

CHAPTER III

RESEARCH PROCEDURES

A. Research Design

This present study used case study as the research design. As revealed by Yin (2003) that case studies design are the preferred strategy when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context. Moreover, descriptive case study set to describe the natural phenomena which occur within the data in question (Hood, 2009). In this context, the researcher attempted to explore the perceptions of EFL students on utilizing picture in poetry writing class.

B. Setting and Participants

The study conducted at a senior high school in West Java, Indonesia. Five volunteer students of EFL classroom which have similar age of 16-17 years old in different gender represent of 36 students in a poetry writing class. Most of the students use *Bahasa Indonesia* and *Bahasa Sunda* to communicate each other. The students have learned English since they were in the elementary school. The recruitment of the students followed the school's ethical clearance. Before conducting the research, the participants were asked to fill out the consent form verifying that they participated in this research, and their participations were voluntary. They further on addressed to fictional names (Alfa, Brian, Clara, Della, Eliza) in accordance with research ethical considerations on confidentiality.

C. Procedure

In conducting the research, these steps were applied as follows: First, five participants are recruited; the researcher asked their willingness for being participants in this study with casual private conversation. Next, by their agreement, the researcher began to do the interviews. The interviews were recorded and conducted separately and privately. It steered in *Bahasa Indonesia* and *Bahasa Sunda* because some of considerations: (1) It provided students a fair opportunity to express themselves, regardless of their actual skills in English, (2) It encouraged participants to speak freely about their feelings and experiences, (3) It made interview more comfortable to express their thoughts and opinions and (4) It made interview seems like casual chit chat. Finally, the results of interviews, in the form of voice note were transcribed and analyzed using thematic analysis framework Braun & Clarke, 2006.

D. Data Collection

The researcher employed semi structured interview as method of data collection to get the depth information by providing the opportunity to the interviewer to investigate and expand interviewee's responses. Five participants were individually interviewed with several open-ended questions concerning to perceptions on utilizing picture in poetry writing.

E. Data Analysis

The data was analyzed using thematic analysis (Braun & Clark, 2006).

They defined it as a method for identifying, analyzing, and reporting themes within data. There are six step of analysis (See Table 1).

Step 1: Familiarising with the data,	Step 4: Reviewing themes,
Step 2: Generating initial codes,	Step 5: Defining and naming themes,
Step 3: Searching for themes,	Step 6: Producing the report.

Table 3.1 - Braun & Clarke's framework for thematic analysis

Step 1: The data from the interview was transcribed. The data was read repeatedly in order to be familiar with the depth and breadth of the content, and then make notes or marking the ideas. The aim of data analysis at this preliminary stage was to prepare written texts to build up a coding system.

Transcript of Interview Data 1

R: Researcher / C: Clara (Pseudonym)
Setting: School Lobby, 11th march 2019
Length of interview: 04:51

R: Assalamualaikum Clara

C: Waalaikumsalam

R: Sorry for disturbing you, here I'd like to conduct the interview as the data requirement for my research. May I?

C: Yes, of course.

R: My thesis is about students' perceptions of utilizing picture in poetry writing. As you experienced and felt in English specialization program class, Mrs. Dedeh asked you to write poetry based on the picture she gave to you, right?

C: Yes, I remember it.

R: Well, first I want to ask you. Do you like writing poetry?

C: Yes, I really like it

R: Why do you like it?

C: It's interesting and I feel more creative.

R: More creative? please tell me more about that

C: Hmm it is kinda hard to explain. For example, you must think about the words choice or the diction from the beginning, and then it should be arranged into beautiful words.

Figure 3.1 – Transcript of Interview

Step 2: In this step, I coded every data item by bolding them. Furthermore, I also colored the codes which possibly have the same theme in order that the process of analysis in the next step becomes easier.

R	But you have to keep doing your homework, right? So, what did Alfa feel at that time?
A	I have to do it, rather than I don't have a score. The hardest thing to make a poetry or essay is when I want to start it. I don't like it.
R	Did you use the picture at the time to make the poem? Doesn't it help?
A	Yes it help me, but I still confused

Figure 3.2 – Bolding the Codes

R	But you have to keep doing your homework, right? So, what did Alfa feel at that time?	
A	I have to do it, rather than I don't have a score. The hardest thing to make a poetry or essay is when I want to start it. I don't like it.	Reluctance Problem to start writing poetry Resistance
R	Did you use the picture at the time to make the poem? Doesn't it help?	
A	Yes it help me, but I still confused	Helped by the picture Feeling confused

Figure 3.3 – Colouring the Codes

Step 3: In this step, I attempted to group the codes which possibly have the same theme. Then, the themes were also colored differently in order to ease the process of including the codes into the appropriate theme.

Emotions		Attitudes	
• Sense of achievement	3	• <u>Unsreiness</u>	2
• Interest	3	• Acceptance	2
Difficulty		Value	
• Picture is not detail	4	• Stimulate the ideas	5
		• Encourage imagination	3
		• Connecting picture with real experience	4
		• Increased creativity	5

Figure 3.4 – Grouping the Codes

Step 4: This step involved reviewing the themes to ensure whether the themes were appropriate or not. In addition, if the themes were not appropriate, I omitted or replace the theme.

Picture as Interesting Media	Picture as Idea Stimulation	Obstacle while writing poetry
<ul style="list-style-type: none"> Affecting learning motivation 	<ul style="list-style-type: none"> Allowing students follow their imagination and creativity 	<ul style="list-style-type: none"> Limited source to explore

Figure 3.5 – Reviewing the themes

Step 5: In this phase, the researcher tried to modify the themes from the phase before. Some of the themes may need to be broken down into smaller component whereas some other themes need to be blended.

Picture as Interesting Media in Poetry Writing	Picture as Idea Stimulation	Challenges faced by students while writing poetry
<ul style="list-style-type: none"> Affecting learning motivation 	<ul style="list-style-type: none"> Allowing students follow their imagination and creativity 	<ul style="list-style-type: none"> Limited source to explore

Figure 3.6 – Naming the themes

Step 6: I reported the reader about the data in a way which can convince the reader the merit and validity of the analysis.

After analyzing data from the interview using thematic analysis, I finally found three emergent themes heading to students perceptions toward the use of picture in poetry writing: (1) Picture as an interesting media in poetry writing (2) Picture as idea stimulation and (3) Challenges faced by students from the picture in poetry writing. These themes depicted the students' perception of poetry writing by utilizing pictures in EFL classroom.

A. Picture as an Interesting Media in Poetry Writing

When undertaking the interview, I asked each participant about how they felt when they wrote a poetry by utilizing picture. Most of participants uttered their pleasant impressions. They said that the pictures were able to attract their attention and make them interested to write poetry. These following statements from the participants gave the evidence that picture can be an interesting media in poetry writing.

Figure 3.7 – Producing the report

F. Research Schedule

No.	Activities	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Jul. 2019	Agust 2019
1.	Submission of Research	■					
2.	Research Approval	■	■				
3.	Chapter 1	■	■				
4.	Chapter 2			■			
5.	Chapter 3			■			
6.	Seminar Proposal Examination				■		
7.	Conducting the Research				■		
8.	Chapter 4					■	
9.	Chapter 5					■	
10.	Final Thesis Examination						■

Table 3.2 – Research Schedule