

CHAPTER 3

RESEARCH PROCEDURES

3.1. Research Design

This research adopted a qualitative descriptive case study design. Descriptive case studies explain the nuances of real-life circumstances that may not be well captured through research experiments or surveys, test or describe data in a real-life setting, and provide a comprehensive and contextual view of a particular phenomenon. Yin (2016) Stated that a descriptive case study explains the occurrence in the context in which it happened.

Furthermore, this approach is appropriate for in-depth analysis of certain phenomena, which can result in comprehensive analysis. Hence, the design is applied to find out the challenges and solutions faced by English Education students when writing argumentative essays in the final project of the Foundation Functional Grammar course.

3.2 Research Setting and Participants

This study was conducted at a university in Tasikmalaya because of the phenomenon. Participants in this study will be three students in the eighth semester majoring in the English education department with an age range of 22-23 years old. The researcher chose the students who had taken the Foundation Functional Grammar course; the students had written an argumentative essay, then they experienced challenges when working on the final project, writing in an argumentative essay and the last reason they were willing to become participants in this research and they are willing to fill out participant consent.

3.3 Data Collection

Semi-structured interviews will enable the researcher to understand three eight-semester students at the University of Tasikmalaya, the Department of English Education. This study adopted semi-structured interviews that are frequently conducted with one responder at a time, in-person, casual, and engaging. After that, the "why" and "how" questions are asked (Adams, 2015).

Stated differently, the purpose of the open-ended survey design is to provide flexibility and to make it simple for respondents to compare responses. It is also intended to reduce interruptions and encourage two-way communication, allowing participants to share richer and more specific information. In arranging interview guidelines, the researcher used Byrne (1995) to examine psychological, linguistic, and cognitive interviews regarding writing issues. The challenges and solutions in writing an argumentative essay will be the primary emphasis of the question. The interview will be recorded in audio format, and the information will be translated into English and written up in transcription.

3.4 Data Analysis

The researcher used thematic analysis to analyse the interview transcription. Braun & Clarke (2006) Stated that there are six steps in using thematic analysis for qualitative data:

1. Familiarization of the Data

In this step, the researcher will listen to the interview results several times to obtain precise information, transcribe them into written form and read them repeatedly until they are familiar with the data.

2. Generating Initial Codes

The researcher will code the whole data set systematically and compile information relevant to each code. At this stage, the researcher begins coding by identifying the type of situation and highlighting it with various colors. The researcher additionally codes all of the data at this stage, determining whether or not the codes overlap and whether or not the data are relevant.

Table 3.1 Generating Initial Codes

P	Data	Initial Codes
	Challenges	
P1	Seingat saya kan mata kuliah ini tugas akhirnya ini ya, tema dari esai argumentatif udah ditentukan sama dosen jadi untuk menentukan tema enggak kesulitan ya karena memang sudah ditentukan Nah kalau yang lainnya saya mengalami kesulitan yaitu dari tema yaitu cara mengembangkan topik dari tema yang sudah ditentukan.	The challenge in developing the topic
P2	Ada, saya kesulitan menentukan vocab. Karena saya sulit menentukan vocab dan kata yang cocok dengan tema saya, karena saya ambil tema tentang aplikasi, jadi ketika dicari di internet itu luas banget, ada dibidang ekonomi, ada di bidang pendidikan yang lain, saya harus mencari dibidang Pendidikan Bahasa Inggris	The challenge in finding vocab
P3	Untuk argumentatif esai ini kan final project ya, tugasnya itu diberikan di akhir mata kuliah, namun memang dosennya sendiri sudah memberi tahu dari jauh-jauh hari begitu tentang kriteria pengerjaannya, dan juga rentang waktunya sampai kapan, jadi sebenarnya kita itu memiliki banyak waktu untuk mengerjakannya, tetapi jujur saya sendiri memiliki motivasi yang cukup rendah untuk memulai pengerjaannya, karena saya ini memang senang menulis, tetapi untuk argumentatif esai yang masuknya ke akademik writing itu kurang suka	Challenge in lack of motivation

Table 3.2 Initial Codes and Its Frequency

Initial Codes	Total
Challenges	
The challenge in developing the topic	4
The challenge in finding vocab	3

Challenge in grammar	4
Challenge coherence between paragraphs	3
Challenge lack of motivation	2
Challenge in lack of confidence	1
The challenge to avoid plagiarism	1
Solution	
Reading lots of relevant references	5
Using Google Scholar	6
Using Google translate	4
Using thesaurus	2
Using Grammarly	3
Using Google docs	2
Asking for review and feedback	5
Using Pinterest	2
Using Quilbot	1

3. Searching for Themes

In this step, the researcher analyses and coordinates the data and then codes collect all related data for each theme into relevant themes.

Table 3.3 Process of searching for themes

Challenges	
Initial codes	Theme
Challenge lack of motivation	Psychological Issue
Challenge in lack of confidence	Linguistic Issue
The challenge in finding vocab	
Challenge in grammar	
The challenge to avoid plagiarism	Cognitive Issue
The challenge in developing the topic	
Challenge coherence between paragraphs	

Solution	
Initial codes	Theme
Asking for review and feedback	Solutions to cope with the psychology issue
Using Google Translate	
Using Thesaurus	Solutions to cope with the linguistic issue
Using Grammarly	
Using Google Docs	
Using Pinterest	
Using Quilbot	
Reading lots of relevant references	Solutions to cope with the cognitive issue
Using Google Scholar	
Using Pinterest	
Asking for review and feedback	
Using Grammarly	

4. Reviewing Themes

In this step, the researcher reads all the data for each theme to know the appropriateness and match the data.

5. Defining and Naming Themes

In this step, the researcher defines the themes as the answer to the research question.

Table 3.4 Defining and Naming Themes

Themes	Definition
Challenges	
Psychological Issue	Psychological issues are emotional or psychological factors that can harm a student's capacity to write effectively. Students with psychological problems could worry, feel unmotivated, or have

Linguistic Issue	<p>low self-esteem, all of which might influence their writing. For instance, anxiety may lead pupils to avoid or postpone writing projects, but poor self-esteem may result in a lack of effort.</p>
	<p>Linguistic issues are language-related challenges regarding grammar, syntax, vocabulary, and spelling problems. Lack of exposure to multiple languages, low-level language proficiency, or problems with language. All of them can contribute to this linguistic problem.</p>
Cognitive issue	<p>Cognitive issue is about cognitive processes such as attention, memory, and planning. Students with cognitive issues may struggle to organize their thoughts, stay focused on the work at hand, or remember key information. A student with focus problems may struggle to maintain attention during the writing process, whereas a student with memory problems may struggle to recollect key information needed for their writing</p>
Themes	Definition
Solutions	
Solutions to cope the psychology issue	<p>To helping the students engage with other people and become familiar so they can increase their knowledge in</p>

Solutions to cope the linguistic issue	writing essays and increase motivation, for example asking questions and collaborating To helping deal with difficulties in terms of writing, especially in terms of linguistics such as vocab, grammar, plagiarism, essay structure, and writing references
Solutions to cope the cognitive issue	To helping the students engage with other people and become familiar so they can increase their knowledge in writing essays and increase motivation, for example asking questions and collaborating

6. Writing up

In this final phase, the researcher aligns the findings of this investigation with the findings of related, earlier studies, reporting the findings of this study in the next chapter and doing so.

3.5 Research Schedule

Table 3.5 Time of the research

Description	Oct/ 2023	Nov/ 2023	Dec/ 2023	Jan/ 2024	Feb/ 2024	Jun/ 2024	Jul/ 2024
Research Proposal writing							
Research Proposal Examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							