

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a qualitative approach with a case study design. According to Stake and Nisbett (1995), a case study enables researchers to explore a particular case in depth and understand it comprehensively within its real-life context. Similarly, Coombs (2022) states that case study research focuses on an in-depth investigation of a phenomenon through participants' perspectives and social interactions in natural settings. Lima et al. (2021) also emphasize that qualitative case studies provide a rich understanding of real educational contexts by allowing researchers to examine participants' experiences, perceptions, and practices in their natural environment. Therefore, a qualitative case study is considered appropriate for investigating educational issues that require contextual and detailed descriptions rather than statistical generalization.

This design was selected because it enabled the researcher to gain an in-depth understanding of the instructional material needs of EFL students in learning paragraph writing at MTsN 1 Kota Bengkulu. Rather than measuring students' writing achievement, this study focused on identifying the types of instructional materials needed to

support effective paragraph writing instruction. It also explored students' learning needs, the challenges they encounter in writing paragraphs, the learning activities they prefer, the instructional media and resources they require, and the teacher's perspectives on effective paragraph writing instruction. By examining these aspects within the natural classroom setting, the researcher was able to obtain a comprehensive picture of the actual learning conditions and instructional needs of the students.

The participants of this study consisted of one English teacher and eighth-grade students at MTsN 1 Kota Bengkulu. The English teacher was selected because of her direct experience in teaching paragraph writing and her understanding of students' learning characteristics and instructional needs. The students were involved to provide information regarding their learning experiences, difficulties, preferences, and expectations toward paragraph writing instruction. Collecting data from both the teacher and the students enabled the researcher to obtain multiple perspectives and to develop a more comprehensive understanding of the instructional material needs.

Data were collected through teacher interviews, teacher questionnaires, and student questionnaires. The interview was conducted to obtain detailed information about the teacher's perceptions regarding students' difficulties,

instructional materials, learning activities, learning media, and the potential implementation of the Flipped Classroom model in paragraph writing instruction. Meanwhile, the questionnaires were administered to identify students' target needs and learning needs, including the materials they expected, the learning resources they preferred, the classroom activities they considered effective, and the instructional support needed to improve their paragraph writing skills.

The collected data were analyzed qualitatively by organizing, categorizing, and interpreting the information obtained from the participants. The analysis focused on identifying recurring themes related to students' instructional material needs, learning activities, instructional resources, and classroom practices. Through this process, the researcher was able to describe the instructional needs of EFL students in their actual learning context and provide recommendations for developing paragraph writing instructional materials that are relevant, practical, and responsive to students' needs. The findings are expected to contribute to English language teaching, particularly in the development of instructional materials that support effective paragraph writing instruction for EFL learners.

B. Population and Sample

1. Population

The population of this study consisted of all seventh-grade students at MTsN 1 Kota Bengkulu in the current academic year. The total number of students in this semester were 138, comprising 56 male students and 82 female students. These students were distributed across four classes, namely VII A, VII B, VII C, and VII D. All students in this population followed the same curriculum, used a standardized syllabus, and were taught by teachers with comparable academic standards, thus forming a homogeneous population in terms of learning objectives.

2. Sample

This study employed the total sampling technique, in which all members of the population were taken as the research sample. Accordingly, all students from the four classes, with a total of 138 students, were fully involved in the study. The detailed distribution of the sample is presented in Table 3.1:

Table 1. Research Sample

No.	Classes	Male Students	Female Students	Total Number of Students
1	VII A	15	20	35
2	VII B	14	21	35
3	VII C	14	20	34
4	VII D	13	21	34
Total		56	82	138

The selection of the total sampling technique was based on academic, logistical, and methodological considerations. From an academic perspective, the seventh-grade students at MTsN 1 Kota Bengkulu were at a relevant stage of writing instruction, as they had completed basic writing lessons and were currently studying paragraph writing. This made them an appropriate group for investigating their needs and experiences in paragraph writing instruction.

From the logistical perspective, involving all classes ensured diversity in students' backgrounds while maintaining uniformity in learning objectives, teaching methods, and curriculum materials. This approach also reduced potential bias that might arise if only part of the population were taken as a sample.

Methodologically, the use of total sampling enhanced the reliability of the data and broadened the

possibility of generalizing the findings. Although the gender composition was dominated by female students, it still provided opportunities to observe differences in responses based on gender toward the learning materials and teaching strategies applied. Therefore, this technique was considered the most appropriate to comprehensively achieve the research objectives.

C. Research Instrument

In this study, the researcher employed various instruments to collect data. For qualitative data, semi-structured interviews, classroom observations, field notes, and documentation were used. These instruments were designed to explore students' experiences, challenges, and perceptions in paragraph writing instruction through the flipped classroom model.

1. Interview

In this study, both students and teachers were involved as research subjects, and interviews were used as one of the main instruments to collect data regarding the needs in paragraph writing instruction, teachers' perspectives, and learning strategies considered effective. The interview instrument was semi-structured, allowing the researcher to flexibly explore respondents' answers.

The interview consisted of five main indicators with a total of 15 questions. The first indicator was Needs

Analysis of Students, focusing on common difficulties encountered by students in paragraph writing and the skills that needed to be developed. The second indicator was Instructional Material Needs, which examined the types of materials required as well as their suitability to students' contexts and proficiency levels. The third indicator was Media and Learning Resource Needs, which emphasized effective learning media, including the use of videos and online resources prior to classroom learning. The fourth indicator was Learning Activity Needs, which discussed teaching strategies, peer review, and the provision of feedback. The fifth indicator was Perceptions of the Flipped Classroom Model, which explored the benefits and challenges of implementing this model in paragraph writing instruction.

The blueprint and the complete interview instrument are provided in Appendix 1 and Appendix 2.

2. Documentation

Additional data collection in this study involved various sources aimed at documenting the learning process as well as students' motivation and engagement. These data included photographs taken during the implementation of the flipped classroom to capture student interactions and classroom atmosphere, recorded interviews with teachers and students that provided

insights into their experiences in paragraph writing instruction, and photographs of students completing the questionnaires to measure their motivation and engagement in the flipped classroom model. This additional data collection helped provide a more comprehensive picture of the effectiveness of the flipped classroom approach, enriched the analysis of the main data, and strengthened the validity of the research findings on students' motivation and engagement in English language learning.

D. Data Collecting Technique

The data collection in this study was aimed at answering the research questions in a thorough and comprehensive manner through the use of the main instruments, namely questionnaires and interviews with teachers and students, which were implemented in systematic steps as follows:

1. Interview

Interviews were conducted to obtain more in-depth qualitative data concerning the perceptions, experiences, and expectations of both teachers and students in relation to paragraph writing instruction through the flipped classroom model. While the questionnaire provided a broad overview of students' needs and perceptions, the interviews allowed the researcher to explore their

responses in greater depth and gain richer insights into the learning process.

The interview instrument consisted of 15 questions covering five indicators: students' difficulties in writing paragraphs, the types of instructional materials needed, media and learning resources considered effective, preferred classroom activities, and their views on the flipped classroom approach. The interviews were conducted with the English teacher and a selected number of students as representatives of the class. The stages of the interview implementation included:

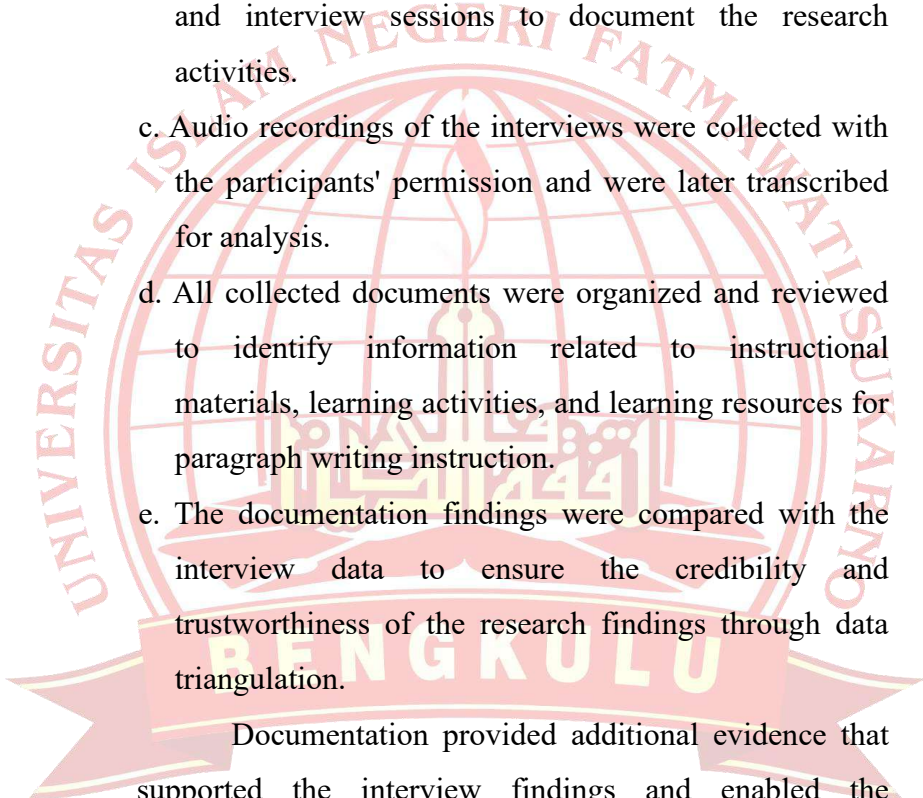
- a. The researcher prepared a list of questions based on the predetermined indicators.
- b. The interviews were conducted in a semi-structured format, allowing additional questions to be asked when necessary.
- c. The interviews took place face-to-face in the classroom or in a quiet room to ensure that respondents felt comfortable.
- d. During the interviews, the researcher recorded respondents' answers in writing and also made audio recordings (with the respondents' consent).
- e. The collected interview data were then transcribed and analyzed to identify key themes relevant to the study.

By combining teachers' professional perspectives with students' firsthand experiences, the interview findings provided a deeper understanding of the actual challenges in paragraph writing instruction and the potential benefits and limitations of implementing the flipped classroom model.

2. Documentation

Documentation was used to collect supporting evidence that complemented the interview data and strengthened the credibility of the research findings. According to Bowen (2009), document analysis is a systematic procedure for reviewing and evaluating documents as a valuable source of qualitative data. In this study, documentation served as supplementary data to provide contextual information regarding the implementation of paragraph writing instruction at MTsN 1 Kota Bengkulu.

The documentation consisted of photographs of classroom activities, interview recordings, lesson plans, teaching materials, and other instructional documents related to paragraph writing. These documents were collected throughout the research process to support data triangulation and provide evidence of the instructional context. The documentation procedures included:

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- a. The researcher identified and collected documents relevant to the objectives of the study, such as lesson plans, teaching materials, and classroom learning documents.
 - b. Photographs were taken during classroom observations and interview sessions to document the research activities.
 - c. Audio recordings of the interviews were collected with the participants' permission and were later transcribed for analysis.
 - d. All collected documents were organized and reviewed to identify information related to instructional materials, learning activities, and learning resources for paragraph writing instruction.
 - e. The documentation findings were compared with the interview data to ensure the credibility and trustworthiness of the research findings through data triangulation.

Documentation provided additional evidence that supported the interview findings and enabled the researcher to obtain a more comprehensive understanding of the instructional material needs for paragraph writing among EFL students at MTsN 1 Kota Bengkulu.

Table 2. Overview of Instruments, Data Collected, and Findings

Type of Data	Instrument	Data Obtained
<i>Students' and teacher's perceptions</i>	<i>Interview</i>	<i>Experiences, views, and perceptions of students and teachers</i>
<i>Evidence of implementation</i>	<i>Documentation</i>	<i>Photos, videos, and learning documents</i>

These steps ensured that the collected data were comprehensive, covering both qualitative and quantitative aspects.

E. Data Analysis Technique

The data collected in this study were analyzed using the interactive data analysis model proposed by Miles, Huberman, and Saldaña (2020). This model was selected because it provides a systematic and rigorous framework for analyzing qualitative data through an interactive and continuous process. According to Miles et al. (2020), qualitative data analysis is conducted simultaneously with data collection, enabling researchers to continuously organize, interpret, and verify the findings until credible conclusions are reached. In this study, the analysis focused on identifying EFL students' instructional material needs for paragraph writing, including the required learning materials, learning activities, and learning resources. The analysis

consisted of three interconnected stages: data reduction, data display, and conclusion drawing and verification.

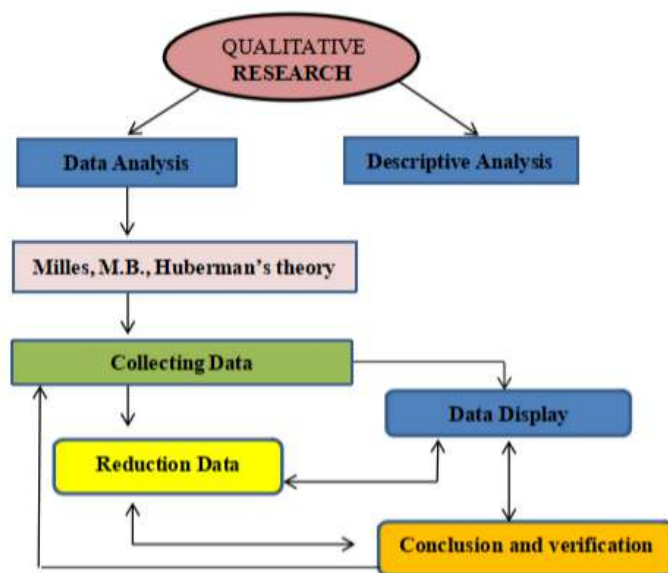


Figure 2. Milles, M.B., Huberman's, A.M. and Saldana, J., 2018

1. Data Reduction

According to Miles et al. (2020), data reduction is the process of selecting, focusing, simplifying, coding, and organizing qualitative data to make it more meaningful and manageable for analysis. In this study, the researcher carefully reviewed the interview transcripts, observation notes, and supporting documents, then selected information relevant to the research questions. The data were coded and categorized into themes related

to students' instructional material needs, learning activities, and learning resources required for paragraph writing instruction. Irrelevant information was excluded so that the analysis remained focused on the objectives of the study.

2. Data Display

Miles et al. (2020) explain that data display refers to the process of organizing and presenting qualitative data in a systematic form to facilitate interpretation and decision-making. In this study, the reduced data were presented in the form of narrative descriptions, thematic categories, and summary tables. These displays enabled the researcher to identify relationships among themes and to interpret participants' perspectives regarding the instructional materials, learning activities, and learning resources needed to support effective paragraph writing instruction for EFL students at MTsN 1 Kota Bengkulu.

3. Conclusion Drawing and Verification

The final stage, involves drawing conclusions and verifying their accuracy throughout the research process. Conclusions are developed by identifying recurring patterns, themes, and relationships within the data and are continuously reviewed to ensure their credibility. In this study, the researcher verified the findings by repeatedly comparing the interview data, observation results, and

supporting documentation. This verification process ensured that the conclusions accurately reflected the participants' perspectives and addressed the research questions concerning the instructional material needs for paragraph writing instructio

