

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides a methodology explanation that will be employed during the research. It informs each of the research procedure parts beginning with research design; research setting and participants; data collection; data analysis; and research schedule.

3.1 Research Design

Case study becomes the research design in this topic. The case study design aims to investigate a phenomenon of individual or group or object intensively. Schoch (2020) claimed that case study research is an in-depth and comprehensive investigation of a specific set of events, organization, or social unit. A case study's structure is derived from the concerns, situations, difficulties, and even the lessons that may be drawn from those events. These discovered patterns or acquired knowledge can be connected to particular ideas (Taherdoost, 2022). The case study design used in this research because the researcher needs an in-depth, detailed, and context-rich exploration of what teaching strategies are used to improve students' writing skills. It is in line with the proof that the case study design can provide the researcher an in-depth, context-rich exploration of the topic (Cleland et al. 2021).

To meet the research objective, a descriptive case study type has been conducted. Typically, descriptive case studies aim to employ researchers with a detailed account and thorough explanation of the phenomenon or topic under investigation (Yin, 1993; Yin, 2003). The reason for using descriptive case study is because a single case study here is not being used to test a theory or to generalize besides the original intent of the case study was to describe the situation (Rabaa'i et al. 2009). In descriptive case study, the investigator must either start with a descriptive theory for descriptive cases or accept the chance that issues will arise throughout the research (Qi & Chau, 2012).

3.2 Research Setting and Participants

The researcher conducted the research directly on-site with EFL teachers in one junior high school located in Tasikmalaya, West Java, Indonesia. The setting context chosen was Junior high school because it is the phase of learning when students build their core language skills. Diverse competence and language proficiency levels and little exposure to English outside of the classroom also present a particular phenomenon for EFL limited instruction in this research setting. The study intends to obtain a thorough understanding into the strategies that teachers implement to improve students' writing abilities in English as a Foreign Language (EFL) context by conducting semi-structured interviews with teachers and observation of teaching activities in classes. This context is justified because it provides an insightful look at teaching strategies in areas with little access to English immersion, enabling findings to potentially guide wider EFL pedagogical techniques in similar educational contexts.

The researcher recruited teachers who are ready to be signed as participants and approve the provision listed on the consent form. The teachers recruited have met the criteria determined by researcher such as teachers are the bachelor's degree certified; teachers graduated from English education major; teaching experience not less than two years for teaching English in Junior High School; teachers have taught English writing and have experience on assessing students the work or product of writing. Recruiting teachers who have these qualifications guarantee that they have long-term, practical experience educating and assessing English writing, which enables them to talk about effective teaching strategies. The study can more precisely investigate strategies relevant to this fundamental ability by focusing on teachers who have particular experience with teaching writing.

The participants are two teachers who identified using pseudonyms (P1-Pseudonym name and P2-Pseudonym name) and gathered using a purposive sampling technique, which enables the researcher to choose people with particular knowledge related to the study's topic (Rai & Thapa, 2015). This method is used to gather in-depth information, comprehensive and knowledgeable viewpoints while keeping the data set manageable and credible for analysis. The first teacher experience of teaching English in junior high school where the research was conducted is 25 years from 28 years of total experience in teaching English. Then, the second teacher has 19 years from 29 years of total experience in teaching English. Both of them face the diverse competence and language proficiency levels of their students and realize the little exposure to English outside of the classroom which presents an EFL limited instruction.

3.3 Data Collection

The researcher collected the data directly on-site on February 4-5, 2025 through conducting a face to face semi-structured interview with 2 EFL teachers in junior high school and class observation of teachers' teaching activity.

Dörnyei (2007) defines the 'semi-structured interview' type in applied linguistics and provides a series of pre-planned leading questions and prompts; the style is open-ended and the interviewee is invited to comment on the topics addressed in an exploratory manner. In simple terms, the interviewer gives direction and guidance (hence the name "structured"), but they are also eager to follow up on interesting developments and allow the interviewee to go into further detail on specific topics (thus the name "semi-"). From that description, this data collection method is structured yet flexible which is well directed and the data have a wider exploratory and findings.

A semi-structured interview is conducted following the steps provided by Adams (2015).

1. Recruiting the respondents

In this step, the consent form should have been employed to maintain the respondent readiness, identify the responders, and schedule appointments. (*enclosure 1*)

2. Drafting the questions and interview guide

The interview guidelines and questions were adapting the indicators of teaching writing skills elements for adolescents or students from grade 4 to 12 (Graham & Perin, 2007). These indicators will be guided to paragraph writing in recount writing context in EFL classroom. (*enclosure 2*)

3. Starting the interview and analyzing the information gathered

Interviewers ought to make a good first impression in the interview sessions and do not forget to consider that confidentiality must be discussed openly at the beginning of the interview.

Beside the semi-structured interview, the researcher also conducted an observation in the classes to see the teaching practices using observation checklists as an instrument. The aim of conducted the observation is to support the interview responses and to avoid the issues with self-reported accounts through observing people in their natural settings. This is because observation can provide insights such as structures, processes, and behaviours that the interviewees may not even be aware of themselves (Furlong, 2010; Mays & Pope, 1995). Observation methods as part of CSR entail seeing and documenting research participants' actions within and interactions with their physical and social surroundings as they take place. It provides an understanding of how groups and dyads interact, portrays the entire scene, records the process or context, and provides information on the impact of the physical surroundings (Mays & Pope, 1995; Mulhall, 2003). So, through conducting the observation can get more concrete data within its natural settings without being orally filtered.

The researcher has done an on-site classroom observation through these steps:

1. Preparing the observation checklist as an instrument

The instrument should be prepared based on the goals of the study and covers pertinent topics.

2. Obtain permission to observe the class

Get consent from the school administration and the teacher. Describe the observation's goal and the intended use of the data.

3. Schedule the observation

Determine a time that works best for the class in the context of learning material to be pertinent to the research topic.

4. Setting and do the observation

Choosing the best seating position to clearly observe the class and start observing and noting the behaviours in the class.

5. Analyzing the data gathered

3.4 Data Analysis

The interview and observation result as the collected data are analyzed using thematic analysis. Thematic analysis (TA) is a method for identifying, analyzing, and interpreting patterns of meaning ('themes') within qualitative data (Braun & Clarke, 2016). In the process of doing a thematic analysis, researchers look for recurrent themes, concepts, or ideas in the data's content. These can then be interpreted to uncover underlying meanings or patterns (Dörnyei, 2007). The stages of thematic analysis in this research were using Braun and Clarke (2006) framework as below.

1. Familiarizing yourself with your data

The first step in thematic analysis is the researcher must be familiarized with the collected data. This can be acquired by doing data transcription (if

required), reading and rereading, and taking notes on preliminary concepts or ideas. In this research, the researcher familiarised the data through transcribing the interview record from audio recording and observing the observation result from observation checklist.

Data source	Participant	Sample data																									
Interview	P1	Firstly, every day I assign students to remember and practice at least two vocabularies that are heard, felt, and seen. (min) 02.03-04.32																									
Interview	P2	Yes or no if you need any tools it depends on the material. I like to bring them such as flashcards for vocabulary or a cellphone like before for students to look for references, it depends on the material and depends on the needs of the students so that they might have been given pictures or objects. Not just lecturing, but I like to be accompanied with the material tools. (min) 14.24-17.43																									
Observation	P1	<table><tr><td>1</td><td>Process Writing Approach <i>Pendekatan Penulisan Proses</i></td><td>Yes</td><td>No</td><td>*</td></tr><tr><td></td><td>The teacher facilitates brainstorming or idea generation before writing. <i>Guru memfasilitasi curah pendapat atau pembuatan ide sebelum menulis.</i></td><td>✓</td><td></td><td>There is also character development Teacher also taught and gives about students to find a good attitude</td></tr><tr><td></td><td>Students are encouraged to draft, revise, and edit their writing. <i>Siswa didorong untuk menyusun, merevisi, dan mengedit tulisan mereka.</i></td><td>✓</td><td></td><td>There is also interview of real life condition that connect to the topic</td></tr><tr><td></td><td>Feedback is provided by teacher during the process of students' writing. <i>Umpan balik diberikan oleh guru selama proses penulisan siswa.</i></td><td>✓</td><td></td><td></td></tr><tr><td></td><td>The writing process includes peer or teacher reviews. <i>Proses penulisan mencakup tinjauan sejawat atau guru.</i></td><td>✓</td><td></td><td></td></tr></table>	1	Process Writing Approach <i>Pendekatan Penulisan Proses</i>	Yes	No	*		The teacher facilitates brainstorming or idea generation before writing. <i>Guru memfasilitasi curah pendapat atau pembuatan ide sebelum menulis.</i>	✓		There is also character development Teacher also taught and gives about students to find a good attitude		Students are encouraged to draft, revise, and edit their writing. <i>Siswa didorong untuk menyusun, merevisi, dan mengedit tulisan mereka.</i>	✓		There is also interview of real life condition that connect to the topic		Feedback is provided by teacher during the process of students' writing. <i>Umpan balik diberikan oleh guru selama proses penulisan siswa.</i>	✓				The writing process includes peer or teacher reviews. <i>Proses penulisan mencakup tinjauan sejawat atau guru.</i>	✓		
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Observation	P2	<table><tr><td>4</td><td>Alternative Modes of Composing <i>Cara Menulis Alternatif</i></td><td></td><td></td><td></td></tr><tr><td></td><td>Students use alternative formats for composing, such as multimedia, digital tools, or oral storytelling. <i>Siswa menggunakan format alternatif untuk menulis, seperti multimedia, perangkat digital, atau cerita lisan.</i></td><td>✓</td><td></td><td>(handphone) let students use their phones to look up for references</td></tr><tr><td></td><td>The teacher integrates technology to enhance the writing process. <i>Guru mengintegrasikan teknologi untuk</i></td><td>✓</td><td></td><td></td></tr></table>	4	Alternative Modes of Composing <i>Cara Menulis Alternatif</i>					Students use alternative formats for composing, such as multimedia, digital tools, or oral storytelling. <i>Siswa menggunakan format alternatif untuk menulis, seperti multimedia, perangkat digital, atau cerita lisan.</i>	✓		(handphone) let students use their phones to look up for references		The teacher integrates technology to enhance the writing process. <i>Guru mengintegrasikan teknologi untuk</i>	✓												
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Table 3.1 Example Data Display

2. Generating initial codes

In this step, researcher was collecting information pertinent to each code and methodically coding significant aspects of the data throughout the complete data set. In this research, there are 11 initial codes found from interview and observation data. The initial codes are listed below.

Codes	Initial Codes	Frequency		
		Interview transcript	Behaviour observed	Behaviour notes
Turquoise	Identifying students' needs and language proficiency	9	-	2
Dark grey	Extra writing exercises and additional tutoring session	11	2	-
Green	Vocabulary teaching	4	-	-
Pink	Teaching Grammar and structure in developing a recount text	4	5	1
Red	Instructing students in recount writing process	6	3	1
Yellow	Using technology and multimedia as writing assistant and references	4	1	1
Teal	Scaffolding students writing	3	5	1
Blue	Emotional scaffolding	11	-	-
Dark yellow	Writing feedback and evaluation	7	-	-
Purple	Pre writing activities	4	1	2
Red	Maintain an on-track learning objectives and writing goals	3	-	-

Table 3.2 List of Initial Codes

Data source	Example of datas	Initial code
Interview (P1)	02.03-04.32 R: From here, what are the strategies or techniques that are usually done specifically to teach writing? P1: Firstly, every day I assign students to remember and practice at least two vocabularies that are heard, felt, and seen. R: Oh yeah P1: If the student has the vocabulary, he can automatically write, yes, and please bring a dictionary every hour, those who bring a dictionary have advantages	-Vocabulary teaching
Interview (P2)	23.53-26.02 R: Yes, if you give grades to students, do you	-Writing feedback and

	usually give them something like scribbles or circles to evaluate them so that they can improve better? P2: Yes, when I evaluate students' work, for example, when there is a mistake, I will write notes, give the correction and the correct answer, so the student knows, oh this is wrong, oh it should be like this. As well as if it's in book exercises, I do the same thing. And also, I provide a discussion about the assignments.	evaluation
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Table 3.3 Initial Codes in Sample Interview Display

Behavior Observed [√]	Behaviour Notes	Initial Code
(P1,P2) The teacher facilitates brainstorming or idea generation before writing.	(P1) There is character development when the teacher advices student	- Identify students' profile and language proficiency
(P1,P2) Students are encouraged to draft, revise, and edit their writing.	(P1) Teacher taught students to build a good attitude	- Pre writing activities
(P1,P2) Feedback is provided by teacher during the process of students' writing.	(P1) There is intermezzo of real-life condition to connect to the topic	- Instructing students in recount writing process
(P1,P2) The writing process includes peer or teacher reviews.	(P2) Teacher let the students to have a discussion with their peers	

Table 3.4 Initial Codes in Sample Observation Display

3. Searching for themes

For this step, researcher is expected to assemble all information related to each possible subject and group codes into potential themes. The potential themes formed from the codes are narrowed down to subjects by connecting the upcoming title of the potential themes with the parameters of the data collection instrument.

In this study, the researcher used one parameter for two data collection techniques, namely semi-structured interviews and observation. The parameter researcher used is the teaching writing element framework (Graham & Perin, 2007). Then, the coding data was grouped into the potential

themes based on the framework of teaching writing element for adolescent students (Graham & Perin, 2007) as listed below.

Elements in teaching writing (Graham and Perin, 2007)

1. Process writing approach
2. Explicit teaching of skill, process, and knowledge
3. Scaffolding students writing
4. Alternative modes of composing
5. Extra writing

Based on the found codes from research instrument parameters, researcher was grouping the initial codes to five groups of potential themes.

No	Initial codes	Potential themes
1.	<ul style="list-style-type: none"> - Pre writing activities - Instructing students in recount writing process - Writing feedback and evaluation - Maintain an on-track learning objectives and writing goals 	Process writing approach
2.	<ul style="list-style-type: none"> - Vocabulary teaching - Teaching Grammar and structure in developing a recount text 	Explicit teaching of skill, process, and knowledge
3.	<ul style="list-style-type: none"> - Identifying students' needs and language proficiency - Scaffolding students writing - Emotional scaffolding 	Scaffolding students writing
4.	<ul style="list-style-type: none"> - Using technology and multimedia as writing assistant and references 	Alternative modes of composing
5.	<ul style="list-style-type: none"> - Extra writing exercises and additional tutoring session 	Extra writing

Table 3.5 Searching for Potential Themes

4. Reviewing themes

In this step, the researcher must create a thematic "map" of the analysis by determining if the themes relate to the coded extracts (Level 1) and the whole data set (Level 2). In simple explanation, it means that the researcher

was grouping the potential themes into main themes or the most important themes, which have broader areas of information or data that can be reached. For this research, the 5 potential themes are agreed to become the 5 main themes as listed below.

No	Potential themes	Themes
1.	Process writing approach	Process writing approach
2.	Explicit teaching of skill, process, and knowledge	Explicit teaching of skill, process, and knowledge
3.	Scaffolding students writing	Scaffolding students writing
4.	Alternative modes of composing	Alternative modes of composing
5.	Extra writing	Extra writing

Table 3.6 Reviewing Potential Themes into Main Themes

5. Defining and naming themes

This step is a continuous analysis to produce precise definitions and titles for each subject, as well as to improve the overall narrative the study conveys. And for this research, there were 5 themes that have been figured out as the result of the research data processing.

Here is the fixed list of the themes:

a. Process Writing Approach

This strategy sees teaching writing as a multi-step process that encompasses pre-writing activities, then the stages of planning, drafting, revising, editing, and publishing of writing. It promotes student active participation in the writing process as well as the evaluation of their writing.

b. Explicit Teaching of Skill, Process, and Knowledge

This strategy emphasized a clear and direct teaching of writing components such as grammar, vocabulary, text structure, genre-text characteristics. It involves demonstrating techniques and clearly explaining the model of well-written products.

c. Scaffolding Students' Writing

This strategy involves offering short-term assistance to enable students to carry out writing tasks they are not yet able to complete on their own. This encompasses guided practice, demonstration, feedback, and other forms of assistance that emphasize the goals to enhance students' writing progress and writing comprehension through responsive and customized support.

d. Alternative Modes of Composing

For this strategy, teachers emphasize the utilization of technology to improve students' writing processes. It promotes the utilization of technology and multimedia, like word processors, SmartTV, or flashcards that used to assist writing. These tools can enhance writing by making it more approachable and interesting.

e. Extra Writing

This strategy offers students extra writing opportunities in addition to typical classroom assignments. This may involve tasks to enhance writing fluency and comprehension. It focuses on increased time and practice frequency for enhancing writing abilities.

6. Producing the report

This is the last attempt for analysis. It contains the activity for choosing instances of vivid, captivating excerpts, analysing the chosen extracts in the end, connecting the analysis to the literature and research topic, and creating an academic report on the analysis.

3.5 Research Schedule

The study was conducted in August, 2024 to July, 2025 at Tasikmalaya.

Description	August, September/2024	October, November/2024	December, January/2025	February, March/2025	April, May/2025	June, July/2025
Research						

Proposal writing						
Research Proposal examination						
Data Collection						
Data Analysis						
Report						
Thesis Result Seminar						
Thesis Examination						

Table 3.7 Research Schedule