CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

The research was conducted using a descriptive case study as its design. Descriptive case studies are used in this study to explain the nuances of real-life circumstances, as well as to examine or describe the data in a real-life environment. The purpose of a descriptive case study is to provide a thorough, contextualized view of a specific phenomenon (Yin, 2018). In this study, the researcher looks into the students' perceptions on the use of authentic material in Creative Writing class, what are their opinions, how are their experiences, and how do they feel when learning about Creative Writing with using authentic material, because by using this authentic material the class has a nice and lively atmosphere. Descriptive case study has been used to support the research that is related to the phenomenon in EFL students who learn Creative Writing through authentic material.

3.2 Focus of the Research

The purpose of this study is to find out how the students feel about using real sources materials or authentic materials in their Creative Writing class and other EFL classes. The researcher is particularly interested in learning about students' experiences, feelings, beliefs, and opinions as well as their knowledge with using real resources or authentic materials.

3.3 Setting and Participants

The participants of this study are English Education Students in the seventh semester (four participants) and only focused on those who participated in Creative Writing course. In selecting the participants, the researcher chooses the students who have good engagement, active in the class, and their projects have been selected as the best projects by the lecturer, and these participants were also recommended by the lecturer. The first participant, she likes reading and writing fiction, she is also a writer, actively writes on the Wattpad platform and has a

publisher to publish her work. The second participant, he actively uses authentic materials as a language learning resource, including English comics and also several RPG and simulation games, where in the comics and games there is English vocabulary as well as the context of its use. The third participant, she also likes writing, especially essays, she has participated in essay competitions several times and she is also a BI scholarship recipient. And the last participant, he also uses several authentic materials in his daily life, such as comics and audiovisuals in the form of films and series, because with audiovisuals examples of language context are increasingly visible, such as the use of accents, word stress, expressions, body gestures, and others. Then, this research was conducted at the English Education Department, Siliwangi University, with the aim of emphasizing the field of education. English Education Department in Siliwangi University is also the place where the Creative Writing class learning activities take place.

3.4 Technique of Collecting the Data

Semi-structured interviews were used in this research to make it easier for the researcher to see more deeper into students' perceptions of using authentic materials in Creative Writing class in EFL context. In-depth interviews that are semi-structured require respondents to react to predetermined open-ended questions. The researcher takes the Patton question format (2002) for this interview; the questions' main focus on knowledge, beliefs, and feelings. Researcher can't directly observe someone feelings, thoughts, and experiences. Patton stated that to know person's inner perspective, researcher must do an interview with a depth way to make perceptions of person's are meaningful, knowable, and able to be made explicit. So, the interview not only about the students' perception on how they use the authentic material, but also their experience, and their feelings because those have impact on someone's perceptions. Then, the interview was audio-recorded, and the data or information translated into English and transcribed into written form.

3.5 Technique of Analyzing the Data

The data from the interview analyzed by using thematic analysis. A qualitative research strategy called thematic analysis is used to organize, delve into, and dig deeper thoroughly examines the material. It involves more than only calculating the number of words or phrases in a text and involves entirely new things. The concept from Clarke and Braun (2006) with the following steps: familiarizing with the data, generating initial codes, searching for themes, defining and naming themes, and producing the report.

3.5.1 Familiarizing the Data

In this step, the researcher listened to the interview results, transcribed the recordings to written form. Then, translate the data from Bahasa into English.

Table 3.5.1 *Familiarizing the Data*

Profile	Data Item
R	Kalau misalnya ini, reaksi pertama pas gunain pas kita tahu Bu Fera menggunakan authentic material di kelas creative writing, reaksi pertamanya gimana? **What was your first reaction when you found out that Mrs. Fera used authentic material in her Creative Writing class, what was your first reaction?**
P1	Excited. **Excited.**
R	Berarti kita setiap mau masuk kelas setiap ada jadwal creative writing antusias gak? **Does that mean that every time you want to go to class when there is a Creative Writing schedule, are you enthusiastic?**

P1	Antusias, antusias banget karena udah kayak liburannya dari mata kuliah semester 5 kayak gitu pas masuk ke kelas creative writing tuh. **Enthusiastic, very enthusiastic, because it's already like a vacation from the fifth semester course when entering the creative writing class.**

3.5.2 Generating Initial Codes

In this step, the researcher starts coding by highlighting using different colors and naming the kind of situation. In this step, the researcher also coded all of the data and identified whether there is the same code or not, and whether they are relevant or not.

Table 3.5.2 *Generating Initial Codes*

Profile	Data Item	Initial Codes
R	What was your first reaction when you found out that Mrs. Fera used authentic material in her Creative Writing class, what was your first reaction?	
P1	Excited.	
R	Does that mean that every time you want to go to class when there is a Creative Writing schedule, are you enthusiastic?	
P1	Enthusiastic, very enthusiastic, because it's already like a vacation from the fifth semester course	Increasing Enthusiasm in Learning

when entering the creative writing class.	

3.5.3 Searching for the Themes

In this step, the researcher analyzed the code of the data and then classified into the relevant themes.

Table 3.5.3 *Searching for the Themes*

Learning Experiences		Several problems happened	
Interesting	3	Inappropriate in academics	1
Effective	4	Difficult for low background knowledge in English	2
Enrich vocabulary	3	Inappropriate for assessment standard	1
Happy	4		
Inspired	8		
writing skills	4		
Fun	6		
Enjoy	8		
Accordance to real life	7		
Enthusiastic	8		
Increasing Knowledge	2		
Motivate	6		
Developing Ideas	2		
Understandable	5		
	70		4

3.5.4 Reviewing Themes

In this step, the researcher reads all the data for each theme to know the appropriateness and match them.

Table 3.5.4 *Reviewing Potential Themes*

Authentic material on increasing vocabulary for better diction	Enrich Vocabulary	3
	Writing Skills	4
	Increasing Knowledge	2
Authentic material on broadening inspiration	Inspired	8
	Developing Ideas	2
Authentic material on increasing enthusiasm in learning	Happy	4
	Enthusiastic	8
Authentic material as good learning media	Interesting	3
	Effective	4
	Fun	6
	Enjoy	8
	Accordance to Real Life	7
	Motivate	6
	Understandable	5
The Inappropriateness of authentic material from students' perceptions	Inappropriate in Academics	1
	Difficult for low background knowledge in English	2
	Inappropriate for assessment standard	1

3.5.5 Defining and Naming Themes

In this step, the researcher identified the essence of each theme and constructed a concise and clear name of each theme. The researcher defined what theme was for each data that has been highlighted and those became the

findings of this study that shows University students' perception on using authentic material in Creative Writing class.

Table 3.5.5 *Defining and Naming Themes*

Defining and naming the themes	
Theme 1	Increasing vocabulary for better diction
Theme 2	Broadening inspiring
Theme 3	Increasing enthusiasm in learning
Theme 4	Good learning media
Theme 5	Inappropriateness of authentic material

3.5.6 Producing the Report

This step is the final in analyzing the data. The researcher selected the suitable statement that conveys the main or essence of the themes from the interviews and the researcher reported what is gain from this research.

3.6 Steps of the Research

The researcher took a number of actions in this study. The research problem is first formulated by the researcher. Second, choose methods for gathering the data, such as conducting interviews while utilizing an audio recorder, and then turn it into written form (transcribed). Thirdly, the researcher chose a thematic analysis approach to data analysis. Fourth, the researcher asks 4 participants a number of questions during an interview. Following data collection, the researcher translated the data into English from Bahasa and to transcribe the data. Data analysis is the last step of the research process. The data were then summarized and reanalyzed.

3.7 Time and Place of the Research

1) Time

Table 3.7

Research Schedule

No	Description	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct
1	Research Proposal Writing	▓	▓								
2	Research Proposal Examination			▓							
3	Data Collection				▓	▓					
4	Data Analysis						▓				
5	Writing Report							▓	▓		
6	Comprehensive Examination									▓	
7	Thesis Examination										▓

2) Place

Name of Institution : Universitas Siliwangi

Address : Jln. Siliwangi No. 24, Kahuripan, Kec. Tawang, Kota Tasikmalaya, Jawa Barat