CHAPTER 3
RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, such as; research method, setting and participants, data collection, data analysis, steps of the research, and research schedule.

3.1 Method of the Research

The research method of this research was a descriptive case study. According to Yin (2003), a case study design should be considered when: (a) the focus of the study is to answer "how" and "why" questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context. The descriptive case study used in this research describes an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003). This was an appropriate design for this study as the researcher wanted to collect detailed descriptions of students' perceptions towards online blogging for digital reading logs in the online extensive reading course.

3.2 The focus of the Research

This research focused on students' perceptions of online blogging for digital reading logs in the online extensive reading course.

3.3 Setting and Participants

This research was conducted at one of the universities in Tasikmalaya, West Java Indonesia. In this university, extensive reading is included as a compulsory course in the curriculum. In the extensive reading course, one of the learning activity is required students to read as much as possible, and freely choose any kind of reading material. Then, students must to reports related to what students read from the text. To give the easiness in a report of the text, the teacher initiative to use digital media in learning. The teacher uses blogs as report tools in the form of digital reading log templates, as a part of extensive reading activity. The use of this digital media is help the teacher to tracking

students reading reports and also makes it easier for students to reports their reading at any time and anywhere. Reading logs contain students' ideas, comments, and summaries.

The digital reading log they made is a platform for them to remember what they have read from the text because at the time when the classroom activities, the text that has been read could have been reported orally. The students are required to read at least two texts per day after following their online extensive reading course, then the reading log is reported once a week on their blogs at the weekend. The reading material that must be read of course has a different theme each week, such as procedure texts, short stories, film or drama synopsis, descriptions of texts, biographies, fables, and comics. Likewise, reading log templates are provided based on what needs to be written according to reading themes, but generally reading log templates contain the day, date, and time of reading, title, page, episode, source, vocabulary found, characters, comments after reading, number of words text, the main points of the story. This research is focused on students' perceptions of online blogging for digital reading logs in the online extensive reading course.

This research consisted of three students as participants who had taken the online extensive reading course. They were chosen because they have experience and, good engagement, and are creative at creating and decorating their digital reading log on their blogs, and of course have taken the online extensive reading course in the second-semester 2021/2022 academic year.

3.4 The Technique of Collecting the Data

The researcher collected the data using semi-structured interviews. As believed, interviews are considered to provide a "deeper" understanding of social issues (Gill, Stewart, & Chadwick, 2008). Semi-structured interview is used to provide the interviewers some freedom to express their ideas, highlight areas in which they believe they have particular skills and interests, and provide opportunities for a further in-depth discussion of specific responses (Horton, et al, 2004).

Data collection was carried out with questions adapted from the previous studies conducted by Apriani et al., 2018; Fatimah et al., 2020; Istiqlal et al., 2021; Lyutaya, 2011; Munchy., 2014. Based on five indicators such as 1) sharing platform 2) empowering students learning 3) simplicity use 4) helping to express opinion 5) developing critical thinking.

Before conducting the interview, the participant's consent was given first. The interviews were conducted on different day's and face to face in the university based on the day's agreement with the participants. The first and second participants were interviewed on June 14th, 2023, and the third participants was interviewed on June 15th, 2023. Both researcher and participants used Indonesian during the interview to make it easier for participants to share their opinions. The researcher recorded the conversation to keep data during the interview.

3.5 Technique of Analysing the Data

The researcher analyzed the data using thematic analysis. Thematic analysis was used because thematic analysis is a technique for finding, examining, and reporting patterns (themes) in data. The data set is minimally organized and richly detailed (Braun & Clarke, 2006). Further, there are 6 steps in analyzing the data by thematic analysis, there are;

3.5.1   Familiarizing with the data

In this step, the researcher transcribed the collected data from the interview recorder. Later, the researcher familiarized the data transcription by reading until the researcher fully recognized the data related to the student's perception of online blogging for digital reading log in the online extensive reading course.

3.5.2   Generating Initial Code

Then, researcher coded every data item by using highlight color to the interesting content, giving a code for it beside the text, and naming the code by the kind of situation and thought that answer the research question (e.g., Flexibility of blogs, Accessibility of blogs, Media for sharing, Effectivity of blogs for making digital reading log, Remembering the content of the text, Enhance reading habit, Increasing knowledge, Improve writing skills and New

experiences in learning) that is highlighted by many color (e.g., purple, yellow, green, electric blue, red, steel blue, deep green, deep purple, grey) to highlight the students' perceptions and also know the feature of the media used.

Table 3. 1 Generating Initial Code

Transcriptions	Codes
Euu, buat pertanyaan pertama, mengenai apa ya, blog ini menurut saya lebih flexible gitu ya teh. Karena blog ini bisa kita akses, kan dalam jejaring internet, jadi bisa di akses kapan aja, terus juga kaya blog ini euu nggak susah gitu. Kan kalo misal euu apa ya euu reading log nya itu pake word kaya gitu kan kita perlu nge-share nih word nya.	Flexibility of blogs
Euu blog ini kan adanya di internet, jadi bisa di apaya, di akses itu kapan aja, ngga apaya, ngga ribet juga sih teh kalo misalnya blog tuh, kaya kita tinggal nyediain jaringan aja, terus kita klik itu euu misal apa ya, https nya itu yang link nya itu, udah dapet itu blog nya. Blog ini memiliki banyak apa ya, features nya. Antara lain itu saya bisa nyisipin photo, gambar gitu, kan dalam pembuatan reading log yang saya buat kaya euu komik tadi, sama rekomendasi drama tadi.	Accessibility of blogs
Berdasarkan pengalaman saya pribadi. Jadi hal tersebut tentunya bisa berbagi pengetahuan apa yang di kerjakan oleh saya dan teman saya.	Media for sharing
Euu pendapat saya sih, apa ya, membuat digital reading log melalui blog ini, euuu	Effectivity of blogs for making digital reading log

lebih mengefektifkan, mengefisiensikan euu waktu juga sih,	
Euu aktivitas yang sudah saya lakuin pas online extensive reading ini, yang pertama itu membuat reading log apa ya, euu membuat ini prosedur text yang berisikan langkah-langkah membuat makanan juga.	Remembering the content of the text
Terus euu yaudah, saya mulai bikin blog yaa bisa nambah apaya, pengetahuan saya melalui blog, terus juga menambah skill menulis saya juga disitu, dan reading nya juga. Kan pertama-tama, males lah mau baca gitu, jadi suka baca di blog.	Enhance reading habit
Yang kita tahu itu, blog itu kan salah satu platform yang bisa menyediakan bacaan kaya gitu ya teh, ya tentu membantu karna di blog itu banyak pengetahuan yang kita dapatkan.	Increasing knowledge
Terus euu yaudah, saya mulai bikin blog yaa bisa nambah apaya, pengetahuan saya melalui blog, terus juga menambah skill menulis saya juga disitu, dan reading nya juga.	Improve writing skills
Eu tentunya iya, karena yang pertama pengalaman pribadi saya mungkin ini hal pertama ya teh, jadi cukup berkesan untuk saya teh, dan juga beda dari yang lain juga.	New experiences in learning
Dengan kita banyak membaca akan tumbuh pertanyaan pertanyaan yang bikin kita bingung dan bertanya tanya l, dari sana lah kita akan banyak berpikir kritis dan itu akan	Increasing critical thinking

meningkatkan kemampuan critical thinking kita.	

10 initial codes represented different aspects shown by participants' interview transcription. Here is the list of initial codes and their frequency.

Table 3. 2 List of Initial Codes and Their Frequency

Initial Codes	Total	Initial Codes	Total
Flexibility of blogs	9	Remembering the content of the text	4
Accessibility of blogs	19	Enhance reading habit	7
Media for sharing	11	Increasing knowledge	3
Effectivity of blogs for making digital reading log	2	Improve writing skills	7
New experiences in learning	2	Increasing critical thinking	2

3.5.3   Searching for themes

In the third step, the researcher classified the codes into a potential theme that followed the research question, then the researcher combined codes into potential themes and eliminated the codes irrelevant to the themes and research question.

Table 3. 3 Searching for Themes

Initial codes	Potential themes
Flexibility of blogs	The Simplicity of technology assistance
Accessibility of blogs	
Media for sharing	
Effectivity of blogs for making digital reading log	
Remembering the content of the text	Developing knowledge
Increasing knowledge	
Enhance reading habit	Promoting reading habit
Improve writing skills	Developing writing skills

3.5.4   Reviewing potential themes

In this step, the researcher reviewed the potential themes. The researcher has to assure whether the themes fit the context or not. Then, the

researcher checked and considered the themes that need to be blended or deleted the information that is not needed for the current study.

3.5.5   Defining themes

After reviewing themes, the researcher defined and identified the essence of what each theme is about. The researcher defined and give the name of the theme based on the collected data, specifically about students' perceptions towards online blogging for digital reading log in the online extensive reading course.

Table 3. 4 Defining Themes

Themes	Definition
The Simplicity of technology assistance	The students' perception towards online blogging for digital reading logs with technology assistance easy to access and simplicity in learning activities
Developing students' knowledge	The students' perception towards online blogging for digital reading logs developing students' knowledge
Promoting students' reading habits	The students' perception towards online blogging for digital reading logs promoting students' reading habits
Developing students' writing skills	The Students' perception towards online blogging for digital reading logs developing students' writing skills

3.5.6   Writing Report

The last step the researcher reported in detail the result of this research about students' perceptions towards online blogging for digital reading log in the online extensive reading course.

3.6 Steps of the Research

Table 3. 5 Steps of the Research

Steps	Description
1	Identify current issues
2	Searching and deepening the contents of journals or books that are relevant to the issue to be researched
3	Determine the research topic to be researched
4	Continued to compile the research proposal starting from making the background of the study, literature review, and research methodology
5	Collected data using semi-structured interviews with willing participants
6	Transcribed the results of the interview in written form Final
7	The results of the transcript were analyzed using theory thematic analysis by Braun and Clarke (2006)
8	Complete the research thesis

3.7 Time and Place of the Research

This research was conducted at the English Education Department one of the universities in Tasikmalaya from January 2023 until October 2023.

Table 3. 6 Time and Place of the Research

Activities	Month											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Des
	2023											
Research Proposal Writing												
Research Proposal Examination												
Data Collection												
Data Analysis												
Telaah Komprehensif Examination												
Final Thesis Examination												