

## **CHAPTER III**

### **RESEARCH PROCEDURES**

#### **A. Research Methodology**

This study designed qualitatively by using descriptive case study. As Baxter and Jack (2008) stated, “Qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources (p. 544).”

“A descriptive case study aims only to present a detailed, contextualized picture of a particular phenomenon” Widodo (2013, as cited in Yin, 2003). This study presents a single phenomenon that the researcher found in the students’ first experiences in writing poetry on Instagram, becomes her interest to know about it.

#### **B. Research Participants**

The participants of the study conducted to six of students in English Education Department who have got Literature in ELT subject in 4<sup>th</sup> semester, consisting of 2 male and 4 females. The participants were chosen according to several criterions. First, they like write something on social media. Second, they are good in writing or like poetry. Third, this was their first experiences in writing poetry through social photo sharing on Instagram.

#### **C. Technique of Analyzing the Data**

The researcher analyzed the data using thematic analysis. TA is essentially a method for identifying and analyzing patterns in qualitative data (Clarke, V. and Braun, V., 2013). There are 6 phases of thematic analysis:

## 1) Familiarization with the data

In this phase, the researcher reread and well-known of the data was gathered. It was important to gain the understanding of the data, at least once, before finding the themes of the data. As stated in Braun & Clarke, (2013), “the researcher must immerse themselves in, and become intimately familiar with, their data; reading and re-reading the data (and listening to audio-recorded data at least once, if relevant) ...”.

**Table 3.1***Interview transcription*

Time	Utterances
R	<i>Apa yang Anda rasakan dalam perencanaan pembuatan puisi?</i>  What do you feel in the planning of writing poetry?
P	<i>Excited banget. Soalnya udah lama gak nulis puisi. Ternyata dapat tugas bikin puisi, berbahasa Inggris dan berlatar lagi.</i>  So excited, because it was long time don't write a poetry.  Appear that I got an assignment to write a poetry, in English and with background.
R	<i>Apakah ada kendalanya?</i>  Is there an obstacle?
P	<i>Sempat bingung banget karena muncul beberapa ide atau gagasan untuk temanya.</i>

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- R *Bagaimana caramenyelesaikan kebingungan tersebut?*  
How to solve the confussion?
- P *Akhirnya memilih tema yang memang aku kuasai dan sesuai suasana hati saat itu.*  
*Finally choosed the theme I mastered and based on my feeling.*
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## 2) Coding

This phase, the researcher coded the data by giving color to every statement depends on the situation to answer the research question of the study. The researcher codes every data item and ends this phase by collating all their codes and relevant data extracts (Braun & Clarke, 2013).

R	Apa yang Anda rasakan dalam perencanaan pembuatan puisi?	
P	Pada awalnya Sava bingung dalam perencanaan	Godeg Students confusing
R	Apakah ada kendala lain selain kebingungan?	
P	Tidak ada	
R	Bagaimana mengatasi kebingungan tersebut?	
P	Sava menuliskan tema-tema yang menurut Sava menarik, lalu Sava seleksi.	
R	Apa yang Anda rasakan ketika mneulis dan mengembangkan isi puisi Anda?	
P	Sava senang karena bisa menuangkan ide dan perasaan dalam sebuah tulisan.	Godeg Having enthusiastic
R	Apakah ada kendalanya?	
P	Ada, kendalanya dalam membuat rima puisinya.	Godeg Students' confusing
R	Bagaimana cara Anda mengatasinya?	
P	Meihat sinonim dari kata tersebut di kamus.	
R	Apa yang Anda rasakan ketika merevisi puisi Anda?	

Figure 3.1 Colouring the codes

## 3) Searching for themes

In this stage, the researcher found out the themes from the codes of the data, then grouped the codes into themes.

**Table 3.2**

*Searching for Themes*

<b>Theme: Preparing in making a poetry.</b>	<b>Theme: Writing/ generating text.</b>	<b>Theme: Revising and editing text.</b>	<b>Theme: Publishing a poetry.</b>
<b>Codes</b>	<b>Codes</b>	<b>Codes</b>	<b>Codes</b>
Students' thinking about idea	Showing the creativity	Checking students' assignments	Internet connection
Students' obstacle in conducting a theme	Students' imaginations	Sharing friend	Sharing students' poetry
	Create students' feeling	Improving structure	Confusing in choosing a background related the theme
	Challenge to make a good poetry	Lecturer and friends' correction	
<b>Theme: Writing Challenges</b>	<b>Theme: students' interest in writing</b>	<b>Theme: satisfaction in writing</b>	<b>Theme: emotional response to feedback</b>
<b>Codes</b>	<b>Codes</b>	<b>Codes</b>	<b>Codes</b>
Difficult in choosing an idea	Very happy in write down their feeling	The reader understand what students' write	Feedback can be constructive
Difficult in using language play	Like to make poetry	Get many likes and comments	Positive feedback can student be proud
Difficult in choosing a good vocabulary	like to make a rhym		

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#### 4) Reviewing themes

The researcher reflected on whether theme fit or not with the project's problem, so the researcher could develop the theme into well describe.

**Table 3.3**

*Reviewing Themes*

<b>Theme: Being enthusiastic in writing poetry</b>	<b>Theme: Being confused when generating idea</b>	<b>Theme: satisfaction in writing</b>
Students' enthusiastic in getting an assignment,	<b>Subtheme: Confusion of Conceptualizing Idea.</b> Students' preparation in writing, Confusing in determining a theme,	Feel happy when the reader understand what they wrote, Get many likes and comments to the reader, Get the positive comments.
Like to make a rhym,	<b>Subtheme: Confusion of Selecting an Appropriate Diction</b> Language play, Difficult in using good vocabulary,	
Like to make a poetry through image,	<b>Subtheme: Confusion of Selecting an Appropriate Picture</b> The appropriate between image and poetry, Image can tell the message, Confusing in choosing background related the poetry.	
Like a poetry		

#### 5) Defining and naming themes

In this phase the potential theme were checked due to the correlation of the data. After checking the potential theme the researcher naming it with the appropriate name and the researcher was ready to interpret it.

#### 6) Writing up

The last, the researcher has to develop what has been done in several phases.

### **D. Technique of Collecting the Data**

To collect the data, the researcher chose an interview as instrument to get the data that needed to be collected for the study. Based on Widodo (2013) that when the researcher uses case study as a method, the researcher can get and gather the data by using “classroom observations, interview and text analysis.”

The researcher employed semi-structured interview. The result of interview will transcribed by the researcher to highlight the statement that focuses on research questions of the study, to ensure the reliability of the data. As stated by Harrell and Bradley (2009), “In semi-structured interviewing, a guide is used, with questions and topics that must be covered” (p.27).

This interview was chat-texted, voice recorded and transcribed. As Harrell and Bradley (2009) stated, “Interviews are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. Interviews can be conducted in person or over the phone”. To analyze existing data, the researcher looked at the most dominant answers to the answers given in the interview, wich were then concluded to be an outcome in conducting this research.

## E. Research Schedule

**Table 3.4**

*Research Schedule*

No	Activities	Nov. 2017	Dec. 2017	Jan- Dec 2018	Jan- Mar 2019	April- Dec 2019	Jan- July 2020	Aug 2020
1.	Submission and Approval of Research topic							
2.	Writing Proposal Approval							
3.	Seminar Proposal Examination							
4.	Conducting the Research and Writing the Report							
5.	Final Thesis Examination							