

CHAPTER III

METHODOLOGY

This chapter provides an overview of research approaches and methods, data sources, data collection techniques, research site and participants, research instruments and procedures, and data analysis.

A. Research Approach and Method

Research methodology is the foundation for any research activity that aims to find answers to scientific questions. Understanding research methodology is a crucial first step for any individual who wants to conduct research. Kothari (2004) states that research methodology is a method to solve research problems systematically. Methodology is the study of how scientific research is accomplished. It shows the process that a researcher typically takes when researching an issue and the reasoning behind it. It is essential for researchers to understand not only research methods/techniques but also methodology.

This research employs a narrative inquiry design and a qualitative methodology to examine more deeply into the students' problems experience in writing thesis background. Creswell (2012) states that qualitative research as a method used to explore and understand the meaning that individuals or groups relate to a social human problem. Qualitative methods consist of five different types: phenomenological research, grounded theory, ethnography, case study, and narrative research.

From the statement above, the qualitative method helps the researcher analyze data by describing it. This approach involves gathering in-depth perspectives from individuals and doing the research in a natural environment. The outcome of qualitative research is in the form of textual descriptions derived from the data collected by the researcher. Therefore, it can be concluded that the qualitative approach is a methodology that explores deeper into research by providing descriptive data on individuals that are related to social human problems and the natural environment.

Narrative inquiry is one part of the qualitative method that studies people's experiences. The data collection comes from individual's experiences and stories. Butina (2015) defines the narrative inquiry is characterized by the gathering of narratives (stories) from individual or small groups of people. This means that the findings of narrative design are in the form of stories from the individual's experiences or small groups of people, which are expressed in descriptive words. This methodology aligns with the objective of exploring in-depth students' problems and experiences in writing their thesis background. The result of the research determines the problems and strategies students to overcome them in line with the thesis background.

In conclusion, this study used a narrative inquiry design and a qualitative methodology to examine students' problems in writing thesis backgrounds more deeply. Qualitative research offers detailed viewpoints through textual descriptions as a means of studying human experiences. Narrative inquiry is a qualitative method that focuses on collecting and evaluating individual stories to acquire a better understanding of events. Using this methodology, the study sought to identify students' problems and strategies to solve the problems in developing good thesis backgrounds.

B. Data Source

The data source used comes from primary and secondary data. Primary data refers to the original data gathered personally by the researcher, whereas secondary data refers to information that has been previously collected from someone else (Ajayi, 2017). Primary data was obtained from the questionnaire and interviews based on students' stories and experience in writing thesis background. Meanwhile, secondary data was obtained from journals, books, articles, etc. In other words, researchers use questionnaires and interviews to collect data, which are supported by other data from journals, books, articles, etc.

C. Data Collection Technique

There are two methods that are used in this data collection technique, namely:

1. Interview

Interviews serve as the primary data-gathering technique employed by researchers, involving direct questioning of undergraduate students. According to Creswell (2012), an interview is one of the data collection techniques in qualitative methodology. The researcher used open-ended questions to explore the data based on the stories of participants with face-to-face interviews. Creswell (2018) states that the interviews consist of a small number of unstructured and open-ended questions designed to elicit the ideas and opinions of the participants. Voice recording will be employed to archive data obtained from performed interviews, ensuring that researchers do not overlook the provided responses. Moreover, the discovered data will be transcribed and scrutinized to generate a comprehensive account of the findings and address the research questions.

Table 3.1 Interviews Questions

No	Interview Questions	Theories
RQ 1: Students' Problems in Writing Thesis Background		
1	<i>Apa saja kesulitan yang Anda hadapi ketika mencoba mengidentifikasi kesenjangan antara penelitian Anda dengan penelitian sebelumnya saat menulis latar belakang skripsi?</i> What are the difficulties you face when trying to identify the gaps between your research and previous research when writing the thesis background?	Analyzing the Background of Students' Thesis Proposal at English Education of Universitas Muslim Nusantara Al-Washliyah Medan (Harahap & Syarief, 2021).
2	<i>Bisakah Anda jelaskan kesulitan yang Anda hadapi ketika mengidentifikasi permasalahan penelitian saat menulis latar belakang skripsi?</i> What are the difficulties you face when trying to identify research problems in writing thesis background?	Examining Research Spaces (Basthomi, 2009)
3	<i>Bisakah Anda jelaskan kesulitan yang Anda hadapi dalam menentukan alasan Anda dalam memilih topik penelitian?</i> Can you explain the difficulties you faced in determining your rationale for choosing your research topic?	<i>Students' Difficulties in Writing Thesis Background</i> (Thahirah et al., 2023)

4	<p><i>Bagaimana kesulitan yang Anda hadapi dalam mengorganisasikan ide-ide Anda ketika menulis latar belakang skripsi?</i></p> <p>What difficulties did you face in organizing your ideas when writing your thesis background?</p>	<ol style="list-style-type: none"> 1. The relationship between Saudi EFL students' writing competence, L1 writing proficiency, and self-regulation (Alsamadani, 2010). 2. Students' critical thinking in writing background of research (Pramonjati et al., 2020).
5	<p><i>Bisakah Anda jelaskan kesulitan apa saja yang Anda hadapi dalam memparafrase, meringkas, dan mengutip sumber saat menulis bagian latar belakang skripsi Anda?</i></p> <p>Can you explain what difficulties you faced in paraphrasing, summarizing, and citing sources when writing your thesis background?</p>	<p>Academic Writing: A Handbook for International Students (Bailey, 2011).</p>
6	<p><i>Bisakah Anda menjelaskan lebih lanjut tentang kesulitan-kesulitan tata bahasa yang Anda alami saat menulis latar belakang skripsi?</i></p> <p>Can you explain more about the grammatical difficulties you faced when writing your thesis background?</p>	<ol style="list-style-type: none"> 1. Learners' Writing Skill: Problems, Factors and Suggestions (Fareed et al., 2016). 2. Undergraduate Students' Ability in Constructing Cohesion in the Background of the Problem of Thesis (Sintya & Hafidz, 2022).
7	<p><i>Bisakah Anda jelaskan kesulitan yang Anda hadapi ketika menghubungkan paragraf satu dengan paragraf berikutnya agar berkesinambungan saat menulis latar belakang skripsi?</i></p> <p>Can you explain the difficulties you faced when linking one paragraph to the next to make it continuous when writing your thesis background?</p>	<p>Undergraduate Students' Ability in Constructing Cohesion in the Background of the Problem of Thesis (Sintya & Hafidz, 2022).</p>
8	<p><i>Bisakah anda jelaskan kesulitan apa saja yang anda hadapi dalam memilih dan menentukan kosa kata akademik yang tepat saat menulis latar belakang skripsi?</i></p> <p>Can you explain what difficulties you faced in choosing and determining the right</p>	<p>Saudi English-Major Undergraduates' Academic Writing Problems: A Taif University Perspective (Alkhairy, 2013).</p>

	academic vocabulary when writing your thesis background?	
9	<i>Bisakah Anda menjelaskan kesulitan yang sering Anda hadapi saat menggunakan tanda baca yang tepat dalam menulis latar belakang skripsi?</i> Can you explain the difficulties you often face when using proper punctuation in writing your thesis background?	
10	<i>Bisakah Anda jelaskan pada bagian mana yang paling sulit saat membuat latar belakang skripsi?</i> Can you explain which part was the most difficult when creating the thesis background?	An Analysis on the Students' Research Background Writing (Susanti et al., 2015)
11	<i>Apa yang Anda rasakan selama penulisan latar belakang skripsi?</i> How did you feel during the writing of the thesis background?	Students' Writing Apprehension in Research Background Development (Madjid et al., 2020).
RQ 2: Strategies to Overcome the Problems		
12	<i>Bisakah Anda jelaskan strategi seperti apa yang Anda gunakan untuk mengatasi kesulitan yang Anda alami ketika menulis latar belakang skripsi?</i> Can you explain what kind of strategies you used to overcome the problems you faced when writing your thesis background?	
13	<i>Jelaskan menurut Anda apakah membaca banyak referensi, seperti jurnal, artikel, dan buku yang relevan, membantu Anda dalam mengembangkan ide dan berpikir kritis saat menulis latar belakang skripsi?</i> Can you explain whether you think reading a lot of references, such as relevant journals, articles, and books, helped you in developing ideas and thinking critically when writing your thesis background?	1. An Analysis of Student's Strategies to Overcome Difficulties in Writing Skripsi (Apriyani, 2021). 2. Students' Writing Apprehension in Research Background Development (Madjid et al., 2020).
14	<i>Jelaskan menurut Anda apakah penggunaan alat bantu digital seperti Google, Grammarly dan Quillbot membantu Anda dalam meningkatkan kualitas penulisan latar belakang skripsi?</i> Can you explain whether you think the use of digital tools such as Google, Grammarly, and Quillbot helped you to improve the quality of your thesis background writing?	

15	<p><i>Dalam hal apa konsultasi dengan supervisor membantu Anda mengidentifikasi dan memperbaiki kesalahan dalam penulisan latar belakang skripsi?</i></p> <p>In what ways did consulting with your supervisor help you identify and correct mistakes in your thesis background writing?</p>	
16	<p><i>Jelaskan menurut Anda apakah diskusi dan feedback dari teman berpengaruh dalam meningkatkan kualitas penulisan latar belakang skripsi Anda?</i></p> <p>Can you explain whether you think discussions and feedback from peers have an effect on improving the quality of your thesis background writing?</p>	
17	<p><i>Apakah Anda merasa bahwa melibatkan diri dalam kegiatan yang menenangkan dapat mempengaruhi kualitas penulisan latar belakang skripsi Anda?</i></p> <p>Do you feel that engaging in relaxing activities can affect the quality of your thesis background writing?</p>	

2. Document Analysis

Document analysis was conducted by examining the results of the thesis background writing. Document analysis was used to collect secondary data from this research with the specific goal of supporting the answer to the first research question by analyzing the most common problems in writing the thesis background. Fischer (2006) states that document analysis is a systematic method for reviewing or evaluating documents, both hardfile and softfile material. Patton (2015) posited that the method involves analyzing a wide range of documents, including books, newspapers, academic journal papers, and institutional reports. Any text-containing document has the ability to be analyzed qualitatively. Merriam & Tisdell (2016), document analysis is typically an underutilized approach to qualitative research. Document analysis is a crucial instrument for gathering data in qualitative research because it allows the researcher

to obtain written documentation of the people or phenomenon being studied.

Table 3.2 Document Analysis Rubrics

No	Aspect of Problems	Problems	Criteria	Theories
1	Identifying Research Gaps	Problems in identifying research gaps.	Lack of significant explanations for research gaps with previous research.	Analyzing the Background of Students' Thesis Proposal at English Education of Universitas Muslim Nusantara Al-Washliyah Medan (Harahap & Syarief, 2021).
2	Identifying Research Problems	Problems in identifying research problems.	The research problem is either too general or unspecific.	Examining Research Spaces(Basthomi, 2009)
3	Organizing Ideas	Problems in organizing and developing ideas in a logical sequence.	The flow between paragraphs is disconnected, and ideas are not related.	1. The relationship between Saudi EFL students' writing competence, L1 writing proficiency, and self-regulation (Alsamadani, 2010). 2. Students' critical thinking in writing background of research (Pramonojati et al., 2020).
4	Paraphrasing, Summarizing, and Citing	Problems in paraphrasing, summarizing, and citing.	Sentences are incorrectly paraphrased, summarized, and cited, which is associated with plagiarism.	Academic Writing: A Handbook for International Students (Bailey, 2011).
5	Grammar	Problems in grammar include using prepositions, tenses, and	Incorrect use of prepositions, tenses, and unclear	Learners' Writing Skill: Problems, Factors and Suggestions (Fareed et al., 2016).

		sentence structure.	sentence structure.	
6	Vocabulary	Problems in selecting the appropriate academic word.	Many words are too general or informal to be utilized in an academic setting.	Saudi English-Major Undergraduates' Academic Writing Problems: A Taif University Perspective (Alkhairy, 2013).
7	Punctuation	Incorrect use of punctuation.	Incorrect usage of commas, periods, and other punctuation marks.	

Table 3.3 Document Analysis Checklist Point

No	Aspects	P1	P2	Description
1	Identifying Research Gaps			
2	Identifying Research Problems			
3	Organizing Ideas			
4	Paraphrasing			
5	Summarizing			
6	Citing			
7	Grammar			
8	Vocabulary			
9	Punctuation			

D. Data Analysis

Data analysis is a way of processing collected data so that the reader may better understand it. Alem (2020) states data analysis is a way of transforming recorded raw data into meaningful facts and ideas that can be understood qualitatively or quantitatively. Meanwhile, Kothari (2004) mentioned that data analysis involves comparing the effects of various treatments on different groups and reaching a decision on whether or not the research aims were achieved. The analysis, whether qualitative or quantitative, may involve describing and summarizing the data, identifying correlations

between variables, comparing variables, identifying differences between variables, and forecasting results.

Data analysis in qualitative research includes compiling and arranging data, such as text from transcripts or picture data from photographs. The next stage is identifying themes by coding and condensing the data and then presenting the findings in figures, tables, and comments (Creswell & Poth, 2016). To analyze qualitative data in this research, researchers used data analysis by Creswell (2012) in the form of:

1. Examining raw data

The researcher collected raw data in the form of transcripts from in-depth interviews. The participants' stories were collected and examined to obtain basic information about students' problems encountered when writing their thesis backgrounds and the strategies they utilized to overcome these problems.

2. Identifying aspects of the participants' story

The information from the participants' stories must be identified in order to determine the proper data.

3. Sequencing or arranging story aspects

The participants' stories were classified according to their problem level. This is done to ensure that the reader understands the problems that were encountered. They can see that the problem comes from a particular area, such as grammar.

4. Transcribing the Text

The author transcribed the participants' responses from Google Forms for the questionnaire and audio recordings for the interviews. The researcher then confirmed the results with the subjects.

5. Presenting retellings that express personal experiences

After all the stories have gone through the previous data analysis, the researcher presents the participants' stories in the researcher's own language. This is part of the data interpretation that has been completed.

E. Research Site and Participants

1. Research Site

This research was conducted at the English Education Department in UIN Sunan Gunung Djati Bandung. The selection of location was based on the researcher's desire to obtain many points of view from the experiences of English education department students when writing the background for their thesis.

2. Research Participants

The sampling technique used in this research is purposeful sampling or purposive sampling. This sampling is widely used in qualitative research methods. Taddlie & Yu (2007) stated that Purposeful sampling techniques are widely used in qualitative investigations and are typically defined as the selection of units (such as individuals, groups of individuals, or institutions) based on specific aims related to answering the research study's questions. Therefore, the participants involved in this research were chosen based on the particular aims of the research.

This study was conducted with a special focus on two students in 2020 at the English Language Education Study Program, UIN Sunan Gunung Djati Bandung. Based on the purposive sampling technique, the two participant criteria were students who had completed their thesis until the graduation ceremony and were still completing their thesis until semester 9. The selected participants were interviewed, and documents from the thesis background were analyzed to obtain more in-depth data about their background experiences in compiling their thesis.