CHAPTER 3
RESEARCH METHODOLOGY

This chapter presents the methodology employed in this study to conduct the study. It describes seven parts of research design, focus of the research, setting and participants, data collection technique, data analysis technique, steps of the research, and research schedule.

3.1 Research Design

In this study, the research approach used was qualitative. Meanwhile, the research design was a descriptive case study. This was chosen because the study aimed to get a detailed picture of a particular phenomenon, especially the use of a chain story technique during writing practice in the Creative Writing Course. According to Yin (2018), a case study is an empirical inquiry that investigates a real-life contemporary case or phenomenon. Yin (2003) also stated that a descriptive case study aims to present a detailed contextualized picture of a particular phenomenon. Therefore, this method was appropriate for an in-depth investigation of certain phenomena, which could result in a comprehensive analysis. Therefore, this design was used to investigate EFL students' experiences of using chain story technique during writing practice at the Creative writing course.

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3.2 Focus of the Research

This research focused on investigating the students' experiences of using chain story technique during writing practice at Creative Writing course. This study involved how students perceive the utilization of chain story technique for fiction writing.

3.3 Research Setting and Participants

This study took place at an English Education Department of a university in Tasikmalaya, West Java, Indonesia. This place was selected because this was where phenomena occurred. Furthermore, the participants also knew how to use the chain

story technique during writing practice in the Creative Writing course. The research took a month, on August 2024, to collect the data.

The participants in this study were four university students, all females, in the 7th semester from the English Education Department. They were chosen because they had experience writing and participating in chain story activity at the Creative Writing Course and were willing to participate. Their ages revolved from 19-22 years old. They were recruited for several considerations, such as (1) the participants enrolled Creative Writing course, (2) the participants had experienced using the chain story technique as a fiction writing practice, (3) the participants were students with the highest scores in creative writing, selected for their advanced skills to provide a deeper understanding of experiences in using chain story technique, and (4) the participants were willing to participate in this research.

Addressing ethical concerns, participants received detailed explanations regarding the objectives, rationale, and methodology of this research. They were explicitly instructed to review and sign a consent form, signifying a formal commitment to participate in data collection. Participants were assured confidentiality, anonymity, and the freedom to withdraw from the research at any stage. To safeguard privacy, participants' names were pseudonymized as P#1, P#2, and so on.

3.4 Data Collection

For the data collecting technique, the researcher used a semi-structured interview. Semi-structured interviews were used because of its flexibility, and adaptability compared to unstructured interviews (Ruslin et al., 2022). Semi-structured interviews are widely used in qualitative research, including in educational studies (Adams, 2015). It gives the interviewees freedom to explain their thoughts and draw attention to areas of particular interest and expertise they believed they possessed. Thus, the researcher provided eleven questions for a semi-structured interview. The questions were developed from Roth and Jornet (2013) about the aspects of experiences.

Table 3.1 Indicators and Sub-Indicators of Students' Experiences

Indicators	Sub-Indicator
Cognitive experience	**Language skill**
	Improved writing skills obtained after participating in the chain story activity.
	Content of writing
	Improved knowledge of fiction writing content after participating in a chain story activity.
	Problem-solving
	Solutions or learning strategies used to overcome difficulties.
	Reflection
	Reflect on how they feel about their performance on the task.
Affective experience	**Emotional factors**
	The emotional states or feelings individuals experience in response to learning materials, social interactions, or learning techniques.
Social Experience	**Collaboration with Friends**
	Students' interaction in the classroom during activity and how students perceive it.
	Interaction with the teacher
	Interaction between students and their teacher refers to dynamic and collaborative exchanges between students and the teacher.

Adapted from Adams (2018) the steps in conducting a semi-structured interview are:

1. Selecting respondents and Arranging Interviews

This phase concerned the issues to be covered in conducting the study. It involved identifying potential interviewees who could provide relevant information for the research questions and arranging a time and place for the interview. The research should also consider the ethical implications of the interview, such as obtaining informed consent from the participants and ensuring their privacy and confidentiality.

2. Drafting questions and the interview guide

The researcher created an interview guideline containing a set of questions designed to effectively communicate with the participants. Additionally, interview guidelines would be sent in advance online.

3. Starting the interview

In this stage, the researcher sought permission to record the interview session. A Redmi Note 11 audio recorder was used for this purpose. The interviewer encouraged the participant to speak freely and considered the length of the interview.

4. Polishing interview techniques

During the interview process, the researcher would ensure a comprehensive understanding of the questions to be asked. In addition, the researcher adapted the tone and attitude towards the participants and gave a positive impression to the participants.

5. Analysing and reporting semi-structured interviews.

In this stage, the researcher explored the interview results by revisiting the recorded data for accuracy. Further, the data were transcribed and translated before being analyzed by thematic analysis.

The interview was conducted in the participant's first language, Indonesian language, allowing them to express their thoughts freely without possible language barriers and avoiding confusion and miscommunication among the participants. To collect the data, the interview was held online using Zoom.

3.5   Data Analysis

The data from the semi-structured interview were analyzed using Braun and Clarke's (2006) thematic analysis after being transcribed using an orthography system. According to Braun and Clarke (2006), thematic analysis allowed researchers to share meanings and experiences with a focus on meaning across a data set in detail in the simplest way possible. Thematic analysis was straightforward to apply, making it ideal for novice researchers inexperienced with more complex forms of qualitative research. It enabled the researcher's choice of the theoretical framework to be flexible. While specific other analysis methods were inextricably linked to theories, thematic analysis can be employed with any theory chosen by the researcher. This analysis covered six steps (Braun & Clarke, 2006):

1. Familiarizing with the data

   Reading and rereading the interview's data and taking note of initial analytic observations to comprehend the data. This process included transcribing data.

2. Generating initial codes

   Making code to highlight the important data using colours for the scale scores of the interview and arranging it.

Table 3.2 Generating Initial Codes

Yes, it is true. Other students added sentences to the story, well that's what made in the middle of the story a different perception (the plot changed). It made the story so absurd	Challenges with consistency
There is no session for discussion. It's not too obvious because after writing the sentence for the story, the paper is turned over. So, this activity is like a challenge for each individual to write a fiction story but in an estafet way (adding sentences to each other's stories)	No discussion
In the chain story activity, the instructor guided the students by giving hints. For example, the instructor told students to think about the setting of the story first.	Lecturer's role
The chain story activity increased creativity because we did not know what the plot of the story would be like.	Improve imaginative thinking
I feel like I'm encouraged to look for vocabulary that is varied and appropriate to the atmosphere of the story being developed. If I use the same vocabulary when	Grammar and vocabulary

writing a story even though the story is different, it might not connect the story.	
First, it adds to our creativity because we have to be quick because we are only given one minute so we are required to think quickly whether the sentence is grammatically correct or not.	Time pressure
I also became more confident in writing it. I feel happy with this activity.	Fun activity

Nine initial codes represented different aspects shown by participants' interview transcription. Here is the list of initial codes and their frequency.

Table 3.3 List of Initial Code and Their Frequency

No	Initial codes	Total
1	No discussion	4
2	Lecturer's facilitation	4
3	Improve imaginative thinking	10
4	Improve grammar	4
5	Enrich vocabulary	6
6	Idea development	9
7	Challenges with consistency	5
8	Fun activity	7
9	Motivating activity	4
10	Time pressure	3

3. Searching for themes

Grouping the data using themes to easily analyze it.

Table 3.4 Searching for Themes

No	Initial codes	Potential themes
1	No discussion	
2	Idea development	Group 1
3	Supportive role of the lecturer	
4	Improve grammar	Group 2
5	Enrich vocabulary	

6	Improve imaginative thinking	Group 3
7	Challenges with consistency	Group 4
8	Time pressure	
9	Fun activity	Group 5
10	Motivating activity	

4. Reviewing potential themes

Reviewing the data that had been coded for each theme to find out if the data is coherent or not.

Table 3.5 Reviewing Themes

Themes	Sub-themes
Utilizing chain story in writing practice	No discussion
	Idea development
	Supportive role of the lecturer
Improving grammar and vocabulary	Improve grammar
	Enrich vocabulary
Improving imaginative thinking in fiction story writing	
Challenges in using chain story technique	Challenges with consistency
	Time pressure
Emotional experiences	Fun activity
	Motivating activity

5. Defining and naming the themes

Conducting and writing a detailed analysis, recognizing the story that each theme tells, and considering how each theme links the overall story of the entire data to the research questions.

Table 3.6 Defining Themes

Themes	Definition
Utilizing chain story in writing practice	1. Described how the collaboration between one and other students and

	their contributions to writing fiction story
	2. Description of the role of the lecturer in guiding and managing the chain story process.
Improving grammar and vocabulary	Examined the impact of a chain story activity on grammar and vocabulary learning.
Improving imaginative thinking in fiction story writing	Focused on the creative thinking process through which students generate and develop ideas during the chain story activity and how this activity helps students to develop their imaginative thinking.
Challenges in using chain story technique	Describe the difficulties faced by the students when using chain story technique during writing practice. in maintaining a coherent storyline when multiple writers are involved.
Emotional experiences	Captured students' emotional responses to the activity, particularly enjoyment and motivation.

Table 3.7 Defining Sub-Themes

Sub-themes	Definitions
No discussion	Describe that there is no session and students are not allowed to discuss.
Idea development	Explain how students develop each story.

Supportive role of the lecturer	Explain the role of lecturer and the benefits for students during the chain story activity.
Improve grammar	Describe there is improvement in their grammar knowledge.
Enrich vocabulary	Describe that chain story can enrich students' grammar.
Challenges with consistency	Describe the challenge students experienced in maintaining the plot due to the many ideas contained in the story.
Time pressure	Describe student challenges caused by a small amount of time.
Fun activity	Students' emotional experience showed that students feel happy during the chain story activity
Motivating activity	Students' emotional experience showed that students feel motivated after the chain story activity.

6. Producing the report

   Beginning the final analysis and writing up the report.

3.6   Steps of The Research

The several steps of this study are as follows:

1. Identifying and defining issue/problem/phenomenon

   In the first step, the researcher was looking for the phenomenon that happened in the English Education Department, especially in the process of the use of the chain story technique in creative writing course and brought them to the aim of the research.

2. Exploring relevant studies, finding the gap of the research, and formulating the research question

   After finding the phenomenon, the researcher explored the relevant studies to find a gap of previous studies. Then, the researcher formulated the research question and defined the focus of the research.

3. Determining research design

   The researcher considered the appropriate research design to be used in this study based on the research issue, research questions, and the aim of the research. Therefore, the researcher used a descriptive case study research design.

4. The writing process of the research proposal

5. Reviewing relevant literature

   In this process, the researcher selected, read, and reviewed references such as journals, books, and so on to support the study.

6. Selecting research subject

   The research subjects were selected from the English Education Department, a state university in Tasikmalaya.

7. Choosing and formulating appropriate techniques

   The next step was determining the research instrument. After the research subject was selected, the researcher used appropriate instruments to collect the needed data and analytical techniques to answer the research question. Semi-structured interviews were used as a research instrument to collect the data.

8. Choosing participants and conducting interviews

   To start the research, the researcher selected and contacted 3 students from semester 7 who had taken a Creative Writing course. After that, the researcher conducted online interviews via Zoom.

9. Analyzing data

   After obtaining the data, the researcher analyzed the data in a descriptive method using thematic analysis following the data collected from interview results that have been transcribed using an orthography system.

10. Presenting findings and conclusion

The last step of the research was that the researcher presented the result or findings and made a conclusion of the research and discussion.

3.7 Research Schedule

This study took place in English Education Department, Faculty of Educational Sciences and Teachers' training of a university in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this study was conducted in the period from September 2023 to August 2024. The period of implementation of the research is described in the table below:

Table 3.8 Research Schedule

No	Description	Sep-Nov. 2023	Dec. 2023	Aug. 2024	Sep. 2024	Oct. 2024	Nov. 2024	Dec. 2024
1.	Research Proposal writing	■						
2.	Research Proposal Examination		■					
3.	Data Collection			■				
4.	Data Analysis				■			
5.	Report					■	■	
6.	Thesis Result Seminar						■	
7.	Thesis Examination							■