CHAPTER III

RESEARCH PROCEDURE

A. Research Design

The research method used in this research was descriptive case study. Case study method permits the researcher "to retain the holistic and meaningful characteristics of real-life events" (Yin, 2003). The method was used because the research only concerns in a present and detailed, contextualized picture of a particular phenomenon without doing any action to change something (Widodo, 2013). Moreover, I found a phenomenon at one of universities in Indonesia. In this case, the participants who took creative writing course in the fifth semester have experienced writing a novel project given by the lecturer. Then, I chose a descriptive case study as the research design.

B. Setting and Participants

This study was conducted at English Education Department at one of universities in Tasikmalaya, West Java. The department offered the novel writing project in creative writing course. The participants of this study involved five undergraduate students. They are a male (P2) and four females (P1, P3, P4, P5) students in the fifth semester, with the age of 20 and 22 years old. They have learned English since they were in the elementary school. Furthermore, they have been learning English for 13 years. The reasons also the ratio of the students in creative writing course are dominated by women, and the accessible of the participant are deliberated. Then, it was recruited with considerations: 1) all the participants took the creative writing course 2) they are willing to be the

participants of this research. 3) students' grade (A, B, C) of the course is also being considered.

C. Data Collection

The data were collected through an interview conducted once for each participant in order to gain their personal perspective about the benefits they gained and drawbacks they faced from writing novel project in creative writing class. The participants were interviewed for about twenty until thirty minutes. Semi-structured interview was chosen because the participants can feel free to answer the open-ended questions (McIntosh & Morse, 2015) related to the benefits gained and drawbacks faced from novel writing project. The result of interview was transcribed and interpreted for the credibility.

D. Data Analysis

The researcher analysed the data from the interview using thematic analysis (Braun and Clarke, 2006) because it offers an accessible and theoretically flexible approach to analyse the qualitative data. Here are the following stages:

1. Familiarizing the data: The researcher found out the student's perception about benefits and drawbacks from novel writing project in Creative Writing classes. The data of interview was recorded by using hand phone to make it easy, the researcher did a selective verbative transcript. After that, the researcher tried to understand and be familiar with the data through multiple reading.

Figure 3.1. The transcript of interview

INTERVIEWER	PARTICIPANT	INITIAL CODE
I: assalamu'alaikum ▓▓	P: wa'alaikumsalam ▓▓	
I: apa kabar ▓▓ hari ini?	P: alhamdulillah baik-baik saja	
I: alhamdulillah, yul maaf ya ganggu waktunya sebentar	P: iya nggapapa sok nyantai aja	
I: iya, eee jadi ini tuh aku tuh mau wawancara kamu buat ngejawab eee pertanyaan penelitian aku tentang eee novel project yang kemaren, di apa,	P: creative writing	
I: creative writing, iya di creative writing, melihat manfaat sama eee tantangan yang kamu hadapi gitu selama novel project itu, gitu. Nah eee pas awal mendengar kata novel project, apa pendapat kamu tentang novel project ini?	P: awalnya sih, gimana ya, kaget soalnya kan aku eee dari awal dari awal masuk sini tuh belum pernah nulis kayak novel, kayak cerpen, kayak gitu, soalnya ga suka gitu eee kayak nulis-nulis kayak gitu soalnya aku ga bisa berimajinasi gitu, terus ya karna gada pilihan lagi kan itu eee matkul pilihan ya eee mau gamau saya ngambil itu soalnya yang lainnya juga ngga suka gitu, eee ya saya terpaksa memilih ini, ya mau ga mau harus bisa nulis gitu, eee awalnya sih banyak baca-baca kayak novel kayak gitu jadi adalah bayangan dikit gitu	
I: oh gitu, jadi karna tuntutan juga, tugas juga	P: heem	
I: nah mmm itu pas tau gitu apa yang kamu rasain gitu pas dapet tugas, kata dosennya last project nya itu buat novel, gimana tuh?	P: ya menurut aku mah sih jadi tantangan banget buat aku harus bisa nih harus bisa nulis eee gitu kayak gitu	
I: oh gitu, kaget ga pas dapet tugas novel gitu?	P: heem, kaget banget lah eee yang belum pernah bikin novel, cerpenpun, cerita satu	

2. Generating initial codes: The researcher coded the data by making some marks using colour which occurring in the data that relate the purpose of the study (exploring the benefits and drawbacks faced by the students krom novel writing project in creative writing course). The codes that emerged were potentially become the theme.

Figure 3.2. The process of generating codes

	bestari itu seneng baca wattpad jadi novel online kayak gitu kan	
I: mmm, iya	P: nah bestari kan seneng baca wattapad selalu ada keinginan emang pengen nulis, pengen nulis, tapi ga pernah punya rasa si percaya diri ini karna kan eee kalau dulu mah kalau waatpad itu kan platform online otomatis eee people around the world itu bisa liat gitu, nah jadi aku tuh kadang suka nulis, nulis, nulis, nulis, tapi belum pernah yang bener bener di publish	Lack of confidence
I: heem	P: jadi bener bener keep to myself, nah setelah ada tugas last project bikin novel, aku tuh kayak yang hah akhirnya gitu disini aku tuh ada tempat bener bener tempat untuk nuangkan gitu yang selama ini aku pengen gitu ngerjain pengen bener coba coba aku kerjain gitu, jadi emang excited banget, seneng banget	Being excited
I: seneng gitu? Oh gitu, eee berarti menurut kamu ini bagus gitu ya last project ini di creative writing gitu?	P: bagus, bagus sekali justru, jadi kan	
I: kenapa?	P: jadi eee gimana ya, last project dari creative writing ini bener-bener mengakomodasi dari eee kegiatan-kegiatan kita selama satu semester itu kan kita banyak nulis, berbagai macam kegiatan menulis yang bisa bener-bener terakomodasi di last project ini yang novel writing ini karna kan sebelumnya kita udah dikasih latihan, latihan,	Developing writing skill

3. Searching for theme: After initialling all the codes, the researcher analysed the data by sorting the codes into potential themes or the similar themes.

Figure 3.3. The process of searching for themes

Constructing students' writing skill	Students' strategies
Enriching vocabulary	Peer feedback
Building imagination	Lecturer's scaffolding
Increasing creativity	Finding inspiration to write
Developing writing skill	Being an autonomous learner
Students' motivation in writing	**Students' limitation**
Being excited	Lack of confidence
Feeling challenged	Time restriction
Having motivation to write	Feeling pressured
Creating new experience	

4.   Reviewing the themes: The researcher reviewed the following themes to make sure whether the themes are really themes. If not, the researcher removed the theme or created a new theme.

Figure 3.4. The process of reviewing themes

Creative writing as a means in constructing students' writing skill	The complexity of writing
Developing writing skill	Students' weaknesses in during writing
Building students' motivation in writing	Time restriction in finishing novel
Having interest to write novel	
Various feeling	

5.   Naming the themes: The themes were named by defining the themes having relation to the research question. Those became the finding of this study; benefits and drawbacks from writing novel project in creative writing course. Further, it is interpreted using PjBL theory.

Figure 3.5. The process of naming the themes.

Constructing students' writing skill	Remaining students' doubt in writing
Building students' motivation in writing	

6.   Producing the report: The researcher reported what had been gained from the study

E. Research Schedule

Table 3.1. Research Schedule

No.	Steps	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	June 2019	July 2019	Aug. 2019
1.	Submission of Research Topic	██										
2.	Research Topic Approval	██										
3.	Writing Research Proposal		██	██								
4.	Proposal Approval			██								
5.	Seminar Proposal Examination				██							
6.	Conducting the Research					██						
7.	Transcribing Data						██					
8.	Analysing Data						██	██				
9.	Writing Research Report							██	██	██	██	
10.	Final Thesis Examination											██