short story?

Yes it is. Because no matter what, I have to write a story before the due date. Meanwhile I have a lot of tasks beside this project, so it was challenging for me to write the story for a week.

Okay, as you said before about the find out the inspiration, is it a challenge for you?

Yes, it's really challenging for me.

Finding the Inspiration

Why?

Because I need the right timing and feeling to get

inspiration. I mean, for me, I can't just waiting to inspiration get an inspiration, but I have to find it by myself. I have to get the inspiration todecide the plot, characters, confilct and others. Fortunately I was into Korean dramas that time, so I got inspiration from it when I saw the picture given by mrs. X. And also I got a lot of inspirations from listening music. Okay. What did you feel that time when you had a short story writing project in creative writing class? Actually I'm a moody person, but that time I felt **Learning** excited and I felt challenged to write a story media based on a picture.

Figure 3.2Coloring the Codes

3. Searching for themes

The researcher grouped codes that have possible similarities in theme.

The challenges of	17	Students' linguistic	9					
developing the story		problem in writing short						
		story						
The learning media is	6	The diction and word choice	5					
challenging		for short story						
Lack of experience in	4	Lack of vocabulary	2					
writing and reading short								
story in English								
Students were stuggling in	3	Grammar	2					
composing the elements								
of short story								
Finding inspiration	4							
Students' emotion	9	Time management	3					
Students' mood in writing	6	Due date given by lacturer	3					
story								
Students' felt difficult to	2							
focus due to place to write								
Student felt difficult to	1							
write due to task								
management								
E: 220 : 41 1								

Figure 3.3Grouping the codes

4. Reviewing themes

The researcher reviewed the following themes to make sure whether the themes are appropriate and suitable. If not, the researcher removes it.

Challenges in developing short story	25	Challenges students'mood i short story	in	in writing	6
The learning media is challenging	6				
Lack of experience in writing and reading short story in English	4				
Linguistic problems faced	8				
by students Finding the inspiration	4				

Figure 3.4Reviewing the themes

5. Defining and naming themes

The themes are named as the representation of its following subtheme. Those will become the findings of this study that describe the phenomenon of students' challenges in short story writing.

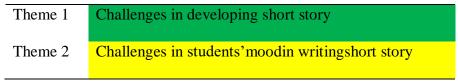


Figure 3.5Defining and naming themes

6. Producing the report

The researcher reported what obtained from this study.

E. Research Schedule

 Table 3.1 Research Schedule

Desc.	May 2019	June 2019	July 2019	Aug. 2019	Sep. 2019	Oct. 2019	Nov. 2019	Dec. 2019	Jan. 2020
Submission of research topic									
Research topic approval									
Writing research proposal									
Proposal approval									
Seminal proposal examination									
Conducting the research									
Writing the report									
Final thesis examination									