

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This study used descriptive case study as the method. The researcher attempted to describe the factors that influence students to write poetry from the standpoint Bronfenbrenner's (1979) nested ecosystem model. As Yin (2003) stated that descriptive case study is used to describe a phenomenon and real-life context within it occurred.

B. Setting and Participants

This study was conducted at a University in Tasikmalaya, Indonesia. The participants were two undergraduate students named Atari and Imar (pseudonym) who are undergraduate students of English department at 8th semester. The participants usually use *Bahasa Indonesia* and *Bahasa Sunda* for everyday communication. Before conducting the research, the participants were required to fill out a consent form verifying that they participated in this research. The researcher informed that any information on the observation would be kept confidentially.

C. Data Collection

The data were collected through voice recorder. It has been operated to record when semi-structured interview was conducted in order to get depth information related to the factor that influence students of writing poetry in

different places. This interview provided some open-ended questions about the students' experience of writing poetry in two nested ecosystems.

D. Data Analysis

The data collected from the interview were analysed by using thematic analysis which divided into six main stages (Braun and Clarke, 2006)

a) Familiarization with data.

I transcribed the result of interview. After that, I read, re-read the transcript to make familiar and get depth information from the data.

Interviewer: Can you describe yourself?
Name, age, and your grade

Atari: My name is Atari
(pseudonym). I am 21 years
old and I am the 8th semester
student of English
education department
of.....

Interviewer: Do you like writing poetry?

Atari: Yes. I have been writing
poetry since I was in junior
high school.

Interviewer: How much do you like it?

Atari: I really love writing poetry
because I can express my
feeling and my idea on it.

Interviewer: Have you ever write poetry
in two different places such
as out classroom and out
school environment?

Atari: Yes, I've write poetry in
that two different places.

Figure 3.1 Translated data from Indonesian language to English

b) Generating initial codes.

I coded every data that related to this research by coloring them which possibly have same theme in order to make the next step become easier. Red tends to what learners have seen, yellow tends to what learners have

heard, green tends to situational condition, blue tends to learners' interaction with peers, and purple tends to the instruction to write a poetry.

Interviewer: When you wrote poetry in a gazebo, what did you see and what did you feel?

Atari: When I wrote poetry in gazebo, I felt so comfortable because it was morning, and then the air was so fresh. There was everything I could see such as trees, another student. There was something interested for me which was a man cleaning campus environment so that I made him to be object of my poetry. It was so cool and there were birdsongs.

Interviewer: Is there any instruction?

Atari: Yes. I was asked to write a poetry everywhere I wanted and was given 20 minutes to be finished.

Interviewer: Is there any interaction with friends?

Atari: Yes. My friend and I was sharing about the theme.

Interviewer: Now we are going to move to next setting. When you wrote poetry in a park near your sisters' house, what did you see and what did you feel?

Atari: When I wrote in that place, I could see the same things with the previous place such as trees, plants, and many more. And I saw a man playing with his child. Also, I saw a man painting his house. When I saw they played, I remembered about my dad because for me it was so nice. Besides, that was so quiet and make me comfort to write there

Figure 3.2 Coloring the codes

c) Searching for themes

In this step, I tried to identify each color that have the same theme. Then, I grouped them based on the same color which meant the same theme.

Participants	MESOSYSTEM (outside classroom)	EXOSYSTEM (outside school environment)
Atari	1. "When I wrote poetry outside classroom, I felt so comfortable because that was morning and the air was still cool"	1. "At that time, the atmosphere was so quiet and cool "
	2. "The weather made me comfort because that was still cool"	2. "So, I think that writing poetry at that place affected to my writing because the atmosphere was so quiet instead of writing inside classroom"
	3. "Inside classroom was so stuffy"	3. "I enjoyed to write at that place"
	4. "I could increase vocabularies, the atmosphere could be written down to my poetry."	4. "When I wrote poetry at that place, I saw many trees, plants"
	5. "Outside classroom writing was so comfortable"	5. "There was a man painting his house"
	6. "There were many things I saw such as trees and many students from the other major"	6. "And there was a man playing with his child"
	7. "One thing made me interest that there was a man cleaning campus area so that I set him as my object of poetry"	7. "When I saw that man playing with his child, I remembered about my father"
	8. "I felt so impressed and be touched to see him"	8. "I think that moment was so sweet"
	9. "He willingly cleaned campus are in order to make students feel comfort to be there"	9. "I saw a man playing with his child and I remembered about my father. Then, I made them to be my inspiration"
	10. "There were birdsongs and it made my imagination more develop."	10. "Also, I saw a man painting his house. It also inspired me". Selain itu juga bapak yang sedang mengecat rumah juga menjadi inspirasi saya"
	11. "There was a part that I wrote "The birds sing for me". The vocabularies would be more alive because I wrote it related to what happened at that place"	

Figure 3.3 Grouping the codes

d) Reviewing themes.

In this step, I reviewed the themes in order to identify whether the themes were appropriate or not. However, if the themes were not appropriate, I omitted or replaced the themes.

PERSPECTIVE	SUB-THEMES	THEMES
MESOSYSTEM	• What seen in the environment	Visual factor
	• Situational awareness	Environmental awareness factor
	• What heard in the environment	Auditory factor
	• Discuss with another student	Peer Feedback factor
	• Instruction given	Instructional factor
	• Time limitation	
	• Pressure appeared	
EXOSYSTEM	• Background knowledge	Background knowledge
	• What seen in the environment	Visual factor
	• Situational awareness	Environmental awareness factor

Figure 3.4 Reviewing the themes

e) Defining and naming themes.

The themes were found to become the findings of this study. The categorization of the data and themes were based on Bronfenbrenner’s (1979) ecosystem model that is focused into two; mesosystem and exosystem.

Mesosystem	Exosystem
	Visual factor
Auditory factor	
	Environmental awareness factor
Peer Feedback Factor	
Instructional factor	

Figure 3.5 Fixed themes

f) Producing the final report.

In this step, I reported the data in a way which can convince the reader of a merit and validity of an analysis.

E. Research Schedule

Activities	Sept. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb.- Apr. 2019	May -Jun. 2019	Jul 2019
Submission of Research Research Topic	■							
Approval Chapter 1		■						
Chapter 2		■	■					
Chapter 3			■	■				
Proposal Approval				■				
Seminar Proposal					■			
Examination Conducting the Research						■		
Chapter 4							■	
Chapter 5								■
Final Thesis Examination								■

Table 3.1 Research Schedule