

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely method of the research, focus of the research, setting and participants, technique of collecting the data, technique of analyzing the data, steps of the research, and research schedule.

3.1. Method of the Research

In this research, descriptive case study was used as the research design. First, Yin (2003) defined case study as an empirical method that investigates a contemporary phenomenon within its real-life context. There are three types of case study, namely exploratory, explanatory, and descriptive case study. An exploratory case study is aimed at defining questions and hypotheses of a sub-sequent study or at determining the feasibility of the desired research procedures. An explanatory case study presents data bearing on cause-effect relationships and explaining how events happened. And descriptive case study presents a complete description of a phenomenon within its context.

This research used descriptive case study. In descriptive case study, the goal set by the researcher is to describe the data in question as they occur (Zainal, 2007). Applying this methodology in this study could involve an up-close, in-depth, and detailed investigation of students' perspective about their challenges and solutions in writing fable. Therefore, descriptive case study was used in this study to investigate the students' challenges and solutions in writing fable as an assignment in Children's Literature course.

3.2. Focus of the Research

This research focuses on describing students' challenges in writing a fable and their solutions to overcome those challenges. The data were taken from the result of the interviews with undergraduate students who have written a fable in Children Literature course.

3.3. Setting and Participants

This research was conducted in May 2024 at a state university in Tasikmalaya, West Java, Indonesia. The Department of English Education in this university has provided one of the elective courses that has studied literature for children, namely the Children's Literature course. In this course, fable had become one of the writing assignments, where the students had been required to create their own stories. The fable writing project was divided into several meetings. At the first meeting, the lecturer provided stimulus to the students by giving two stories while the students have been asked to differentiate which story is categorized as a fable and which story is not. Then, the lecturer and the students discussed those two stories. After discussion, the lecturer then explained the material about fable. At the next meeting, the lecturer provided a template for a fable writing project that must be completed by the students. The template contained the title, the characters from animals or non-human things, the setting, the problem and the solution, and the moral lesson conveyed. In filling out the fable planning, the students wrote a short outline describing the plot and how the fable created would be organized. The lecturer also provided an example of the fable story, as follows:

Figure 3.1 Example of Fable Story by the Lecturer

Example:

In a forest lived a bear. One day he lay under a tree to sleep. He was big and all the animals were scared of him. 	On that tree lived a bee with her bee friends in a hive. The bee saw a beautiful flower under the tree near the bear. It was full of nectar. She wanted to collect the nectar. 
She went near and her buzzing woke the bear. He lifted his paw to strike the bee. He was angry that she woke him. 	The bee cried and begged for her life! The bear was very sleepy so he let the bee go back to her hive and continued his nap. 
A long time later the bear fell into a hole and couldn't get out. He cried and called for help. The animals were very scared and didn't go near him. Only the bee was brave and went to see what his problem was. 	The bee called all her bee friends and they thought of a way to help him. They gave him nectar to eat and carried a thick vine into the hole. The bear ate the nectar and climbed out of the hole with the help of the vine. The bear spared the life of the bee and the bee lived to repay his kindness. 

After filling out the template, the students began to write the full version of their fable story. The students submitted their fable on Google Classroom to be reviewed and assessed by the lecturer.

This research involved four undergraduate students as the research participants. They were from the Department of English Education at a university in Tasikmalaya city who are in the 8th semester and had taken Children's Literature course in 2022, especially when they were in the 4th semester. The participants were recruited using purposive sampling technique based on several considerations, such as (1) the participants had written a fable in Children's Literature course and had the documents of their own work, (2) two participants got the highest scores in the fable writing project in the class, (3) two participants got the lowest scores in the fable writing project in the class, and (4) the participants were willing to participate in this research. The purpose of selecting participants with the highest and lowest scores was to capture various experiences and perspectives. Participants with lowest scores may have experienced more significant challenges and difficulties in writing fable, while participants with highest scores may have effective solutions and strategies to overcome the challenges. In addition, involving participants with the highest and lowest scores can provide a balanced data analysis so that it prevented the result of the study from being biased towards one party. As for obtaining data on participants with the highest and lowest scores in writing fable as an assignment in the Children's Literature course, the researcher has received recommendations from the lecturer who has taught the subject in question. Thus, the selected participants truly met the required considerations.

3.4. Technique of Collecting the Data

In this research, the data were collected through semi-structured interviews. It was an interview that can be conducted based on the planning or guidelines. Semi-structured interviews were chosen since it possibly covers the key topics under study as the questions had the potential develop the data sources as naturally as possible (Heigham & Croker, 2009). In addition, Rubin and Rubin (2012) emphasized that in-depth qualitative information from semi-structured

interviews can be used to understand participants' experiences as well as how they interpret and characterize those experiences. Therefore, semi-structured interviews were applied to find out the students' perspectives about the challenges they faced and their solutions in overcoming those challenges in writing fable as an assignment in Children's Literature course.

To conduct a semi-structured interview, the researcher created a list of questions as a guideline. The questions were developed from Byrne (1993) on the theory of the writing challenges. There are several questions addressed to the participants, according to the indicators that were used as the research concept, which cover the students' challenges and solutions in writing fable such as in psychological, linguistics, and cognitive aspects. Nevertheless, the questions were flexible and asked to obtain more information and gain a deeper understanding of students' challenges in writing fable and their solutions to overcome those challenges.

After recruiting the participants and creating the questions, there are three further steps in collecting the data. First, the researcher conducted the interviews directly or face to face with the participants. The interview process was carried out in one meeting for each participant. Besides, the interview process used Indonesian language as the language that participants was comfortable with to avoid misinterpretations and prevent confusion in delivering the information. And the interview process was recorded through voice recording using a mobile phone. Second, the recordings of the interviews were transcribed. Finally, the transcripts were analyzed and translated into English.

3.5. Technique of Analyzing the Data

In this research, the data were analyzed using thematic analysis. According to Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within the data. In doing this technique of data analysis, the researcher followed several steps:

a. Familiarizing with the data

In this step, the researcher read all the interview data transcription of the interview results related to the topic of this study about students' challenges and their solutions in writing fable as an assignment in Children's Literature course.

b. Generating initial codes (Coding)

In this step, the researcher generated some codes from the data to highlight students' challenges and their solutions in writing fable as an assignment in Children's Literature course. The codes that are linked to the goal of this study were emphasized by coloring the data, such as yellow, green, red, blue, etc., which aims to differentiate each aspect indicated the themes.

Table 3.1 Generating Initial Codes

Transcriptions	Codes
P1: Untuk kesulitannya itu berkaitan dengan menghasilkan ide itu sendiri.	Finding idea
P1: Saya sering kali merasa agak kesulitan membuat alur dari bagian klimaks sampai resolusi.	Developing plot
P1: Bagaimana caranya agar pesan moral itu tidak terasa terlalu dipaksakan begitu.	Moral message
P2: Kesulitannya itu menentukan tokoh yang unik dan menarik. Terus karakteristik si tokoh tersebut harus sesuai dengan jalan ceritanya.	Character and characterization
P1: Bagaimana menggambar-lan latar tempat atau waktu yang sederhana namun tetap membangkitkan imajinasi pembaca.	Setting of the story
P3: Ketika pembuatannya itu bingung, kaya ini tuh past tense atau bukan	Lack of grammar
P4: Jujur aku tuh vocabnya masih kurang juga ya.	Lack of vocabulary
P2: Gaya menulis saya cenderung berada di ruang lingkup orang dewasa. Jadi kurang cocok diimplementasikan dalam penulisan fabel.	Writing style
P1: Perasaan saat menulis fabel ini senang.	Feeling happy
P2: Saya suka ngerjain di rumah sih, biar lebih aman dan nyaman gitu.	Choosing quiet place

There are 36 identified initial codes representing some aspects of both challenges and solutions of writing fable as an assignment in Children's Literature course shown by participants' interview transcriptions. Those initial codes are portrayed with their frequency in the table below.

Table 3.2 List of Initial Codes and Their Frequency

No.	Initial Codes	Total
1.	Finding idea	6
2.	Reading more fables	4
3.	Using other fables as inspiration	4
4.	Involving what the writer like	2
5.	Developing plot	4
6.	Outlining	3
7.	Relating to real life	3
8.	Reading more fables	1
9.	Moral message	3
10.	Determining moral message first	3
11.	Concluding moral message in the end	3
12.	Character and characterization	6
13.	Adjusting to the plot	3
14.	Relating to real life	4
15.	Setting of the story	2
16.	Determining specific setting	1
17.	Imagining several settings	1
18.	Relating to real life	4
29.	Choosing appropriate vocabulary	4
20.	Reading more fables	2
21.	Lack of vocabulary	2
22.	Reviewing vocabulary used	3
23.	Using dictionary	3
24.	Using Grammarly	4
25.	Checking grammar	3
26.	Lack of grammar	4
27.	Look at tenses formula	3
28.	Using Google Translate	1
29.	Challenges in writing style	3
30.	Reading more fables	2

31.	Choosing quiet place	8
32.	Social media distraction	2
33.	Take a break	1
34.	Keeping the smartphone out of reach	1
35.	Unconfident	3
36.	Feeling happy	5

c. Searching for themes

After determining the initial long codes, the researcher classified them into relevant group of codes as sub-themes. The following sub-themes that have been determined are then taken into consideration by the researcher in determining the appropriate main theme.

Table 3.3 Searching for Themes

No.	Initial codes	Sub-themes
1.	Finding idea	Challenges in finding idea and its solutions
2.	Reading more fables	
3.	Using other fables as inspiration	
4.	Involving what the writer likes	
5.	Developing plot	Challenges in developing plot and its solutions
6.	Outlining	
7.	Relating to real life	
8.	Reading more fables	
9.	Character and characterization	Challenges in character and characterization and its solutions
10.	Adjusting to the plot	
11.	Relating to real life	
12.	Setting of the story	Challenges in setting of the story and its solutions
13.	Determining specific setting	
14.	Imagining several settings	
13.	Relating to real life	
14.	Moral message	Challenges in moral message and its solution
15.	Determining moral message first	
16.	Concluding moral message at the end	
17.	Choosing appropriate vocabulary	Challenges in vocabulary mastery and its solutions
18.	Lack of vocabulary	
19.	Reading more fables	

20.	Reviewing vocabulary used	
21.	Using dictionary	
22.	Lack of grammar	
23.	Checking grammar	
24.	Using Grammarly	Challenges in grammar mastery and its solutions
25.	Look at tenses formula	
26.	Using Google Translate	
27.	Challenges in writing style	Challenges in writing style and its solutions
30.	Reading more fables	
31.	Choosing quiet place	
32.	Social media distraction	Focus control
33.	Take a break	
34.	Keeping the smartphone out of reach	
35.	Unconfident	Feelings
36.	Feeling happy	

d. Reviewing the themes

In this step, the researcher reviewed the sub-themes that had been formed in the previous step and then categorized them into main themes to answer the research question.

Table 3.4 Reviewing Themes

No.	Sub-themes	Themes
1.	Challenges in finding idea and its solutions	
2.	Challenges in developing plot and its solutions	
3.	Challenges in character and characterization	Challenges in Content Knowledge and Its Solutions
4.	Challenges in setting of the story and its solutions	
5.	Challenges in moral message and its solutions	
1.	Challenges in vocabulary mastery and its solutions	Challenges in Linguistics Aspects and Its Solutions
2.	Challenges in grammar mastery and its solutions	

3.	Challenges in writing style and its solutions	
1.	Focus control	Challenges in Psychological Factors and Its Solutions
2.	Feelings	

e. Defining and naming the themes

In this step, the researcher defined and refined the essence of each theme and determine what aspect of the data each theme captures. The researcher defined and described each theme's scope and content.

Table 3.5 Defining and Naming Themes

Themes	Definition
Challenges in Content Knowledge and Its Solutions	This theme is related to students' challenges in aspects of content knowledge and the solutions they did to overcome those challenges. This theme consists of finding idea, developing plot, characters and characterizations, setting of the story, and determining the moral message of fable they wrote.
Challenges in Linguistics Aspects and Its Solutions	This theme is related to students' challenges in aspects of linguistics and the solutions they did to overcome those challenges. This theme includes vocabulary mastery, grammar mastery, and writing style of fable.
Challenges in Psychological Factors and Its Solutions	This theme is related to students' psychological factors and how they deal with them. This theme includes students' focus control and their feelings in writing fable.

f. Producing the report

In this last step, the researcher reported the research findings about the challenges students face and solutions in writing fable as an assignment in Children's Literature course.

3.6. Steps of the Research

In conducting this research, the researcher carried out several steps based on Andriani et al. (2020) as follows:

a. Identifying the phenomenon

In this step, the researcher explored and developed a detailed understanding of a phenomenon about students' challenges and their solutions in writing a fable as an assignment in Children's Literature course.

b. Reviewing literature

In this step, the researcher reviewed several literatures on the related study such as books and research articles.

c. Objectives and research questions

In this step, the researcher stated the objectives and research questions about what are students' challenges and their solutions in writing fable as an assignment in Children's Literature course.

d. Collecting the data

In this step, the researcher collected the data from the participants about their challenges and solutions in writing fable as an assignment in Children's Literature course through semi-structured interview.

e. Analyzing the data

In this step, the researcher used thematic analysis by Braun and Clarke (2006) to analyze the data that had been collected.

f. Writing the report

In this step, the researcher reported the result of the research by writing thesis about students' challenges and their solutions in writing fable as an assignment in Children's Literature course.

3.7. Time and Place of the Study

This study conducted on October 2023 to November 2024, as shown in table 3.6. It was started from the research proposal writing to the thesis examination. Then, this research carried out at a university in Tasikmalaya, West Java, Indonesia, which provided Fable writing as an assignment in the Children's Literature course, as the researcher has explained in the part of setting and participants.

Table 3.6 Time of the Study

No.	Description	Oct - Nov	Dec	May	Jun	Jul	Aug	Sept	Nov
		2023			2024				
1.	Research proposal writing								
2.	Research proposal examination								
3.	Data collection								
4.	Data analysis								
5.	Writing report								
6.	Thesis result seminar								
7.	Thesis examination								