

## **CHAPTER 3**

### **RESEARCH PROCEDURE**

#### **3.1. Research Method**

Descriptive case study was chosen as a research method for the present study, because the aim of a descriptive case study is “only to present a detailed contextualized picture of a particular phenomenon” (according to Heigham & Croker, 2009, p. 71). This method is appropriate for present study as it is purposed to enrich the description of students’ perceptions on difficulties towards haiku poetry writing.

#### **3.2. Research Participants**

The participants of this study involved three of twenty-three year old female students. Two of them were undergraduate students of the English Education Department at one of universities in Tasikmalaya, West Java. And the other one was a fresh graduate student who had studied at the same department and university (the participant agreed to participate in this research before she graduated). They took a Creative Writing course in the same semester and the same year. All of the participants are recruited with the considerations : 1) they have learned English since they were in elementary school 2) the participants took Creative Writing course in the third semester 3) the participants had learned and wrote haiku 4) they are admitted they had difficulty in

composing their haiku 5) they were willing to be participants of this study.

### **3.3. Technique of Collecting Data**

This study used semi-structured interviews for collecting the data of students' perceptions towards the difficulties faced by them in haiku poetry writing. According to Heigham & Croker (2009), "semi-structured interviews are interviews based on a plan or *interview guide*, which aim to cover key topics and questions, but which are allowed to develop as naturally as possible and not necessarily in the planned order" (p. 321). The interview with the participants was conducted twice through a social media application called WhatsApp. It was used as a media to interview the participants concerning their perceptions towards the difficulties in haiku poetry writing.

### **3.4. Technique of Data Analysis**

The researcher used thematic analysis to analyze the research data (Braun & Clarke, 2006). Thematic analysis was chosen because its "offers a way into qualitative research that teaches the mechanics of coding and analyzing qualitative data systematically, which can then be linked to broader theoretical or conceptual issues" (Braun & Clarke, 2012, p. 58). There are 6 steps of thematic analysis :

### 3.4.1 Familiarising yourself with your data

The data were collected through semi-structured interview (verbal data), also the process of interview was collected through voice notes on *whatsapp*, thus, the audio was automatically recorded. “Audio recordings certainly provide a more accurate rendition of any interview than taking your own notes” (Yin, 2018, p. 161), then the data of the interview was transcribed from spoken into written form (Braun & Clarke, 2006, p. 17).

In this step, the researcher re-reads the data that has been transcribed to get keywords of students’ perceptions about difficulties in writing haiku and mark ideas to get the initial codes.

Table 3.1 *Familiarizing the data*

Utterances	Initial Codes
<i>R : Assalamualaikum warahmatullahi wabarakatuh. Selamat pagi, gimana kabarnya? Makasi banyak sebelumnya udah mau meluangkan waktu dan berpartisipasi dalam penelitian ini yang bertujuan untuk mengetahui kesulitan apa saja yang dihadapi dalam menulis haiku di kelas Creative Writing di semester 3. Langsung aja ya, bisa tolong deskripsikan diri anda? Nama dan umur.</i>	

### 3.4.2 Generating initial codes

The researcher started to search and highlight the codes into different colours and naming it to make the codes classification easier.

Table 3.2 *Generating initial codes*

<p><i>P : Paling itu sih.. karena memang knowledge of vocabulary akunya yang masih sedikit, kemudian juga harus mencari kata yang tepat untuk haiku yang aku buat dan pas juga sama formatnya. Kata aku tadi, soalnya kan haiku itu aturannya simpel tapi sulit.</i></p>	<p>Proper Vocabulary</p> <p>Syllable Pattern and three line form</p>
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### 3.4.3 Searching for themes

In this step, the researcher needed to find the connection between codes, between themes, and between different levels of themes” (Braun & Clarke, 2006, p. 20). Here, the researcher started classifying and grouping different codes into potential themes. The researcher grouped the codes which possibly have the same theme. Then, the themes were also colored differently to ease the process of classifying the codes into the appropriate themes.

Table 3.3 *Searching for Themes*

1. Syllable Pattern and three line form	32
2. Delivering the ideas	25
3. Proper Vocabulary	19
4. Grammar	12

### 3.4.4 Reviewing themes

In this step, the researcher checked, sorted out the themes and selected whether the themes could be kept or should be removed because it did not support answering the research question.

Table 3.4 *Reviewing themes*

1. Syllable Pattern and three line form	32
2. Delivering the ideas	25
3. Proper Vocabulary	19
4. Grammar	12

### 3.4.5 Defining and naming themes

After classifying the themes, in this step the researcher gave a name for each theme according to the data that appeared. Braun & Clarke (2006) noted that “names need to be concise, punchy, and immediately give the reader a sense of what the theme is about” (p. 23).

Table 3.5 *Defining and naming themes*

1. Applying Haiku’s Line and Syllable Pattern
1. Delivering the ideas
3. Selecting Proper Vocabulary
4. Grammar

### 3.4.6 Producing the report

In the last step, the researcher tried to report the results of data analysis about difficulties towards haiku poetry writing faced by students according to the themes.

Table 3.6 *Producing the report*

1. Applying Haiku’s Line and Syllable Pattern
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2. Delivering the ideas
3. Selecting Proper Vocabulary
4. Grammar

### 3.5. Research Schedule

Table 3.7. Research Schedule

No.	Activities	Nov- Dec 2019	Jan- Dec 2020	Jan- Jun 2021	Jul- Oct 2021	Nov- Dec 2022	Jan- Apr 2022	May 2022	Jul 2022
1.	Research Topic Approval								
2.	Research Proposal								
3.	Chapter 1								
4.	Chapter 2								
5.	Chapter 3								
6.	Proposal Approval								
7.	<i>Seminar</i> Proposal								
8.	Revising the Proposal								
9.	Conducting the research								
10.	Chapter 4								
11.	Chapter 5								
12.	Final Thesis Examination								