CHAPTER 3
RESEARCH PROCEDURES

A. Method of the Research

This study employed a descriptive qualitative approach with a case study design. The descriptive qualitative design was chosen to explore and describe students' narrative writing difficulties in depth. Case studies are empirical investigations that investigate contemporary phenomena in real-life contexts (Yin in Nur'aini, 2020). The case study design allowed the researcher to focus intensively on a specific group of participants within a real classroom context. Rather than aiming for generalization, this study sought to obtain rich, detailed insights into students' psychological, linguistic, and cognitive challenges in writing narrative text through semi-structured interviews. This methodological combination is appropriate for capturing students' personal experiences, which are central to understanding writing difficulties in the EFL context.

B. Focus of the Research

This research focuses on identifying and understanding the difficulties experienced by eleventh-grade students in writing narrative text. Specifically, it aims to explore the psychological, linguistic, and cognitive challenges students face during the writing process. The study seeks to provide insight into how these difficulties affect students' confidence, motivation, word choice, grammar, idea development, and story organization in narrative writing. Understanding these difficulties can help teachers in developing more effective strategies to support students, improve their writing skills, and make the writing process less stressful and more successful.

C. Setting and Participants

This study was carried out at a Tasikmalaya private senior high school. On the advice of the English teacher, three eleventh-grade students were chosen as participants. The students were recommended by the teacher because of their writing abilities in the classroom. The number of participants in this study was

limited; this selection was considered appropriate because qualitative research emphasizes depth of understanding rather than the number of participants. As stated by Creswell (2018), a small number of participants can provide sufficient and meaningful data when the research focuses on exploring experiences in detail.

By conducting in-depth interviews, the researcher was able to capture rich descriptions of students' writing difficulties, making the data adequate for thematic analysis and interpretation. The researcher anticipated obtaining deeper and more varied data regarding students' difficulties creating narrative text with such diversity. Because the teacher is familiar with the students' academic progress and can determine whether students are qualified to provide pertinent data for this research, the researcher trusted the teacher's recommendation.

D. Data Collection

Semi-structured interviews were used to gather the data for this investigation. This method was chosen because it allows the researcher to utilize guided questions to keep the interview structured while also allowing freedom to get more in-depth and thorough information (Brinkmann, 2022). By using probing questions to follow up on participants' responses, semi-structured interviews allow researchers to uncover information that might not be revealed through fixed inquiry (Creswell & Creswell, 2023).

The interview questions were directly based on Byrne's (1997) theory of writing difficulties, which classifies writing problems into three categories: psychological difficulties, linguistic difficulties, and cognitive difficulties. As a result, the process of interviews was purposefully created to investigate these three factors. Questions about students' feelings, confidence, and motivation were created to investigate psychological difficulties. To investigate linguistic difficulties, questions about vocabulary use, grammar accuracy, and sentence structure were developed. Meanwhile, questions about idea generation, story development, and narrative organisation were created to help students identify their cognitive difficulties. This alignment ensured that the interview results appropriately represented Byrne's framework and addressed the study question.

On the advice of their English teacher, three eleventh-grade students were chosen to participate. Depending on the circumstances and accessibility, each interview was performed either offline and lasted roughly fifteen minutes. The main source of data was the audio recordings of each interview, which were then transcribed. To ensure clarity and make it easier for participants to express their opinions, the questions were given in Indonesian.

E. Data Analysis

In this study, the data were examined using thematic analysis. This style of analysis is appropriate for qualitative research because it enables researchers to find, analyse, and report patterns or themes that emerge from data in an organised manner (Braun & Clark, 2006). This method is important in qualitative research because it can help researchers to understand more deeply the responses of participants and also provide a more comprehensive understanding of their difficulties in composing narrative text. In practice, conducting thematic analysis involves several steps outlined below:

1. **Familiarizing with the data**

    Finding meaning and patterns in the data required the researcher to review and analyze the information.

2. **Generating Initial Codes**

    The process by which codes from the understood data are analyzed. Making codes from the overall data that are marked as significant points is one phase in this process. These data were marked manually and assigned initial codes based on their meanings.

Tabel 1. *Generating Initial Codes*

Extract	Initial code
"Saya takut bahwa teks naratif yang saya buat tidak sesuai dengan ekspektasi orang, misalnya jalan cerita yang saya tulis terlalu sederhana, tokohnya kurang hidup	Feeling pressured due to fear of others' expectation

atau mungkin konfliknya kurang menarik jadi saya merasa tertekan saat mulai menulis, kadang saya ingin membuat cerita yang keren tapi takut tidak bisa." (P2) (Interview transcript, May 15 2025. Translated by the author)	
"Saya merasa terbebani untuk menulis sebuah teks naratif, karena memiliki kesulitan yang lumayan tinggi ya, dan saya merasa sedikit tidak percaya diri saat menulis teks naratif, terutama karena saya takut membingungkan pembaca." (P3) (Interview transcript, May 15 2025. Translated by the author)	Lacking confidence in writing due to fear of mistakes
"Saya sering melakukan kesalahan seperti salah dalam penggunaan huruf kapital di awal kalimat atau penulisan nama tokoh yang terbalik dan lupa tanda baca seperti koma atau tanda petik dialog antar tokoh atau titik di akhir kalimat." (P3) *(*Interview transcript, May 15 2025. Translated by the author*)*	Struggling with punctuation, capitalization and typos
"Kadang-kadang struktur kalimat saya berantakan, seperti subjek, predikat, objek tidak sesuai sehingga kalimat terasa aneh dan saya sering lupa pakai verb2 (past tense) misalnya harusnya 'went' tapi saya tulis 'go'." (P2) (Interview transcript, May 15 2025. Translated by the author)	Difficulty constructing proper sentence structure

"Saya merasa kesulitan saat harus memikirkan ide yang logis dan menarik untuk cerita naratif, contohnya saya bingung bagaimana mengembangkan konflik agar masuk akal dan menyusun penyelesaiannya apalagi jika temanya sulit, akhirnya ceritanya kayak jalan ditempat" (P1) (Interview transcript, May 15 2025. Translated by the author)	Difficulty generating logical and engaging ideas
"Awalnya saya punya ide, tapi pas nulis di tengah-tengah, saya malah bingung lanjutinnya seperti apa. Jadi kadang ceritanya berhenti di tengah." (P3) (Interview transcript, May 15 2025. Translated by the author)	Struggle to organize the story structure coherently

The analysis resulted in six initial codes, each reflecting essential elements identified in the participants' interview transcripts. These codes indicated common themes and patterns in the data and provided the foundation for analyzing the participants' experiences and insights.

Tabel 2. *Calculating Initial Codes*

NO.	Initial Codes	Total
1.	Feeling pressured due to fear of others' expectations	2
2.	Lacking confidence in writing due to fear of mistakes	3
3.	Struggling with punctuation, capitalization and typos	3
4.	Difficulty constructing proper sentence structure	2

5. Difficulty generating logical and engaging ideas	3
6. Struggle to organize the story structure coherently	2

3. Searching for themes

The relevant codes were organized into larger themes to help find patterns related to the research focus.

Tabel 3. *Searching for Themes*

Initial Codes	Potential Themes
Feeling pressured due to fear of others' expectations	Emotion
Lacking confidence in writing due to fear of mistakes	Unconfidence
Struggling with punctuation, capitalization and typos	Mechanics
Difficulty constructing proper sentence structure	Grammar
Difficulty generating logical and engaging ideas	Idea Generating
Struggle to organize the story structure coherently	Organization

4. Reviewing themes

The researcher reviewed the initial themes to make sure they accurately represented the data.

5. Defining and Naming Themes

Each theme was identified, and their relationships were analyzed to help interpret the data. The researcher grouped them into broader themes based on similarities in meaning and characteristics. Themes related to emotions and self-confidence were categorized as psychological difficulties. Themes related to grammar, sentence structure, and mechanics were grouped as linguistic difficulties. Meanwhile, themes related to idea generation and text organization were classified as cognitive difficulties.

Tabel 4. *Defining and Naming Themes*

Themes	Description
Psychological difficulties	This theme describes students' emotional responses such as fear, pressure, low self-confidence or unmotivated when writing narrative text
Linguistic difficulties	This theme focuses on difficulties related to grammar, sentence structure, punctuation, spelling, and overall linguistic accuracy
Cognitive difficulties	This theme refers to students' struggles in generating ideas, planning story structure, and organizing narrative elements (orientation, complication, resolution, coda).

6. Producing the Report

Finally, the researcher created a report presenting the analysis findings.

F. Research Steps

Step	Description
1	Identifying the research problem and formulating research questions
2	Reviewing related literature to support the theoretical framework
3	Designing research instruments (interview guidelines)
4	Selecting participants and obtaining permissions (from school)
5	Conducting interviews with selected students
6	Transcribing the interview recordings
7	Generating initial codes from the transcriptions
8	Searching for and reviewing potential themes
9	Defining and naming final themes for interpretation
10	Writing up research findings and drawing conclusions

G. Time and Place of the Research

The research was conducted at a senior high school in Tasikmalaya. Meanwhile, the research was carried out from September 2024 to December 2025.

Tabel 5. *Research Schedule*

Description	Sept 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Jun 2025	...	Nov 2025	Dec 2025
Research Proposal writing	▓	▓	▓										
Research Proposal examination				▓									
Data Collection				▓	▓	▓							
Data Analysis						▓	▓						
Report								▓	▓				
Thesis Result Seminar												▓	
Thesis Examination													▓