

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

The researcher used the descriptive case study as research methodology in this study. Atmowardoyo (2018) pointed out a descriptive case study as a kind of case study since it is designed to describe a certain case or phenomenon as the main goal of descriptive research is to systematically describe the existing phenomena under the study. Moreover, Yin (2017) stated that case study is “an empirical method that investigates a contemporary phenomenon within its real-life context”. Exploring students’ perceptions in writing fanfiction during creative writing class is a real-life context. In addition, a descriptive case study provides a detailed description of a phenomenon within its context. As a result, a descriptive case study approach was used to describe the real-life context that was about students’ perceptions in writing fanfiction during creative writing class.

3.2 Setting and Participants

This study was conducted in the Creative Writing class at a University in Tasikmalaya, West Java, Indonesia. The subject taught in this course is Fanfiction. The fanfiction project is divided into several meetings. At the first meeting, the lecturer explained the material about Fanfiction, the genres, and the steps to writing Fanfiction. Then, after that, the students fill out the fanfiction planning. Fanfiction planning is a template provided by the lecturer that contains the title, character, and type of Fanfiction students will be writing. In this project, the lecturer frees the students to choose the kind of Fanfiction they like, except Boy's Love, Girl's Love, and Smut. Those kinds of Fanfiction didn't allow to write because that Fanfiction usually contains suggestive scenes. In filling out Fanfiction planning, the students also wrote a short outline describing the plot and how the Fanfiction they would create would be organized. After filling in the template, the students began to write

the full version of their Fanfiction. The students published their Fanfiction on Wattpad. Next, there was a promotion session where students had to promote the fanfiction project they had written. The students promoted their Fanfiction on social media such as Twitter and Instagram. In this promotion session, the Fanfiction created by students was also commented on by the readers. After that, students fill out the reflection on a Google Form. In this reflection, students were asked to describe how the writing process and story promotion process were going, and they were also asked to screenshot the best comments from their work.

Regarding the participants, this research involved six students who joined a Creative Writing course in 2021, especially when they were in the 5th semester. In selecting the participants, they recruited for several considerations, such as (1) they were highly interested in writing Fanfiction, (2) they were active in Creative Writing class, (3) they were actively writing Fanfiction, although the project was finished, (4) they were willing to participate in this study. The researcher chose those participants to get detailed data about their perceptions of writing Fanfiction. In selecting the participants and making agreements with the participants, the researcher provided a consent form to participants as their approval to participate in this research. They were also informed of the dates and hours for completing the interview. The concerns of anonymity and confidentiality were also discussed with the participants, and the participants were willing to participate in this study and gave the data the researcher needed. The interview process was recorded from the beginning of the interview until the end of the interview.

Table 3.1 Participants Demographic Information

| Participant | Age | Education | Genre of Fanfiction |
|--------------------|--------------|---|----------------------------|
| P1 | 21 years old | Bachelor of English Education (ongoing) | Horror |
| P2 | 21 years old | Bachelor of | Adventure |

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| | | English Education (ongoing) | |
| P3 | 21 years old | Bachelor of English Education (ongoing) | Fantasy |
| P4 | 22 years old | Bachelor of English Education (ongoing) | Science Fiction |
| P5 | 23 years old | Bachelor of English Education (ongoing) | Romance |
| P6 | 22 years old | Bachelor of English Education (ongoing) | Romance |

3.3 Data Collection

In this study, the researcher used semi-structured interviews. The interview was conducted and recorded using audio recording through zoom meeting and chat. There were several questions for the interview, and it's according to the focus of the research about students' perception of writing fanfiction. To avoid confusion among respondents, the interview used Bahasa Indonesia. The interview guideline was associated with perception theories designed by Lahey (2012) and focused on three points such as learning experiences, motivation and emotion. The description of each point was explained in the table below.

Table 3.2 Aspects Influencing Perception

| Aspect | Description |
|----------------------|--|
| Learning experiences | Learning experience refers to something that has been experienced, done, or felt, both long ago and that has just happened as a result of student learning. Learning experiences occur as a result of students participating in educational activities related to their behaviour. |

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| Emotion | Emotion is a feeling during the learning process, which can result in a range of feelings. Emotions are universal, how students are perceived is influenced by their experiences and their surroundings |
| Motivation | Motivation is desire that encourages students consciously or unconsciously and influences students to learn with enthusiasm. Motivation can affect how an individual perceives their own environment because motivation plays a crucial role in learning. |

3.4 Data Analysis

The data from the semi-structured interview were analyzed using a data analysis method by Miles, Huberman, and Saldaña (2014). In this research, the data were analyzed in several steps:

1. The researcher transcribed the data obtained from the interview.
2. The researcher analyzed the transcription qualitatively by using the concept of Miles, Huberman, & Saldaña (2014).

The data analysis included the following activities:

3.4.1 Data Condensation

At first, the data collected through the interview were transcribed. In this step, the transcribed data from the interview were condensed by selecting, focusing, simplifying, and transforming the data that appeared in written-up field notes or transcription of the information gained from the collecting data (Miles, Huberman, & Saldaña, 2014). After collecting and reducing the irrelevant data which were not related to the theme or research question, the researcher displayed them in a descriptive form. The researcher selected data chunks from the interview transcripts to

strengthen the data by using the conceptual framework and research questions to sharpen, focus, and organize the data.

Table 3.3 Data Condensation

| Original Data | Condensed Data |
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| I was both happy and challenged because I had never written fanfiction in English before. So, this is a challenge and an opportunity, as well as a chance for me to develop my writing. I also feel very excited about this course because I can write good fanfiction with the theory and knowledge that I got in creative writing. | I feel excited, happy, and challenged when writing fanfiction in the creative writing class because I can write fanfiction based on theory. |

During the data condensation process, there were two phases conducted by the researcher. They were first cycling code and second cycling code. These two phases were done to help the researcher in displaying the data.

3.4.1.1 First Cycle Coding

In the first cycling code, the condensed data were initialized into codes. The researcher found some initial codes that arise from the data interview. Most of the initial codes were raised from the same participants' responses. It means that participants' responses had the same initial codes. An example of initial codes is shown in the table below.

Table 3.4 Initialing Codes

| Data | Initial Codes |
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| <p>The lecturer gave a template before we wrote fanfiction. After that, I decided what title I wanted to make, what genre and plot I wanted, what kind of conflict I wanted, how the ending would be, and the characters I wanted to be in the story I made. Then I continued to write in full version.</p> <p>After that, I uploaded fanfiction on Wattpad because I have been using Wattpad for a long time, so it's more familiar. It was my first time making fanfiction, so I was excited because I had never read it before, so I asked my friends who have read fanfiction what it was like. Then finally, because I got a project from creative writing, I tried to write it</p> | <p>Students' experience of how they write fanfiction in the creative writing class</p> |

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| <p>while listening to suggestions from friends who often read fanfiction. That was the most interesting task because I had never done it before, so I was excited.</p> | |
| <p>After writing fanfiction in creative writing class, my confidence increased. Then, my skill to create the story was also trained because I can make the story based on the plot or the characters that I want.</p> <p>Besides that, I also can improve my vocabulary because I get a lot of new vocabulary. There are some strange words that I used in the fanfiction I wrote, so it helped me to increase my vocabulary. Also, some comments build my confidence. Moreover, the good thing about creative writing class is that every story was commented on by the lecturer, which affected</p> | <p>Benefits gained by students when writing fanfiction in the creative writing class</p> |

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| my motivation to write. | |
| <p>Happy, excited, and for me, it was an amazing experience. Then, I'm more enthusiastic about doing the task. I did the homework quickly because the fanfiction project needed a lot of ideas. So I keep writing even though sometimes I feel a little stuck. But I enjoy it.</p> | <p>Students' feelings when they write fanfiction in the creative writing class</p> |
| <p>My motivation is high because I am excited and happy in the process of writing fanfiction. I am also delighted and proud because I can read the fanfiction that I wrote. What makes me happy is that I can make stories based on the plot, characters, and setting that I want.</p> | <p>Students' motivation when writing fanfiction in the creative writing class</p> |
| <p>The difficulty came from grammar, and the challenge is I am still confused when using the present tense and past tense. The present tense was used for direct</p> | <p>Challenges faced by the students during writing fanfiction in the creative writing class</p> |

quotations, and then I used the past tense in the narration, which confused me.

Then, in terms of vocabulary, sometimes I feel confused because I chose fantasy, so some words are a bit strange. I also had difficulty writing English. So, I used google translate, which was quite helpful even though the results still needed to be reviewed again. I used google translate because some terms are a bit foreign, so I used google translate to make sure.

In addition, I had a lack of self-confidence, and I feared that there would be no one reading it. If I see the results of my fanfiction personally, I feel happy, but I'm afraid there will be fewer readers. The rest of my friends are also promoting it. I can see that they have a lot of votes and comments, so I'm afraid

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| that no one will read it, and no one will be interested in my fanfiction. | |
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After the initial codes were assigned, the researcher developed the initial codes into a smaller number of categories.

Table 3.5 Developing Codes

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| Students' experience of how they write fanfiction in the creative writing class |
| <ul style="list-style-type: none"> • Students' perceptions about writing fanfiction in the creative writing class • Online platform used by students during writing fanfiction in the creative writing class • Genre and type of fanfiction written by students when writing fanfiction in the creative writing class • Inspiration used by students when writing Fanfiction in the creative writing class |
| Students' perceived challenges during writing fanfiction |
| <ul style="list-style-type: none"> • Challenges faced by the students when writing fanfiction during creative writing class |
| Students' beliefs regarding the benefits of writing fanfiction |
| <ul style="list-style-type: none"> • The impact after writing fanfiction in the creative writing class • The benefits of writing fanfiction felt by the students • New skills that students got after writing fanfiction in the creative writing class |
| Students' feelings when writing fanfiction in the creative writing class |
| <ul style="list-style-type: none"> • The feelings of students when writing fanfiction in creative writing class • Students' expectations when writing fanfiction in the creative |

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| writing class |
| Students' motivation in writing fanfiction during creative writing class |
| <ul style="list-style-type: none"> • Students' motivation when writing fanfiction in the creative writing class • Students' enthusiasm when writing fanfiction in the creative writing class |

3.4.1.2 Second Cycle Coding

After the first cycling code was done, then the researcher was doing the second cycling code which was pattern coding. In this phase, the smaller numbers of categories in developing code were grouped into three aspects of students' perception based on the conceptual framework. The three aspects of students' perception are learning experiences, emotions, and motivation. Those three aspects are shown in the table below.

Table 3.6 Generating Pattern Codes

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| Learning experiences |
| <ul style="list-style-type: none"> • Students' process in writing fanfiction • Students' perceived challenges during writing fanfiction • Students' beliefs regarding to benefits of writing fanfiction |
| Emotion |
| <ul style="list-style-type: none"> • Students' feelings during writing fanfiction |
| Motivation |
| <ul style="list-style-type: none"> • Students motivation during writing fanfiction |

3.4.2 Data Display

After the data were condensed by doing the first and second cycling codes, the next step was displaying the data. A display is an

organized, compressed assembly of information that permits conclusion drawing and action. The process of reducing and displaying the data was based on the formulation of the research problem and done by presenting a set of structured information and the possibility of drawing conclusions.

Each participant is denoted by abbreviations. P1 stands for the first participant, P2 for the second, P3 for the third, P4 for the fourth participant, P5 for the fifth participant, and the last P6 for the sixth participant. The data display can help the researcher understand what the data is about. In addition, it can help the researcher to draw a conclusion. The table below is an example of a data display. It is to present the data set briefly.

Table 3.7 Data Display

| Number of participant | Learning experiences | Emotion | Motivation |
|------------------------------|--|---|---|
| P1 | I think writing fanfiction really helps me. Writing fanfiction can practice my writing skills, such as developing a plot. Writing requires practice, one of which can be trained through fanfiction. | I was enthusiastic, I felt happy, and I felt challenged. I was feeling challenged, and my motivation increased. | My motivation always increases because my curiosity always rises. |
| P2 | This is a fun project | I feel very | My motivation |

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| | <p>because I like to write stories. Sometimes I also want to write a story, but I never published it, so I feel enthusiastic about writing fanfiction. Then, I think it's a bit challenging, too, because there is confusion. The writing procedure should use language appropriate for the story, so I had some difficulties with the vocabulary.</p> | <p>happy because I can change the story's ending to be what I want.</p> | <p>is always high because I take creative writing based on my passion. So whenever there is a task, I am always excited and feel it is not a burden.</p> |
| P3 | <p>Regarding the experience of writing fanfiction in the creative writing class, fanfiction is not a genre that I like. It's also not my favourite, but when I worked on a fanfiction project, I was really happy because it was my first time writing fanfiction. So from the preparation to the writing process, I was excited then.</p> | <p>I was enthusiastic because it's the first fanfiction I've made, so I felt excited starting from the plot research, character research, and setting of the place. It's really enthusiastic. Then I felt happy, too,</p> | <p>My motivation is high because I am excited and happy in the process of writing fanfiction. I am also delighted and proud because I can read the fanfiction works I wrote. What makes me happy is that I can make stories based on the</p> |

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| | | <p>because, during the writing process, I did not experience writer's block. Then I also enjoy writing fanfiction because I feel passionate about doing it and always want to write the best.</p> | <p>plot, characters, and setting that I want</p> |
| P4 | <p>The lecturer gave a template before we wrote fanfiction. After that, I decided what title I wanted to make, what genre and plot I wanted, what kind of conflict I wanted, how the ending would be, and the characters I wanted to be in the story I made. Then I continued to write in full version.</p> <p>After that, I uploaded fanfiction on Wattpad because I have been</p> | <p>Happy, excited, and for me, it was an amazing experience. Then, I'm more enthusiastic about doing the task. I did the homework quickly because the fanfiction project needed a lot of ideas. So I keep</p> | <p>My motivation is standard, not too low and not too high. But I was consistent, so I could complete the project.</p> |

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| | <p>using Wattpad for a long time, so it's more familiar. It was my first time making fanfiction, so I was excited because I had never read it before, so I asked my friends who have read fanfiction what it was like. Then finally, because I got a project from creative writing, I tried to write it while listening to suggestions from friends who often read fanfiction. That was the most interesting task because I had never done it before, so I was excited.</p> | <p>writing even though sometimes I feel a little stuck. But I enjoy it.</p> | |
| P5 | <p>When I was tasked with making fanfiction, I immediately got the inspiration for what I wanted to write and who the characters were. So I was really excited to make fanfiction. Then, I think this fanfiction project is very helpful for transferring ideas or</p> | <p>I feel enthusiastic, happy, and very excited to write. When I write fanfiction, I think touched because I can finally share my</p> | <p>My motivation is high because I was very enthusiastic about this fanfiction project, even though I had never written fanfiction before.</p> |

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| | <p>imagination into creative writing because the course title is also creative writing, so we can write freely compared to writing scientific papers with certain provisions. When writing fanfiction, I must be more creative and imaginative, so in my opinion, apart from being able to imagine, we can also express our interests.</p> | <p>imagination into a story ready to be read by people. I was excited, but I was also nervous because my work was read by other people. Moreover, I feel happy too because I'm free to choose the character I like, so I'm delighted to be able to tell the things I like.</p> | |
| P6 | <p>When I wrote fanfiction in the creative writing class, I chose the main plot first, then decided what kind of plot I wanted, what genre I wanted, and who the characters were. So I made the outline first. When I have chosen the chosen genre, setting,</p> | <p>I felt very happy. I enjoy studying in the creative writing class because writing is my interest and talent. I think writing is fun as long as you</p> | <p>My motivation was high, I didn't take too long to complete the task of writing fanfiction because I already had an overview of the plan of my</p> |

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| | and characters, I develop it based on my imagination so that it can be adapted easily. | want the plot and the expectation of your writing. | story, so it didn't take too long to do it, and it can be done well. |
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3.4.3 Drawing and Verifying Conclusion

The third step of analyzing data analysis is drawing and verifying a conclusion. Beginning with the collection of data, qualitative analysis begins to determine what things mean by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, and Saldana, 1994). In this step, the researcher interpreted what things mean by noting the pattern and made a conclusion. According to Miles and Huberman (2014), the conclusion is verified as the researcher proceeds. The conclusion drawing and verifying were explained in detail in the next chapter.

3.5 Steps of the Research

The researcher started the research by contacting the selected participants through phone text to ask about their willingness to participate in this research. Then, the researcher explained the purpose of the study. After the researcher obtained the participants' permission and they were willing to participate, the researcher explained the directions and procedures of the interview. The researcher assured participants that only aggregated results would be published. On the other hand, their data information will not be published. The researcher also told the selected participants to be sincere, honest, and communicative during the interview. Furthermore, the interview session was conducted through Zoom Meeting. The meeting and interview session were audio-recorded.

3.6 Research Schedule

Table 3.8 Research Schedule

| No | Activities | Jan – April 2022 | May 2022 | Sept 2022 | Oct – Nov 2022 | January 2023 | February 2023 |
|----|-------------------------------|------------------|----------|-----------|----------------|--------------|---------------|
| 1. | Research Proposal Writing | | | | | | |
| 2. | Research Proposal Examination | | | | | | |
| 3. | Data Collection | | | | | | |
| 4. | Data Analysis | | | | | | |
| 5. | Comprehensive Examination | | | | | | |
| 6. | Final Thesis Examination | | | | | | |