CHAPTER 3

RESEARCH PROCEDURES

3.1. Method of the Research

The study adopted a descriptive case study that focuses on the topic in a detailed portrayal. A case study is advantageous in discovering or explaining a phenomenon that is poorly understood from a "big picture" perspective (Yin, 2017). This present study focuses on describing the contributions of the portfolio on students' EFL writing skills during the CW course. Thus, this approach is believed as an appropriate method to in-depth investigation of this phenomenon which can also produce comprehensive analyses.

3.2. Focus of the Research

The study focuses on describing the contributions of the portfolio on EFL writing skills during the CW course in higher education in Indonesia. This illustrates the applications of portfolio on students' writing development. These descriptions were taken from the interview results with the undergraduate students taking the creative writing course.

3.3. Setting and Participants

This research was conducted in one of the universities in Tasikmalaya, West Java, Indonesia. It aims to disclose the students' portfolio in a course named English Creative Writing (CW) during the 3rd semester in the 2019 academic year. This course is deliberate to capitalise on students' creativity in producing literary works such as poetry, prose, fiction and nonfiction, fan-fiction and biography. The whole course was set for 14 meetings with various tasks and

performances such as reflective journal, class/group discussion, poster presentation, collaborative writing and project exhibition.

Contextually, this research covers the phenomenon of students utilising portfolios during the writing process in the CW class. Three students were recruited in order to explore their perception in applying to portfolios during the course. The numbers of participants were recruited in order to get deeper and detailed information in elaborating the various perspectives in the smallest scale. As the core aim in the qualitative investigation is to discover the diversity, sample size and sampling strategy (Kumar, 2011), the participants were recruited based on their academic achievement, such as low, medium and high achieving students. This categorisation (low, medium, high) was seen as representative sample which was gained from the grading scale give by the lecturer. Another consideration to recruit these students is their active involvement during the course. Most importantly, the participants were also recruited due to their willingness to be involved in this study as the ethical considerations.

3.4. Technique of Collecting the Data

The main sources applied to the data collection of the study are semi-structured interviews. Semi-structured interviews are conducted as they have rich and detailed qualitative data for understanding participants' experiences, how they describe and make the meaning of those experiences (Rubin & Rubin, 2012). Interview questions mainly followed the interview guide set by the author. There are several questions to be addressed which cover the prior knowledge of the participants during the Creative Writing course. The topic of the interview is the

contributions of the portfolio on students' writing skills. The interviews were conducted in Bahasa Indonesia, then translated and transcribed. Concerning with confidential issues, all the participants' names changed into pseudonyms (P1, P2, and P3). The researcher used phone interviewing (Burke & Miller, 2001) due to a long distance between the researcher and participant, also because of the pandemic. The following steps in conducting the semi-structured interview (Adams, 2015) included as follows:

3.4.1. Selecting respondents and arranging interviews

This phase concerns the issues to be covered in conducting the study. The interview was addressed to three participants. The researcher contacted them to request and schedule the time for the interview. The consent form was also given before conducting the interview. This form consists of the agreements of the participants to be contributed in the study. In order to answer research question, interviews were conducted 2-3 to gain the comprehensive data. The second and third interview was aimed to complete the qestions that have not been answered.

3.4.2. Drafting questions and the interview guide

Researchers prepared the interview guideline and made a list of interview questions that are advantageous to communicate the questions to the participants. Further, interview guidelines were sent in advance online by discussing several topics related to the micro and macro skills in writing based on the participants' experiences during the creative writing course.

3.4.3. Starting the interview

At this stage, the researcher asked permission that the interview would be recorded. During this method, a SAMSUNG A12 audio recorder was used to record the conversation. The interviewer asked the participant to talk comfortably and considered the length of the interview.

3.4.4. Polishing interview techniques

Due to distant geographic scope between the researcher and participant, the researcher used phone interviewing (Burke & Miller, 2001) as the data collection technique. The researcher also conducted further interviews to gain additional data.

3.4.5. Analysing and reporting semi structured interview

In this stage the researcher explored the interview result, the researcher revisited the collected data for accury from the recording. Further, the data were transcribed and translated before it was analysed by thematic analysis.

3.4. Technique of Analysing the Data

In analysing the data, this study set up a thematic analysis. Braun and Clarke (2006) assumed that thematic analysis is an analytical procedure to analyse, manage, represent and inform themes contained in a data set. Further, the researcher uses thematic analysis due to the consideration that it enables flexibility in interpreting the data and allows the researcher to gain huge data sets more easily by arranging them into themes. In practice, there are several steps in conducting the thematic analysis which include the following;

3.4.1. Familiarising the data

This process includes transcribing data, reading and re-reading the data, noting down the data transcript of the interview. This is the first phase where the researcher read all the data from the interview results in order to find meaning and patterns or themes that occurred within the data.

3.4.1. Generating Initial Codes (Coding)

This second phase includes identifying all relevant pieces of data within the entire dataset to answer the research questions. The researcher highlighted the codes by colouring the data which is identified as the codes related to the purpose of this study.

Table 3.1. Highlighted Codes

Utterances	Codes
P: Klo dalam penggunaan komunikatif aku pake pronoun him/her sebagai character dalam cerita, tapi klo misalnya materi kaya diary aku lebih gunain pronoun I supaya reader bisa tau klo itu pengalaman aku sndiri	Grammatical system (e.g., tense, agreement, pluralisation). Accomplish the communicative purposes of written texts

Table 3.2. List of Initial Codes and Their Frequency

Initial Codes	Total
Grammatical system (e.g., tense, agreement, pluralisation).	10
Cohesive Devices	1
Writing pattern and rules	7
Applying feedback and editing	11
Drafting Function	4
Distinguishing between Literal and Figurative Meanings	5
Pre-writing stages	14
Writing tool	5
Accomplish the communicative purposes of written texts	5
Graphemes and orthographic patterns of English	2
Writing efficiency	2
Out of class activities	1
Revising and editing	1
Post-writing stages	1

3.4.1. Searching for themes

During this third phase, the researcher identifies the themes from the data that has been categorized and highlighted. This is the process of

selecting the data transcript and finding out something significant or interesting about the data based on research questions.

Table 3.3. Searching for themes

Enhancing the Students' Competences and Performances of English Grammar		Invigorating the Students' Creative Writing Processes		Promoting the Students' Communication Strategies in Creative Writing	
Grammatical system (e.g., tense, agreement, pluralisation).	10	Applying Teacher's Feedback for Students' Assignment	11	Distinguishing between Literal and Figurative Meanings	5
Cohesive Devices	1	Drafting Function	4	Accomplish the communicative purposes of written texts	5
Writing pattern and rules	7	Pre-writing stages	13		
		Writing tools	5		

3.4.1. Reviewing themes

In the fourth phase, the researcher develops or modifies the themes that have been identified in the previous step. It is the process of developing or modifying the themes that have been identified in the

search for themes step. The researcher re-examined the themes that have been identified regarding the students writing skills in CW to confirm the placement of the code has been grouped into the appropriate theme.

3.4.1. Defining and naming themes

This fifth phase includes generating clear definitions and names for each theme. The researcher defines the nature of each theme and the relationship between them to analyse the data.

Table 3.4. Defining and naming themes

Theme	Sub-themes
Enhancing the Students' Competences and Performances of English Grammar	1. Grammatical system (e.g., tense, agreement, pluralisation) 2. Writing patterns, and rules
Invigorating the Students' Creative Writing Processes	1. Pre-writing stages 2. Applying feedback 3. Drafting Function
Promoting the Students' Communication Strategies in Creative Writing	1. Accomplish the communicative purposes of written texts 2. Distinguishing between Literal and Figurative Meanings

3.4.1. Producing the report

In this sixth phase, the researcher reports the result of this research as the final opportunity for analysis.

3.5. Steps of the Research

As the steps of the research the researcher conducted these following stages:

Table 3.5. Step of the Research

Steps	Description
3.6.1. Identifying the problem	Finding a phenomenon and/or an issue based on self-experience during the CW course held by one of the universities in Tasikmalaya. West Java, Indonesia
3.6.3. Reviewing Literature	In order to support this research, the researcher reviewed several literatures of the related study Such as books and research articles.
3.6.3. Objectives and research questions	The study examined potential impacts in utilising the portfolio-based assessment to the students during the CW course.

3.6.3. Collecting the data	The data collection applied semi-structured interviews, as they have rich and detailed qualitative data for understanding participants' experiences, how they describe and make the meaning of those experiences (Rubin & Rubin, 2012)
3.6.5. Analysing the data	In analysing the data, this study set up thematic analysis. Braun and Clarke (2006) assumed that thematic analysis is an analytical procedure to analyse, manage, represent and inform themes contained in a data set.
3.6.6. Writing the report	After all of the steps above are conducted, the analysed data are interpreted before it finally presented as the result of the study.

3.7 Time and Place of the Research

Table 3.6. Research Schedule

No	Description	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	July 2020	Aug 2020	Sep 2020
1.	**Research proposal writing**	■	■						
2.	**Research proposal**			■					

	examination			■					
3.	**Data collection**				■	■			
4.	**Data analysis**						■		
5.	**Report**							■	
6.	**Thesis Examination**								■