

CHAPTER 3

RESEARCH PROCEDURES

3.1. Method of the Research

In this study, the researcher utilized case study as the design of research. In this case, the social phenomenon is students' learning experiences in writing haiku as a reflective learning platform in a course of the English Education Department in one of the universities in Tasikmalaya, West Java, Indonesia, namely Children's Literature class.

3.2. Focus of the Research

This research focuses on the experiences of students in writing haiku as a reflective learning platform in Children's Literature class.

3.3. Setting and Participants

This research was conducted in the English Education Department of a university in Indonesia specifically conducted in Children's Literature class. The class is selected because this class applied Haiku as a reflective learning platform and requires students to write it at the end of every meeting. Moreover, the participants in this research are three students in 8th semesters of the English Education Department that have experience writing haiku as a reflective learning platform in Children's Literature class. They were chosen as participants because they have documents of haiku as a reflective learning. Therefore, they have already taken the course in fourth semesters and they have the document of haiku as a reflective learning platform.

3.4. Technique of Collecting the Data

This research used semi-structured interviews to collect the data in order to inform their personal experiences in Children's Literature class. Semi-structured interviews are chosen to make the interviewee freely express their opinion about the issue. It is used by the researcher to obtain the interview to remain flexible so the interviewees are able to express the other important information still arising (Dawson, 2019). Furthermore, the interview was conducted using *Bahasa Indonesia* so the participants were more comfortable and free in conveying their answers. Moreover, this interview was conducted via *WhatsApp* audio call and recorded using a different device. Then, it was transcribed and translated into English. Thus, the interview used a framework adopted from Benckendorff, Ruhanen, & Scott (2009) about some factors that influence student experience such as student factors, sectoral factors, external factors, and institutional factors. Thus, it was recorded along the interview to gather the data to be transcribed. Moreover, the researcher used the document of haiku as supplementary data.

3.5. Technique of Analysing the Data

The research used thematic analysis by Clarke, V., Braun, V., & Hayfield (2015) through several steps:

- 1) Familiarizing with the data

In this step, the researcher read and reread the data transcript of the interview related to the topic of this research about students' experiences in writing haiku as a reflective learning platform.

2) Generating initial codes

In this step, the researcher generated some codes from the data to highlight students' experiences in writing haiku as a reflective learning platform. Then, the researcher gave a color to each code.

Table 1. Generating Initial Codes

Interview Transcription	Initial Codes
<p>D: Ok jadi pengalaman menulis haiku itu unik ya. Nah disamping uniknya sendiri pasti biasanya ada dong challenging atau tantangannya. Ada nggak? Mungkin bisa disebutkan</p> <p>P1: Ya tentunya ada. Karena seperti yang saya bilang, ini kan baru pertama kali saya menuliskan reflektif pembelajaran dengan format haiku dan juga saya baru mendengar istilah haiku di kelas ini. Jadi saya mempelajari juga gimana sih cara menulis haiku yang benar, bagaimana polanya gitu kan. Dan jujur saya itu orangnya nggak terlalu suka literature gitu kan, jadi kadang susah untuk memulai, menciptakan sebuah kata kata itu susah apalagi merangkai, mungkin challengenya disitu. Karena vocabulary saya yang kurang juga mungkin, juga grammar nya. Kadang saya suka bingung grammar nya kaya gimana ya udah bener apa engga gitu. Jadi ada challenge di pemilihan vocabulary juga grammar yang tepat itu seperti apa gitu.</p>	retrieval memory
	self-conscious
	vocabulary
	mastery
	difficulty in generating haiku
	grammar mastery

Table 2. List of Initial Codes

Initial Codes	Total	Sources
Retrieval memory	5	Obtained from interview
Generating haiku	16	Obtained from interview

Grammar mastery	2	Obtained from interview
Student's feeling	6	Obtained from interview
Comparison of reflective format	1	Obtained from interview
Self-conscious	2	Obtained from interview
Vocabulary mastery	2	Obtained from interview
Difficulty in generating haiku	3	Obtained from interview
Classroom environment	7	Obtained from interview
Classmate distraction	2	Obtained from interview
Teacher's contribution	5	Obtained from interview
peer's contribution	4	Obtained from interview

3) Searching for themes

In this step, the researcher selected the data transcripts and found something significant or interesting about the data based on the research questions. The researcher identified the themes from the data that had been categorized and highlighted in the second step.

Table 3. Searching for the Themes

Class	Codes
Class 1	student's feeling, comparison of reflective format
Class 2	difficulty in generating haiku, grammar mastery, vocabulary mastery, classroom environment, classmate distraction
Class 3	Retrieval memory, Generating haiku, self-conscious
Class 4	Teacher's contribution, peer's contribution

4) Reviewing potential themes

It is a step of modifying the themes that have been identified for the theme step. In this step, the researcher reviewed and modified the themes that have been identified as students' experiences in writing

haiku as a reflective learning platform to find out whether they formed a coherent pattern or not.

5) Defining and naming the themes

In this step, the researcher determined and named each theme based on the data obtained. Then, the researcher interpreted each theme that has been determined as an answer to the research question.

Table 4. Defining and Naming the Themes

Themes	Codes
Students' feeling in writing haiku as reflective learning	student's feeling, comparison of reflective format
Students' challenges in writing haiku as reflective learning	difficulty in generating haiku, grammar mastery, vocabulary mastery, classroom environment, classmate distraction
Students' writing haiku process	Retrieval memory, Generating haiku, self-conscious
Teacher and peer feedback on haiku	Teacher's contribution, peer's contribution

6) Producing the report

In this step, the researcher reported the result of research which is students' experiences in writing haiku as a reflective learning platform.

3.6. Time and Place of the Research

3.6.1. Research Time

Table 5. Time of the Research

No.	Activity	Month							
		Feb-July	Aug	Sept	Oct	Nov	Dec	Jan	Feb-Apr
1.	Research Proposal Writing								

2.	Research Proposal Examination								
3.	Data Collection								
4.	Data Analysis								
5.	Writing Report Thesis								
6.	Finishing the Draft								
7.	Telaah Komprehensif Examination								
8.	Thesis Examination								

3.6.2. Research Place

This research was carried out at one of the universities in Tasikmalaya, West Java, Indonesia, namely Siliwangi University specifically in the Children's Literature Class in the English Education Department. However, in this pandemic situation, the research was conducted online where the researcher and participants are connected via online in their own places by using *Whatsapp* audio call.