

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

A descriptive case study is used as a research design, “This type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred”, said Yin (2003) as cited in Baxter and Jack (2008, p. 548). A descriptive case study is used to describe what are the students’ learning experiences during the creative writing course. Moreover, a descriptive case study will enable the researcher to explore students’ learning experiences in the creative writing course.

#### **3.2 Focus of the Research**

The study focuses on students' learning experiences during the creative writing course. The researcher wanted to know what are students' learning experiences including students' involvement in certain activities and/or feelings during enrolment in the creative writing course (Roth, & Jornet, 2013; Ma’rifah, Rochsantiningasih, & Sulistyawati, 2020).

#### **3.3 Setting and Participants**

This study was conducted in a state university in Tasikmalaya city, Indonesia which provides a creative writing course as an elective course. The creative writing course is available in the 7<sup>th</sup> semester in the English Education Department, Faculty of Educational Sciences and Teachers’ Training in a state university in Tasikmalaya, Indonesia. This course is an elective course that lasts for 16 weeks in a semester. This course is designed to capitalise on students’ creative thinking abilities through various activities and tasks such as poetry writing task, fanfiction writing task, and one-day diary writing task within it.

The creative writing course was known as a challenging course for several students. Since it requires the students to write and express ideas and/or thoughts in imaginative ways. Even though the students like reading novels or writing

stories, they are still worried about the language structures. Therefore, only a few students decided to enrol in the creative writing course. However, students who have enrolled in the creative writing course experience a meaningful learning experience during joining the class.

The study was conducted from July to December to collect and analyse the data. The participants involved in this research are three students who have enrolled in the creative writing course. Three students who have the highest final score in creative writing class selected as the participants due to their active involvement and high motivation during learning to write creatively in the creative writing course. Before recruiting them, the researcher contacts the lecturer to ask her permission to see students' final scores as the final result during the creative writing course. Then, several students achieve scores above the average. Therefore, the researcher limits the participant to three students who achieve the highest score to get maximum results. They had particular features such as active involvement and high motivation that enabled the researcher to get deeper information related to the data. In addition, the researcher asked participants willingness to participate and the availability for the interview related to students' learning experiences during the creative writing course. Finally, all the identities of the participants who agree to participate in this study use pseudonyms to maintain their confidentiality.

### **3.4 Technique of Collecting the Data**

The data was collected through semi-structured interviews of the participants who have enrolled in the creative writing course in a state university in Tasikmalaya, Indonesia. This research chooses interviews because interviews allow the participant to tell a story based on their own experiences from the beginning until the end of the classes. According to Seidman (2006), the interview involves details of people's experiences from their stream consciousness. By doing semi-structured interviews, the researcher gets deep comprehension of the information from the participants by asking several open-ended questions. Besides, the semi-structured interview was applied to get an understanding of

students' learning experiences during the creative writing course. To conduct the interview, the researcher created 12 lists of questions as a guideline including the research questions. Additionally, the questions used during the interview are about students' learning experiences including feelings and involvement during the creative writing course adapted from Roth and Jornet (2013). Moreover, to avoid misunderstanding the questions were in Indonesian language (L1) and only focus on students' learning experiences during the creative writing course. However, the interview process was conducted in 60 minutes for each participant. Due to the pandemic covid-19, the interview was done three times on 18<sup>th</sup> September 2021, 06<sup>th</sup> October 2021, and 19<sup>th</sup> November 2021 through WhatsApp voice notes to get the data clearly without the connection problem. Further, the data was transcribed to be analysed.

### **3.5 Technique of Analysing the Data**

The data were analysed thematically using the thematic analysis framework by Braun and Clarke (2006). Thematic analysis is used because this framework is simple and flexible for those who are new to qualitative research Braun and Clarke (2012). The authentic data were transcribed and re-read several times, the data coding was highlighted into several colours, searching for a theme, after choosing the potential theme the writer reviewed the themes by eliminating a few potential themes, defining the theme, and the last producing the report (Braun & Clarke, 2006). These are the following stages:

1. Familiarising the data: For the interview, the researcher transcribed and read the result of the interview several times.
2. Generating initial codes: In this phase, the researcher highlights the data with several colours that are potentially related to the purpose of this study and represents feelings and involvement during the creative writing course Roth and Jornet (2013). Here is the example of interview transcriptions and the initial codes generated from the data.

Table 3.1. Generating Initial Codes

Transcriptions	Initial Codes
<p>Jujur yaa selama belajar creative writing aku tuh bener-bener enjoy banget, gak ngerasa kesulitan sama sekali karena aku kan emang suka nulis, hobi nulis jadi selama pelajaran itu tuh bener-bener gak ada beban bener-bener suka banget, seneng banget, gak ada masalah apa-apa.</p>	<p>Students Enthusiasm</p>
<p>Kalo aktivitas selain menulis mungkin lebih ke menjelaskan apa yang kita tulis ya contohnya kayak atau menganalisis sih kayaknya ada menganalisis waktu itu ada menganalisis puisi, dikita menjawab tentang pertanyaan-pertanyaan mengenai satu puisi</p>	<p>Post-writing activities</p>
<p>Pembelajarannya itu disuruh bikin tugas bikinnya contohnya bikin cerita singkat, bikin puisi, atau bikin diary, atau kayak bikin potongan letter eee ada juga kayak bikin semacam kayak spin of cerita yang udah pernah ada atau retelling story.</p>	<p>Writing tasks</p>
<p>Writing itu biasanya identik dengan reading kan, jadi pasti kita banyak kegiatan membaca. Itu banyak sih yang dibaca, dari mulai artikel, eee sejarah apa sih historical gitu kan ya beberapa artikel sejarah, terus juga novel, dan lain-lainnya pasti.</p>	<p>Pre-writing activities</p>
<p>Kalo selama belajar sih yang dipakenya eee zoom, terus ada google classroom, terus ada grup WA juga.</p>	<p>Application used</p>
<p>Ada kendala sedikit misalnya kalo dari bahasa Inggris ke bahasa Indonesia atau dari bahasa</p>	<p>Learning obstacles</p>

<p>Indonesia diterjemahkan ke bahasa Inggris itu ada beberapa meaning dan nilai estetikanya itu kurang gitu. Kayak kok jadi gini sih, padahal kalo asli dari original bahasa Inggrisnya itu bagus.</p>	
<p>Kalo untuk mengatasinya ya pertama itu gangguan sinyal. Aku biasanya kalo mau kelas creative writing ganti provider. Terus kalau pun misalnya karena ngantuk yah, kan kelasnya tuh terlalu pagi jadi biasanya aku siapin untuk gak begadang. Terus kalo masalah cari inspirasi, mungkin kalo aku mah perbanyak baca atau cari referensi lain.</p>	<p>Problem-solving</p>
<p>Feedback-feedback yang diberikan dosen juga biasanya bikin kita makin termotivasi untuk melakukan yang lebih baik. Ketika dosen ngasih feedback itu jadi kita tau kekuatan kita dimana, sehingga kita bisa mempertahankan skill tersebut dan ketika ada kekurangan kita bisa mengatasinya.</p>	<p>Applying feedback</p>
<p>Dan itukan suatu pengalaman yang baru gitu bikin fanfic. Jadi menurut saya yang paling asik tu itu. Alasannya karena eee iya itu pengalaman yang baru gitu, baru pertama kali bikin fanfic</p>	<p>New experience</p>
<p>Milih creative writing tu emang karena suka nulis dalam bahasa Inggris, jadi pas dapet apaan namanya teknik-teknik menulis dan lain-lain itu ya senenglah pasti, karena bisa di apply gitu ya di dunia nyata gitu.</p>	<p>Students' motivation</p>
<p>Eee abis itu biasanya kalo kelas selesai juga</p>	<p>Sharing with friends</p>

biasanya aku diskusi sama temen yang ngambil mata kuliah yang sama.	
Bisa tau kekurangan dan kelebihan kita itu dalam menulis di bagian apa.	Self-assessment
Mulai merhatiin tata bahasanya juga kita catet beberapa phrase atau mungkin bahasa slang yang bisa kita pake buat sehari-hari gitu. Jadi lebih aware mungkin ya sama bahasanya gitu ya, kayak diksi-diksinya, susunan kalimatnya	Self-awareness

13 initial codes represented different aspects shown by participants' interview transcriptions. Here are the following list of initial codes and the frequency appearances.

Table 3.2. List of Initial Codes and The Frequency

Initial codes	Total
Students' enthusiasm	16
Writing tasks	19
Pre-writing activities	4
Post-writing activities	1
Application used	15
Learning obstacles	9
Problem-solving	4
New experience	4
Applying feedback	7
Students' motivation	3
Self-assessment	2
Sharing with friends	3
Self-awareness	3

3. Searching for themes: The researcher groups several codes which possibly have the same theme to ease the researcher to analyse the data. Here is the following process of searching for themes (merge the codes into categories).

Table 3.3. Process of Searching for Themes

Themes	Codes	
Students' writing practice during the creative writing course	Writing Tasks	19
Using Various Applications in the Classroom Synchronously and Asynchronously	Application used	15
Getting Teacher's Feedback during the Creative Writing Course	Applying Feedback	7
Students' Learning Obstacles during the Creative Writing Course	Learning Obstacles	9
Students' Excitement during the Creative Writing Course	Students' enthusiasm	16
Pre-writing Activities during the Creative Writing Course	Pre-writing	4
Problem Solving during the Creative Writing Course	Problem-solving	4
Students' New Experience during the Creative Writing Course	New experience	4

4. Reviewing the themes: The researcher reviewed the most appropriate themes based on the research question and eliminated some potential themes that were not relevant to answer the research question.
5. Defining and naming the themes: The researcher started to define the nature of each theme and the relationship between them. Moreover, the researcher generates a clear name for each theme based on the research question.

Table 3.4 Defining Themes

<b>Themes</b>
Students' writing practice during the creative writing course
Using Various Applications in the Classroom Synchronously and Asynchronously
Getting Teacher's Feedback during the Creative Writing Course
Students' Learning Obstacles during the Creative Writing Course
Students' Excitement during the Creative Writing Course

6. Producing the report: The researcher reported what had been gained from the data in chapter 4.

### 3.6 Steps of the Research

In conducting this study, the researcher did several steps to complete the current research successfully. The following steps done by the researcher were shown in table 3.5.

Table 3.5. Steps of the Research

<b>Steps</b>	<b>Descriptions</b>
1	Finding the phenomenon or issue in a state university in Tasikmalaya
2	Searching and understanding several journals on the phenomenon
3	Identifying the real context of the phenomenon
4	Deciding the topic be studied as the research
5	Understanding some references and finding the gap of the study
6	Starting to write a research proposal including the background of the study until the research procedures
7	Examining research proposal in front of the supervisors and examiners
8	Starting to collect the data by doing a semi-structured interview with the participants



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9	Analysing the data from the interview transcription
10	Creating the report as the result of the thesis
11	Examining the thesis in front of the supervisors and examiners

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### **3.7 Time and Place of the Research**

This research was conducted from January 2021 to January 2022 as can be seen in table 3.6. It started from the proposal writing until the thesis examination. Moreover, the current study took place at a state university in Tasikmalaya, Indonesia, which provides creative writing as an elective course as the researcher has explained on the part of settings and participants.

