

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs a qualitative approach. The qualitative approach was chosen because this research aims to gain an in-depth understanding of the phenomena related to students' challenges and enjoyment in writing procedural texts based on their perspectives.

According to John W. Creswell and Cheryl N. Poth (2023), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problems through the collection of textual data, inductive analysis, and in-depth interpretation of participants' experiences. This approach enables researchers to obtain comprehensive understanding within natural settings.

In line with this view, Sugiyono (2022) states that qualitative methods are appropriate for examining objects in their natural conditions, with the researcher acting as the key instrument and data analysis emphasizing meaning. Therefore, this method is relevant to research focusing on students' experiences and perceptions in learning to write.

Based on the research objective to explore students' challenges and enjoyment in depth, this study uses a qualitative descriptive design. According to John W.

Creswell (2023), qualitative descriptive design aims to systematically and accurately describe the investigated phenomenon based on field data. This design allows the researcher to present a comprehensive picture of students' experiences in writing procedural texts.

In qualitative descriptive research, data are commonly collected through techniques such as interviews, observations, open-ended questionnaires, and documentation to obtain rich and in-depth information. As explained by Johnny Saldaña (2021), the use of multiple data sources in qualitative research helps researchers identify patterns of meaning and enhances the trustworthiness of findings through triangulation.

Therefore, the use of a qualitative method with a descriptive design in this study is considered appropriate to provide an in-depth portrayal of the challenges faced by students and their level of enjoyment in writing procedural texts.

B. Subject of the Research

The subject of this research is the seventh-grade students of SMP N 36 Bengkulu Utara. The researcher selected these students because procedural text writing is one of the materials taught in the seventh grade based on the English curriculum used in junior high schools. Therefore, the students are considered appropriate participants to provide information

about the challenges and enjoyment they experience in writing procedural texts.

In this research, the participants consisted of several students from the seventh grade who were involved in English learning activities. The researcher selected the participants purposively in order to obtain deeper information regarding students' experiences in writing procedural texts. Through interviews, the researcher collected data related to students' perceptions, difficulties, and enjoyment during the process of writing procedural texts. The data obtained from these students were then analyzed to understand their experiences in learning writing.

C. Place and time of the research

This study was conducted at SMP Negeri 36 Bengkulu Utara, located on Dusun Curup Street, Air Besi District, North Bengkulu Regency, Bengkulu Province. The school was selected as the research site because it is one of the junior high schools that implements English language instruction, particularly in teaching procedural text writing to seventh-grade students, which aligns with the focus and objectives of this study.

D. Data Collection Instruments

The instruments used are as follow:

1. Interview

Interviews are a data collection technique used to obtain information directly from data sources through a question-and-answer process between the researcher and the respondents. Interviews are conducted when the researcher intends to explore issues in greater depth and to complement data obtained from questionnaires or observations (Sugiyono, 2020, p. 137).

The purpose of conducting interviews in this study was to collect additional data that could enrich and clarify the research findings. This study employed both integrated and focused interviews. Integrated interviews were used to obtain comprehensive and in-depth responses from the participants, while focused interviews were conducted to gather specific information related to the research objectives. The interview participants in this study consisted of selected representative students and the English teacher at the school where the research was conducted. The interviews aimed to obtain information regarding students' and teachers' perceptions of writing procedural texts in English.

The interview guide consisted of twenty questions divided into two sections, namely questions for students

and questions for the teacher. The interview questions addressed various aspects of writing English procedural texts, including vocabulary use, sentence structure, the presentation of examples and exercises, as well as the difficulties encountered by students in writing procedural texts. In addition, the interviews also explored the teacher's perspectives on students' understanding of the material

2. Documentation

According to John W. Creswell and Cheryl N. Poth (2023), documentation is one of the essential qualitative data collection techniques that allows researchers to obtain information from various records and artifacts that exist in a research setting. Documentation includes written records, photographs, videos, official reports, lesson plans, and students' work, which can provide detailed evidence of events, processes, and behaviors over time. Creswell and Poth emphasize that documentation is not only a source of factual data but also serves to enrich the interpretation and validation of findings by providing context and additional perspectives that may not be captured through direct observation or interviews alone. Similarly, Sugiyono (2019) explains that documentation involves collecting and examining documents related to past or ongoing events to support the credibility and triangulation of research data.

In this study, documentation was employed to obtain supporting and supplementary data regarding the teaching and learning process of procedural text writing among seventh-grade students. The documentation data were collected from multiple sources, including classroom observations, interviews, photographs of teaching and learning activities, lesson plans (RPP), syllabi, and samples of students' written procedural texts. These documents provided concrete evidence of the implementation of teaching strategies, the students' engagement during learning activities, and the quality of students' writing outputs. Furthermore, the documentation allowed the researcher to verify the alignment between the planned instructional design and the actual classroom practices, thereby ensuring that the data obtained reflect authentic learning experiences.

The collected documentation served multiple purposes in this research. First, it functioned as supporting evidence to strengthen the primary data obtained from interviews, allowing the researcher to cross-check students' reported experiences with observed classroom activities. Second, it contributed to data triangulation, which is essential in qualitative research to enhance the credibility and validity of the findings. Third, documentation provided a means of capturing details that

may not be fully expressed verbally by students or teachers, such as nonverbal interactions, classroom dynamics, and the sequence of procedural writing tasks. By combining documentation with interviews, the researcher could obtain a comprehensive understanding of students' perceptions, challenges, and enjoyment in writing procedural texts, thereby producing findings that are both rich in detail and scientifically reliable.

In summary, documentation in this study was not merely a supplementary data source but a vital component of the research design, offering empirical evidence to support and validate qualitative findings. The use of multiple types of documentation allowed for a more holistic and nuanced analysis of the teaching and learning process, highlighting how students interact with procedural text writing tasks and providing insights into the factors that influence their performance and engagement.

E. Data Analysis Techniques

Data analysis techniques are systematic procedures employed by researchers to process, organize, interpret, and derive meaningful insights from the collected data in order to address the research questions. The stage of data analysis is crucial in any study because, through this process, raw and unstructured data can be transformed into organized,

meaningful information that can be scientifically justified and utilized for drawing valid conclusions. Consequently, data analysis is not merely a technical activity but also an intellectual process that enables researchers to gain a comprehensive and in-depth understanding of the phenomena under investigation.

According to John W. Creswell and Cheryl N. Poth (2023), qualitative data analysis is an ongoing and iterative process that involves several key stages. It begins with organizing the data, reading through all the data to understand context and emerging patterns, conducting coding to categorize data based on similarities or themes, developing broader themes from the coded data, and interpreting the meaning of the data to gain a deep understanding of the studied phenomenon. This iterative process allows researchers to review and refine coding and themes as new insights emerge from the data, thereby capturing the complexity and nuances of participants' experiences. Such an approach ensures that the findings produced are holistic, rich in detail, and scientifically valid.

In line with this, Sugiyono (2022) emphasizes that data analysis is a process of systematically searching, selecting, and arranging all data obtained from various sources, including interviews, observations, and documentation, so that the results become easily understandable and communicable to

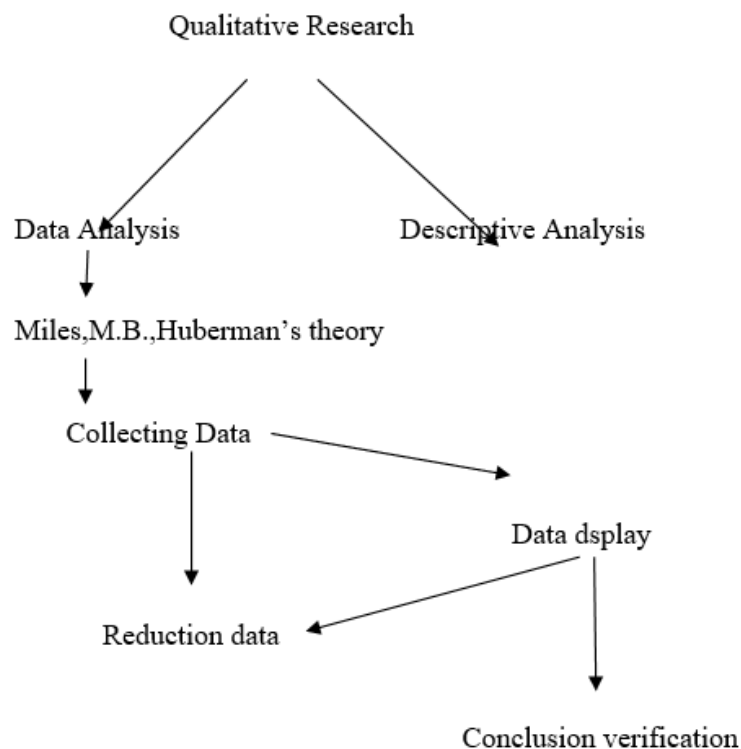
others. Sugiyono highlights the importance of consistency and organization in each stage of data analysis to ensure that interpretations are accurate and credible. Therefore, qualitative data analysis is not only focused on the mechanical processing of data but also on understanding the context, patterns, and meanings embedded within the information.

Based on these perspectives, it can be concluded that qualitative data analysis techniques must be carried out systematically, thoroughly, and continuously. Researchers need to combine analytical skills, critical reasoning, and contextual understanding to ensure that the findings are valid, credible, and contribute significantly to scientific knowledge. With the appropriate application of data analysis techniques, information obtained from interviews, observations, and documentation can be transformed into comprehensive insights that reflect the real conditions of the studied phenomenon, thereby providing a strong foundation for drawing conclusions and formulating research recommendations.

1. Interactive Model by Miles and Huberman and Saldana

The interactive model of data analysis developed by Miles and Huberman and Saldana (Muthmainna & Siroj, 2025) is especially well-suited for qualitative case study research because of its emphasis on iterative processes, cyclical analysis, and constant engagement with data. This

model consists of three key components that function simultaneously rather than sequentially:



(Miles, M.B., Huberman, A.M. and Saldaña, J., 2018)

a. Data Collection

Data collection is the initial stage in the interactive analysis process. At this stage, the researcher collects data relevant to the research focus through various techniques such as interviews, open-ended questionnaires, observations, and documentation. The data collection process is carried out continuously

throughout the research. The data obtained at this stage serve as the primary material for the subsequent analysis process. In this study, the data were collected to explore information about students' challenges and enjoyment in writing procedural texts.

The first step of the research was conducting interviews with seventh-grade students, followed by an interview with the English teacher at SMPN 36 Bengkulu Utara. The researcher involved both students and the teacher to obtain more relevant and comprehensive data. In addition, the researcher also conducted documentation during the interview process.

b. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns and removing unnecessary ones. Thus the reduced data will provide a clearer picture, and make it easier for researchers to carry out further data collection. In this study, the researcher presents the process of assessing data through a process of selection, concentration, and simplification. Because the data obtained from interviews and observations is very large and complex, data reduction is needed so that the data becomes clear and easy to use

c. Data Display

After the data is reduced, the next step is to display the data or present the data. In qualitative research, data presentation is carried out in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. In this case Miles and Huberman in (Asadul 1, 2021) stated the most frequently used to present data in qualitative research is with narrative text. In this study, the description of the data is directed at the reduced data arranged in a relationship pattern in the form of a description, so that it is easier to understand, researchers present data in the form of descriptions, by displaying data, making relationships between phenomena to interpret what happened and what needs to be underlined to get the research objectives. Because the results of the data are the goal of achieving valid and reliable qualitative research, then the data is presented in the form of narratives, tables and photos.

d. Conclusion/verification

The third step in qualitative data analysis according to Miles and Huberman in (Asadul 1, 2021) is drawing conclusions and verification. If the conclusions made by the researcher are supported by valid and consistent evidence, Based on the available evidence,

the proposed conclusions are considered credible. The three stages of analytical activities are interconnected in this study. The researcher draws conclusions by comparing the data obtained from documentation and interviews. The interview data are strengthened by documentation; therefore, the researcher is able to draw conclusions regarding students' challenges and enjoyment in writing procedural texts.

F. Techniques of Data Verification

Data verification is an important process in qualitative research that aims to ensure that the research findings are valid, accurate, and trustworthy. Through data verification, the researcher re-examines the consistency between the data obtained and the interpretations that have been made, so that the conclusions drawn truly reflect the actual conditions in the field. This process helps the researcher avoid misinterpretation and strengthens the credibility of the research results. Sugiyono (2022) states that data verification in qualitative research can be conducted through triangulation techniques, which involve examining data from various sources, techniques, or time periods in order to increase the credibility and trustworthiness of the research results.

1. Source triangulation

Source triangulation is carried out by comparing and re-checking the level of trustworthiness of information

obtained from different sources. According to Sugiyono (2022), source triangulation is used to test the credibility of data by comparing the data obtained from several sources. In this study, source triangulation was conducted by comparing the data obtained from the students and the English teacher.

2. Metodological triangulation

Technique triangulation is the process of checking data from the same source by using different data collection techniques. John W. Creswell and Cheryl N. Poeth (2023) explain that the use of various data collection methods helps researchers obtain a more comprehensive understanding of the research phenomenon. In this study, technique triangulation was conducted through interviews and documentation.

3. Time triangulation

Time triangulation is conducted by collecting data at different times in order to examine the consistency of the data obtained. According to Sugiyono (2022), the timing of data collection can influence the credibility of the data; therefore, checking the data at different times can help increase the validity and trustworthiness of the research findings.