

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

This research is qualitative. According to Creswell (2015), qualitative research is an approach that emphasizes exploring and understanding complexities. The researcher used this method to explore and generate an in-depth understanding of the findings and analyze data in detail and context. As Fatimah et al., (2023) stated that with the intention of clarifying these events by means of an analysis of the personal meanings and relevance that people assign to them, qualitative researchers study events within their natural settings. (Yin, 2009) described several methods in qualitative research. A case study was conducted in this research. The qualitative case study method is widely utilized in research disciplines to explore specific and unique examples. It offers the opportunity for in-depth exploration by integrating various techniques, methodologies, strategies, or theories across different levels, thus allowing for further development and analysis (Patnaik & Pandey, 2019; Yin, 2009) . She also posited three case study types: descriptive, explanatory, and exploratory. Since this research aims to explain something that happened, providing details about where and when it happened, the researcher chose the descriptive case study as the research design.

3.2 Focus of the Research

This research aimed to investigate writing problems experienced by EFL students during collaborative writing. The participants were four students of the English Education Department at one university in Tasikmalaya who had done a collaborative writing task in the ARW course in the 5th semester. The students in this course completed the collaborative writing task following the principles mentioned in the literature review, such as brainstorming, gathering information, organizing outlines, drafting, editing, regular feedback sessions, and shared decision-making. They divide the task to be written by each member

of the CW group. Throughout the process, the lecturer guided them and provided feedback in several meetings to help them refine their work. Nevertheless, writing problems still arise during the process. Therefore, this research analyzed their experiences with writing problems during their collaborative writing process.

3.3 Setting and Participants

This research was conducted in the English Education Department at a university in Tasikmalaya. The setting was chosen after the researcher made informal observations to identify where collaborative writing was still implemented in English education courses. As a result, the researcher found that an ARW course facilitated collaborative writing activities as the final assignments during the learning process.

In addition, an initial questionnaire was administered to select participants, following the recommendations of Patton Quin (2015), who suggests using questionnaires as a preliminary tool for identifying suitable research subjects. This close-ended questionnaire was adapted from the interview guidelines of this research and was distributed to all students enrolled in the ARW course during the 5th semester. The responses confirmed that the phenomenon of interest was not limited to a single group. Out of the students approached, 21 were willing to complete the questionnaire. Based on the results, four students from different groups, all of whom reported experiencing writing problems during collaborative writing, were selected as participants in this research.

3.4 Technique of Collecting Data

Semi-structured interviews were conducted to explore in-depth information on the phenomenon of EFL students' writing problems during collaborative writing. According to Peters & Halcomb (2015), semi-structured interviews are employed when the researcher has predetermined questions or topics, allowing for a deeper exploration of participants' responses. This method provides valuable data that offers insights into participants' experiences, perceptions, and opinions. Therefore, while the researcher can prepare a set of questions in

advance, there is flexibility to ask additional questions for clarification or to delve deeper into responses.

The researcher created interview guidelines based on Brown's micro and macro writing skills theory. The selected participants signed a consent form, agreeing to all the outlined procedures, ensuring their identities would be kept confidential, and acknowledging that their statements would be used as research data. The researcher conducted interviews via Zoom, asking each participant questions individually and capturing the data through voice recordings.

3.5 Technique of Analyzing the Data

The data collection was analyzed using Thematic Analysis by Braun & Clarke (2006) and supporting framework from Brown (2001) about micro and macro skills in writing. Thematic analysis was seen as an effective way to systematically identify, organize, and provide insights into patterns of meaning (themes) across the data set (Lochmiller, 2021). It helps make the data more understandable. The researcher transcript data in written form, making it easy to select and analyze data grouped based on their categories. Braun and Clarke proposed six phases for thematic analysis.

a. Familiarizing the data

In the first phase, the researcher read the data multiple times to become familiar with the content. While going through the transcript, the researcher began to think about what was happening in the data.

b. Generating initial codes

In this phase, the researcher starts coding interesting features or patterns in the data. Thus, the researcher used a highlighter to pinpoint the codes related to the student's writing problem. Moreover, the codes would be words or short phrases.

Transcription	Codes
P: Baik, ARW tahun kemarin kan kelompok, ya Teh.	Inadequate vocabulary Ketika menulis, Incoherent sentences

Transcription	Codes
<p>kosa kata yang digunakan pun sering kebingungan. Bahasa yang tepat untuk kalimat ini seperti apa. Dan kalimat yang saya tulis saat itu tidak nyambung dengan pembahasan sebelumnya dan selanjutnya, seperti itu, Teh.</p>	
<p>P: Kalau untuk grammar karena euu gimana ya teh, kalau untuk grammar, sering kali ada kesalahan gitu, teh. Contohnya seperti euu penggunaan <i>on</i>, <i>in</i>, <i>at</i> kayak gitu. Terus juga have dan have been.</p>	Grammar mistakes
<p>P: Yang pertama ketika mengutip dari sebuah jurnal, euu sering kebingungan gimana caranya agar tidak terdeteksi di, apa namanya ya. Turnitin. Dan kalo misalkan ini kelebihan gak sih kata-kata kutipannya kan ada maksimalnya ya agar tidak terdeteksi di turnitin, karena seringkali euu saya merasa telah melakukan pengutipan dengan benar, tapi terdeteksi plagiarism-nya, seperti itu</p>	Citation problems
<p>P: Nantinya ketika paper itu sudah <i>full</i>, misalnya itu kan dari tiga orang ya. Dari tiga orang, aku misalnya nulis A, teman aku nulis B, dan yang lainnya nulis C, gitu. Kenapa bisa menyebabkan masalah itu ketika salah satu dari teman aku, sebut aja misalnya C. C itu ternyata</p>	Stylistic inconsistency

Transcription	Codes
dalam menulis tulisannya benar-benar berbeda.	
P: Di judul sering ada kendala. Euu kendalanya euu kelebihan kata judul dan kebingungan, oh ini kiranya yang nyambung, gimana ya, biar pas sama euu syarat judul itu harus seperti apa. Dan pada saat menulis <i>findings and discussion</i> , euu sering menemukan kendala, ini sudah benar atau tidak, seperti itu.	Text structure problems
P: Kalaupun ada masalah, euu kita sering berdebat euu dalam menyalurkan ide, oh ini, di bagian ini harus gini nih, di bagian introduction harus seperti ini, kalau menurut B, oh enggak, menurut saya harus ini gitu isinya. Paling didebatkan di isinya sih, teh.	Idea development problems

The researcher identified ten initial codes from the interview transcripts, each reflecting different aspects. Here's the list of those initial codes and their frequencies.

Initial Codes	Frequency
Inadequate vocabulary	7
Grammar mistakes	4
Text structure problems	7
Citation problems	5
Incoherent sentences	9
Idea development problems	13

Initial Codes	Frequency
Stylistic Inconsistency	9

c. Searching for themes

In the third phase, the researcher identifies and highlights the themes derived from the categorized data. It entails selecting specific data transcripts and uncovering noteworthy or significant insights related to the research questions.

Students' writing problems in Micro skill during CW	Students' writing problems in Macro skill during CW
Inadequate vocabulary	Incomplete quotation
Grammar mistakes	Incoherent sentences
Stylistic Inconsistency	Idea development problems
	Text structure problems

d. Reviewing the themes

The researcher reviewed and evaluated the identified codes to determine which ones were most suitable for the theme.

Code	Potential Themes
Inadequate vocabulary	Students' writing problems in Micro skill during CW
Grammar mistakes	
Stylistic Inconsistency	
Idea development problems	Students' writing problems in Macro skill during CW
Incoherent sentences	
Citation problems	
Text structure problems	

e. Defining and naming the themes

In this phase, the researcher outlines the characteristics of each theme and examines the connections between them for data analysis. This entails creating precise definitions and labels for each identified theme.

Themes	Definition	Sub-theme
Students' writing problems in Micro skill during CW	The specific difficulties that students face with detailed writing skills in this context during the collaborative writing. These micro skills include grammar, punctuation, spelling, sentence structure, and word choice.	<ul style="list-style-type: none"> • Inadequate vocabulary • Grammar mistakes • Stylistic inconsistency
Students' writing problems in Macro skill during CW	The broader challenges students face with overall writing abilities during collaborative writing. These macro skills include how well the writing is organized, how ideas flow, the strength of the arguments, the clarity of the main point, and the overall structure of the text.	<ul style="list-style-type: none"> • Idea development problems • Incoherent sentences • Citation problems • Text structure problems

f. Producing report

The final phase started when the researcher had fully figured out the themes and was ready to analyze and write the report. The researcher

wrote the findings with supportive theory from many researchers regarding writing problems and collaborative writing.

3.6 Steps of the Research

Steps	Description
Exploring the problem	The researcher has taken an interest in EED students' writing difficulties in collaborative writing. Some students experienced problems in writing during their collaborative writing task in the ARW course, which affected their writing outcomes on this paper.
Conducting a literature review	The researcher examined multiple sources, including articles and journals, to strengthen this research by reviewing relevant literature.
Setting the objective and research question	The research investigated problems experienced by the participants during the collaborative writing task.
Collecting data	The semi-structured interview is applied in this research as the appropriate and suitable technique.
Analyzing the data	The data interview is analyzed using the thematic analysis by Braun and Clarke (2006).
Writing the report	Showing the findings, discussions, and results of the research.

Table 1. Steps of the research

3.7 Time and Place of the Research

No	Activities	Nov 2023	Dec 2023	Jan 2024	Apr 2024	May 2024	Jun 2024	Jul 2024
1	Research Proposal Writing							
2	Research Proposal							

No	Activities	Nov	Dec	Jan	Apr	May	Jun	Jul
		2023			2024			
	Examination							
3	Data Collection							
4	Data Analysis							
5	Report							
6	Seminar Result							
7	Final Thesis							
	Examination							

Table 2. Research schedule