

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

In this research, the researcher used a qualitative approach and a descriptive case study as a research design. A descriptive case study design attempts to provide a comprehensive description of a phenomenon within its context (Patnaik & Pandey, 2019). It means this case study focuses on a thorough understanding of actual phenomena that occurred in the environment that particular people experience. According to Yin (2018) there are some following steps are involved in the case study model, including plan (performing research planning), design (creating a research design), preparation (preparing instruments and other research equipment), collecting (data collection), analyze (data analysis), and share (create research papers).

In this study, undergraduate students' challenges and the strategies in writing their thesis became the phenomena that occurred in almost all final semester students, particularly English undergraduate students who utilized English as their language learning. Thus, the researcher investigated the case, particularly the challenges and strategies of English Undergraduate students in writing the thesis.

#### **3.2 Focus of the Research**

This research focuses on the challenges in writing a thesis and strategies used by English undergraduate students in writing their thesis as their last project at the university to get a bachelor's degree. By conducting this research, English undergraduate students writing their thesis will be able to recognize their challenges and the strategies they should utilize to overcome those challenges.

#### **3.3 Setting and Participants**

This study took place at one of the universities in Tasikmalaya, West Java. Two undergraduate students in English majors participated in this study. Participants chosen from the class of 2018 who have finished their thesis. One of the students completed the thesis on time, while the other completed it late. The

length of time required for completing the thesis writing is used to determine the period. Thus, this study aims to identify English undergraduate students' challenges faced in writing a thesis and the strategies used to overcome those challenges.

### **3.4 Technique of Collecting the Data**

In this study, the researcher used semi-structured interviews to obtain information about research topics addressed to participants based on their challenges and strategies in writing a thesis. Li et al. (2019) stated that a semi-structured interview enables interviewees to freely express their perspectives, facilitating explorative and direct information to be collected. This interview also includes a researcher-prepared outline of themes and questions. Although there is a set of leading questions, the participant's answer allows the researcher to present more improving requests for information than were prepared (Stuckey, 2013). DeJonckheere & Vaughn (2019) stated that there are various phases involved in designing and carrying out semi-structured interviews, such as determining the study's goal and scope, identifying participants, ethical considerations, aspects of logistical planning, creating the interview guide, building trust and rapport, carry out the interview, memo, and reflection, analyzing the data, demonstrating the reliability of the study, then write and present findings in a paper or report.

This interview used an audio recorder to collect information from participants. This interview was conducted once for each participant, and "*Bahasa Indonesia*" was used to make it easier for participants to explain the challenges they faced while writing the thesis and their strategies for overcoming those challenges. Furthermore, for interview questions, the researcher distributes and adapts from Starfield & Paltridge (2007) four aspects of challenges in writing a thesis, including psychological, behavioral, rhetorical, and social factors.

Furthermore, before the interview was conducted, participants were given a participant consent form containing their consent to be involved in this study. After they agreed and filled out the form, the researcher contacted each participant to make an appointment regarding the time and place for the interview. The interview was held on 19 and 25 October 2023 in different places due to their agreement.

### 3.5 Technique of Analyzing the Data

This study used thematic analysis to analyze the data from the interview results. According to Braun & Clarke (2006), thematic analysis is a qualitative data analysis process that involves exploring a data set for evaluating and reporting recurrent patterns. The researcher used this technique to interpret the data in analyzing topics related to challenges and strategies from participants' responses by categorizing them into themes. Thematic analysis is composed of multiple steps, which are as follows:

#### 1) Familiarising Data

The first stage includes collecting data, reading and re-reading data, and comprehending the data multiple times to get familiar with the data. At this step, the researcher analyzed all of the data from the interviewer to identify patterns or themes.

#### 2) Generating Initial Code

In the second stage, the researcher determines the data findings in the complete data set to answer the research question. The researcher highlights the code or keywords by colouring the data, which are codes linked to the goal of this study.

Table 1. Searching Initial Codes

Data Items	Codes
<p>P1: When writing a thesis, sometimes my self-confidence is high, and sometimes it goes down, <b>but when I was working on my thesis last year, my self-confidence often went down</b> because I was afraid of making mistakes.</p> <p>P2: <b>What makes me feel less confident when working on my thesis is when I don't know what I should write</b> or do for my thesis because</p>	<p><b>Lack of Confidence</b></p>

<p>at the time <b>I don't read a lot of articles or journals, so it makes me feel less confident.</b></p>	
<p>P1: <b>I was afraid of making a mistake and being rejected when working on my thesis</b> because the supervisor might assume that the data was plagiarized from another author or similar research.</p> <p>P2: <b>What scares me is that there are a lot of revisions and the supervisor rejected my thesis</b> because, in the beginning, I didn't know what I was looking for, or what I should write for my thesis.</p>	<p><b>Fear of Rejection</b></p>
<p>P1: At the time, there was a bit of miscommunication over the signing. I sent the file, but it was not signed. Apparently, it was not checked, and it took between three months, <b>so there were almost three months of no progress and lost motivation.</b></p>	<p><b>Demotivation</b></p>
<p>P1: <b>At the time, I was not used to writing a thesis since I was busy with other activities, such as teaching. Occasionally, the time to write my thesis was blocked up. It encouraged me to lose progress for three months,</b> so when I went to write again, I was confused about what to write and I thought I had lost my memory.</p>	<p><b>Poor Time Management</b></p>
<p>P2: I had blocked my time while working on my thesis without a to-do list or making any progress. Also, my laptop was closed, and so on. It has influenced my motivation while working</p>	<p><b>Laziness</b></p>

<p>on my thesis. As a result, <b>I was lazy to continue writing the thesis, and sometimes I wanted to postpone working on it.</b></p>	
<p>P1: <b>I was afraid of making mistakes because the supervisor would think it was plagiarism from another writer from another research. I was afraid the structure and grammar were incorrect, or the diction I used was for daily usage rather than academic vocabulary.</b></p>	<p><b>Fear of Plagiarism</b></p>
<p>P1: <b>I was afraid of making mistakes because the supervisor would think it was plagiarism from another writer from another research. I was afraid the structure and grammar were incorrect, or the diction I used was for daily usage rather than academic vocabulary.</b></p>	<p><b>Grammatical problems</b></p>
<p>P1: <b>It's simply that I have to be able to regulate myself when discussing with my friends so I do not become distracted, and do not converse with them.</b></p> <p>P2: <b>I seldom join groups since it is generally like conversing, then I do not get focused.</b></p>	<p><b>Communication distraction</b></p>
<p>P1: <b>Yes, I realized that for three months there was no progress, then I texted privately with WA, but then for about a week there was still no response, then I continued texting again and after that, a response would be given for guidance.</b></p> <p>P2: <b>Don't hesitate to ask, but I usually just ask straight away, ask directly via chat, if for</b></p>	<p><b>Ask Supervisor guidance</b></p>

<p>example they don't, <b>just ask the supervisors' time for guidance.</b></p>	
<p>P1: Yes, <b>spending at least an hour a day to write the thesis</b> is helpful because sometimes I feel diligent and enthusiastic until I lose track of time.</p> <p>P2: Yes, <b>I have to make progress every day, even if it is just one paragraph</b>, so it keeps me going every day like opening the laptop first, reading the journal or thesis, outlining, or sometimes a to-do list</p>	<p><b>Write consistently</b></p>
<p>P2: <b>I also considered many theories, so the claim is only one sentence followed by supporting ideas to validate my thesis</b> like that and others is tracking reviews. Second, I try to understand the journal itself, not the journal itself but the thesis itself.</p>	<p><b>Supporting theory</b></p>
<p>P1: One of the effective ways to convey a thesis is to use academic language. Still, there are many types of academic language, <b>one of which is easy to understand, so how I convey the language is not too advanced.</b></p> <p>P2: Present ourselves as inexperienced readers. Then, in terms of structure and word order so that readers can understand the grammar, <b>I seldom use advanced, so I generally choose simple words.</b></p>	<p><b>Use simple language</b></p>
<p>P1: The first one, whether it's grammar or structuring diction, <b>I use multiple tools.</b> The first, of course, is <b>Grammarly</b>. Grammarly is</p>	<p><b>Using tools</b></p>

quite useful for fixing up my grammar and providing ideas for acceptable diction (academic term) during my progress in writing a thesis but to be honest, <b>I also use GPT</b> to check the results of the thesis writing and the way how to convey the results of the thesis.	
<p>P1: <b>Discussions with peers are helpful</b>, but we must also be able to regulate ourselves to avoid other distractions.</p> <p>P2: <b>We continue to discuss the thesis because advice from friends and seniors is beneficial.</b> After all, first, I understand topics faster, because they have experienced and shared it with me.</p>	<b>Discussion</b>

Table 2. Generating Initial Codes

<b>Initial Codes</b>	
Lack of confidence	Poor time management
Fear of plagiarism	Grammatical Problems
Using tools	Use simple language
Write consistently	Fear of rejection
Discussion	Laziness
Communication distraction	Ask the supervisor's guidance
Supporting theory	Demotivation

### 3) Searching for Themes

In the third stage, the researcher collects numerous codes from the data and classifies them into various themes based on the research questions.

Table 3. Searching for Themes

	<b>Themes</b>	<b>Initial Codes</b>
Challenges	Emotional issues	Lack of confidence, fear of rejection, and demotivation.
	Behavioral Issues	Poor time management and laziness
	Rhetorical Issues	Grammatical problems, and fear of plagiarism.
	Social Issue	Communication distraction
Strategies	Emotional Issues	Ask the supervisors' guidance
	Behavioral Issues	Write consistently
	Rhetorical Issues	Add supporting theory, use simple language, and use tools
	Social Issue	Discussion

#### 4) Reviewing Themes

The fourth stage involves the researcher reviewing the data for each theme that was previously discovered to ensure that the combined themes correspond.

#### 5) Defining and Naming Themes

This fifth stage provides a specific definition and name for each generated theme. Based on this fact, the researcher outlines the essential elements and decides on clear and suitable characteristics.

Table 4. Defining and Naming Themes

<b>Themes</b>	<b>Definition</b>
Emotional Issues	The challenges of writing a thesis originated from the participant's emotional factors in writing a thesis.



Challenges	Behavioral Issues	The challenges of writing a thesis originated from the participant's behavioral factors in writing a thesis.
	Rhetorical Issues	The challenges of writing a thesis are related to the participant's comprehension of writing a thesis.
	Social Issue	The challenges of writing a thesis are related to the participant's discussion with others (friends or seniors) in writing a thesis.
Strategies	Communication with the Supervisor	The strategies to overcome emotional issues in writing a thesis by discussing and communicating with the supervisor.
	Time Management in writing a thesis	The strategies to overcome behavioral issues in writing a thesis by managing time to consistently write the thesis.
	Preparation for writing a thesis	The strategies to overcome rhetorical issues in writing a thesis by comprehending the thesis.
	Peer feedback	The strategies to overcome social issues in writing a thesis by discussing and sharing knowledge and advice with peers.

## 6) Producing the Report

As the final chance to carry out this research analysis, the researcher provides the overall study results based on the outcomes of the data obtained in the final stage.

### 3.6 Steps of the Research

The researcher will carry out the following steps of this research:

Table 5. Steps of the Research

a. Identifying the problem	Identify phenomena related to challenges in writing a thesis and strategies students use for overcoming the challenges in writing a thesis by two undergraduate students from one of Tasikmalaya universities in West Java, Indonesia.
b. Reviewing Literature	The researcher reviewed the literature or sources from relevant studies, such as journals, and publications, and studied relevant research to support this study.
c. Objectives and research questions	This study aims to identify EFL undergraduate students' challenges in writing the thesis and strategies for overcoming those challenges.
d. Collecting data	In this study, a researcher applied semi-structured interviews to obtain information about the research topic addressed to participants based on their challenges in writing the thesis and strategies to overcome those challenges.
e. Analyzing data	This step set up the thematic analysis in concluding data from the interviewer.

f. Writing the report

After completing all steps, the data was reviewed before being presented as the study's results.

### 3.7 Time and Place of the Research

This research was conducted at one of the state universities in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from February 2023 to May 2024.

Table 6. Time and Place of the research

No.	Description	Feb-July	Aug	Sept	Oct	Nov-Apr	May
		2023	2023	2023	2023	2023-2024	2024
1.	Research proposal writing						
2.	Research proposal seminar						
3.	Data collection						
4.	Data analysis						
5.	Report writing						
6.	Thesis examination						