

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 design of this study. It aims to explore and describe a phenomenon that occurs 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 votes, and the last participant is a student who got the fewest votes 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 students were 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' work were 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 interview repeatedly 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 holding 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 Transcript 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.

Due date.

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

Finding the

inspiration. I mean, for me, I can't just waiting to get an inspiration, but I have to find it by myself. I have to get the inspiration to decide the plot, characters, conflict 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 excited and I felt challenged to write a story based on a picture.

Figure 3.2 Coloring the Codes

3. Searching for themes

The researcher grouped codes that have possible similarities in theme.

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

Figure 3.3 Grouping 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 in students' mood in writing short story	6
The learning media is challenging	6		
Lack of experience in writing and reading short story in English	4		
Linguistic problems faced by students	8		
Finding the inspiration	4		

Figure 3.4 Reviewing the themes

5. Defining and naming themes

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

Theme 1	Challenges in developing short story
Theme 2	Challenges in students' mood in writing short story

Figure 3.5 Defining and naming themes

6. Producing the report

The researcher reported what obtained from this study.

