CHAPTER 3
RESEARCH PROCEDURE

This chapter present the methodology employed in this research to conduct the research. It describes five main parts of the research procedures, namely method of the research, setting and participant, focus of the research, data collection, data analysis, and research schedule.

3.1 Method of the Research

In this research, the researcher will use qualitative descriptive method which involves detailed descriptions about the benefits of fanfiction project on students' writing skills. This method of research entails comprehensive data from different sources including participant's viewpoints, perceptions, and attitudes (Maxwell, 2008). This present study focuses on describing students' perception towards the benefits of fanfiction projects on their writing skills. Thus, this approach considered as an appropriate method to in-depth investigation of this phenomenon which can also produce comprehensive analyses.

3.2 Focus of the Research

The study focuses on students' perception towards the benefits of fanfiction projects on their writing skills during the creative writing (CW) course in higher education in Indonesia. This illustrates the benefits of fanfiction projects on students' writing skills. This description will be taken from the interview results with students in higher education who are taking the creative writing course and already finished their fanfiction project.

3.3 Setting and Participants

This research will be conducted in one of the universities in Tasikmalaya, West Java, Indonesia. It aims to explore fanfiction as one of the projects in the Creative Writing course (CW) during the fifth semester of the 2021 academic year. This course facilitates students in developing their creativity in writing while producing literary works such as poetry, fiction and nonfiction, fanfiction, short stories, haiku,

and biographies. The creative writing course was set for 14 meetings with various tasks and activities such as class/group discussions, reflective journals, and project exhibitions.

This research covers the phenomenon of the benefits of fanfiction projects on students' writing. To get detailed information, four students will be recruited to explore their perception towards fanfiction projects during the course. The participants of this study consisted of undergraduate students in the fifth semester who were taking a Creative Writing (CW) course and already accomplished their fanfiction projects uploaded on Wattpad. Four participants will be recruited based on their final project as low and high-achieving students in fanfiction projects.

Table 3 Fanfiction projects score

No	Name	Fanfiction Projects	Fanfiction Projects 2	Uploading and Promoting FF	FF reflection	Total
1.	P1	85	85	90	85	345
2.	P2	85	85	90	85	345
3.	P3	80	85	80	85	330
4.	P4	85	85	70	85	325

It is based on the total scores of 54 students from the fanfiction project, including fanfiction Projects 1 and 2, uploading and promoting fanfiction and FF reflection. The result is that 2 students have the highest scores, 345, and 2 students have the lowest, 325 and 330.

3.4 Technique of Collecting the Data

Semi-structured interviews and document analysis will be applied as the data collection of this study. Interview allow participants to talk about their perception, beliefs and attitude about a particular subject, concept or idea (Canals,

2017). Semi-structured interviews allow participants to feel free answer the open-ended questions through semi-structured interview (Mcintosh & Morse, 2015) related to the perception about the impact of fanfiction projects towards students' writing skills. There are several questions to be addressed related to students' perception towards the benefits of fanfiction projects during the Creative Writing course. The interview of this study will use a taxonomy from Brown (2019), which focuses on micro and macro in writing. The taxonomy is directed to gather information about participants' creativity, language use and styles, such as grammatical systems. The interview process will be conducted in 30 minutes for each participant, recorded via Zoom, and the questions will be in Indonesian (L1) to avoid misunderstanding. The interviews are conducted in L1, then translated and transcribed into L2. During the interview, the researchers used an audio recorder. Then, the result of the interview will be translated into the target language by the researcher.

Document analysis will used to collect data on students' performance in fanfiction projects, namely drafting and uploading projects 1 And 2. Bowen (2009) defines document analysis as a systematic technique for assessing, evaluating, and interpreting data in print or electronic (computer-based and Internet-transmitted) documents. In this study, participants' fanfiction projects were documents that were used to gain information on the development of empirical knowledge on participants' academic performance. Through Google Forms, participants were asked to collect their fanfiction projects, including projects 1 and 2, which will be analysed for students' accuracy after conducting the interview.

3.5 Technique of Analysing the Data

The data will be analysed using thematic analysis (Braun & Clarke, 2006). Thematic analysis used to give clear meaning in the different viewpoints about participants' experience by sorting, labelling, and analysing the data (Kiger & Varpio, 2020). Thematic analysis is flexible in interpreting the data and allows the researcher to explore data sets more easily by organizing them into themes. The themes of the interview included participants' background and their activities in

writing stories or fanfiction. Practically, there are several stages involved in conducting thematic analysis which included as follows:

3.5.1 Familiarizing with the data

The first step, the researcher familiarizing with the entire data set which requires re-reading through the data to find out the meaning, themes, or pattern from the result of interview.

Transcript of Interview

Date/Time   :   September 05, 2023/ 11.34 PM

Setting   :   Zoom Metting

Interviewer   :   Researcher (R)

Interviewees   :   Participant 1 (P1)

Duration   :   20 minutes

Table 4 Transcript of Interview

Transcript Data Items (Researcher/R)/ Transcript Participants 1,2 (P2,P1)		English Transcription	
R	setelah menulis fanfiction, apakah ada dampak dalam menulis ejaan sebuah kosa kata dalam Bahasa inggris? Jika ada, bagaimana?	R	After writing fanfiction, is there an impact on writing the spelling of vocabulary in English? If so, how?
P2	Ya, tentu ada Teh. Karena fanfiction project, saya jadi lebih banyak tahu *vocabulary* dan *familiar how to spell it*. Saat menulis fanfiction saya lebih aware terhadap penulisan kosa kata dalam Bahasa inggris, namun disini itu tidak terlalu berpengaruh karna di *Microsoft word* ada *autocorrect* dan menujukan spelling yang salah yang akan muncul dengan tanda garis merah dibawah kata, namun yang perlu itu konsistensi dalam menulis	P2	(t2) yes, there is an impact. Through the fanfiction project, I gained a vocabulary and am familiar with how to spell it because I have read fanfiction so many times, whether it is my writing or others. I am more aware of the spelling vocabulary in English, and with the help of autocorrect from Microsoft Word, it showed me my spelling errors in red, highlighted under the text. Another concern is I should pay

	ejaan apakah *American* atau *British.*		more attention to using American or British vocabulary in writing.
R	setelah menulis fanfiction, apakah ada dampak terhadap penggunaan beberapa gaya Bahasa? Jika ada, bagaimana?	R	After writing fanfiction, is there an impact on the use of various language styles? If so, how?
P1	karena fanfiction itu salah satu daya tariknya adalah dari cara penulisan atau gaya bahasa yang kita pakai jadi menurutku gaya bahasa seperti metaphor, simile, hyperbole sangat penting agar tulisan kta tidak monoton dan lebih menarik lebih menarik lebih indah, sebelumnya juga di diajarkan oleh dosen bu Fera bagaimana menulis gaya bahasa seperti simile hyperbole.	P1	because one of the attractions of fanfiction is the way it is written or the style of language that we use, so, in my opinion language style including metaphor, simile, hyperbole is important so our fanfiction not boring and more fascinating, more attractive, more beautiful, previously the lecturer, Mrs. Fera, also taught how to write language styles such as simile hyperbole.

3.5.2 Generating initial codes

The second steps are taking notes on possible data items which has connections to answer the research questions. The researcher highlighted and labelling the data with relevant codes.

3.5.3 Rearching for themes

The third step, after highlighted the entire data, the researcher identifies the themes which involves selecting transcript and discover something significant related to research questions.

Table 5 Grouping the codes

Creativity	41	Vocabulary and grammatical	46

Visualizing an idea or concept	8	Enhance the vocabulary and familiar spelling of vocabulary in English	14
Creative expression and interpretation (language style, cultural specific, communicative functions)	28	Choosing appropriate words	6
		Use acceptable grammatical system and grammatical forms	17
Produce literal and implied sentence	5	Use cohesive devices in written discourse	9
Writing strategies	36		
the effectiveness in communicating the ideas (structure and techniques)	28		
Be able to communicate the connection between main idea and supporting idea	8		

3.5.4 Reviewing themes

The fourth step, to ensure proper match, the researcher reviews each theme that have been identified before.

Table 6 Reviewing The Themes

Creativity Enhancement	41	Develop the effectiveness in writing	36
Visualizing an idea or concept	8	the effectiveness in communicating the ideas (structure, techniques, startegies)	28
Creative and interpretation (language style, cultural specific, communicative functions)	28		8
Produce literal and implied sentence	5	Be able to communicate the connection between main idea and supporting idea	

Enriching grammatical and vocabulary	46
Enhance the vocabulary and familiar spelling of vocabulary in English	14
Choosing appropriate words	6
Use acceptable grammatical system and grammatical forms	17
Use cohesive devices in written discourse	9

3.5.5 Defining and naming the themes

The fifth step involves creating specific definitions and naming for each theme. The researcher defines the themes and describe the relation of the themes to analyse the data.

Table 7 Defining and Naming Themes

Theme 1	Creativity enhancement
Theme 2	Enriching grammatical and vocabulary skills
Theme 3	Develop the effectiveness in writing

3.5.6 Producing the report

In the last step, reports the final analysis and description of findings.

3.6 Steps of the Research

The researcher will be conducted these following steps in research:

Table 8 Steps of the Research

Steps	Description
Identify the problem	Finding an issue or phenomenon
Reviewing the literature	The researcher reviews several literatures of the relevant studies such as journal article and books to support the research.
Selecting participant/sample	After knowing phenomenon/issue and the evidence to support the research, the researcher selects participants who is appropriate to be observed.
Collecting data	Semi-structure interviews used to collect the data.
Analysing and interpreting data	In analysing the data, this research used thematic analysis.
Reporting and evaluating the research	After conducted the steps above, the analysed data will be interpreted and evaluate by the researcher before it will report as result of the study.

3.7 Times and Place of the Research

Table 9 Research Schedule

No	Description	Jan 2023	Feb 2023	Mar 2023	Apr 2023	Apr 2023	Apr 2023	May 2023	Jun 2023
1.	Research proposal writing	▓	▓						

No.	Activity								
2.	Research proposal examination			██					
3.	Data collection				██				
4.	Data analysis					██	██		
5.	Report							██	
6.	Thesis examination								██