

## **CHAPTER III**

### **RESEARCH PROCEDURES**

#### **A. Research Design**

The study reported on a descriptive case study at one of the University in Tasikmalaya, Indonesia as a Foreign Language Students of Extensive reading class. A descriptive case study is chosen because this research focuses on analyzing the students through an interview about their challenges in extensive reading course. Furthermore, descriptive case study is chosen because the researcher is focused to investigate the phenomenon and issue that occurred in extensive reading class. As Widodo (2013) stated, “a descriptive case study aims only to present detailed, contextualized picture of particular phenomenon. In the descriptive case study, data can be gathered through interviews, classroom observations, document artifact (e.g., diaries, documents)” (p.15).

#### **B. Setting and Participants**

This study was conducted at the English Education Department University in Tasikmalaya, Indonesia. In this research, the participants were the students of the EFL classroom who took the same course of extensive reading in the 6<sup>th</sup> semester. The participant of this research consisted of one male and one female student who have a similar age of 22 years old. The participants were chosen based on some considerations: (1) the participants took the same course of extensive reading at the 6 semester in 2018 and (2) the participants were having a different interest in

choosing the reading materials. The first participant preferred to read a non-fiction text, on the other hand the second participant preferred to read a fiction text. The data were derived from semi-structured interviews with the participants. In this case, the semi-structured interview is provided to know students' experience and challenges in learning extensive reading and how it influenced their reading attitude. Further, the participants are willing to be a participant in this study.

### **C. Data Collection**

The data is collected by voice recording of the semi-structured interview. The voice recording is operated for recording the interview process while the semi-structured interview is used to get the depth information related to students' experience and challenges toward extensive reading course. Through semi-structured interview the researcher asked the participants several questions regarding extensive reading and the challenges they faced as EFL students. Open-ended questions are used in semi-structured interview to allow the participants to respond and answer freely with a wider option.

### **D. Data Analysis**

In this research, the researcher used a thematic analysis. Braun & Clark (2006) state, "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally

organizes and describes your data set in (rich) detail”. There are six phases in thematic analysis proposed by Braun & Clark (2006):

1. Familiarizing with your data

In this phase, the researcher must read and re-read the whole of the data in an active way, searching for meanings, patterns and so on. In this research, the data is collected through voice recording of semi-structured interviews with the students who took the extensive reading class in the 6<sup>th</sup> semester. In this phase, the researcher listened to the voice of interview repeatedly and made the transcription. The researcher read and re-read the transcription until familiar with the data.

**Transcript of Interview**

Transcript : R (Researcher)/P1 (Participant 1)  
 Setting : Outside the class  
 Time : 9.30 AM, July 29<sup>th</sup>, 2019  
 Length of the interview : 20:57

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Transcript R (Researcher)/P1 (Participant 1)

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R	<i>Selamat pagi</i>	Good morning
P1	<i>Selamat pagi</i>	Good morning
R	<i>Baik, kita langsung ke interviewnya. Jadi, kapan pertama kali anda mengambil mata kuliah Extensive Reading?</i>	Okay, we go straight to the interview. So, when did you first take Extensive Reading?
P1	<i>Ya, seharusnya extensive reading itu mata kuliah untuk semester 2, tapi karena itu terhitungnya mata kuliah baru dan sempat ada perubahan kurikulum juga. Jadi, saat itu kita mengambil extensive reading pada semester 6.</i>	Actually, extensive reading must be taken in semester 2, but because it is a new subject and there was also a curriculum change. So, we have to take the extensive reading course in the

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6 semesters.

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**Figure 3.1. Transcript of Interview**

## 2. Generating initial codes

The researcher codes every data and ends this phase by organizing all the codes and relevant data extracts. In this phase, the researcher coded all the data and identified whether there was the same code or not, and whether they were relevant or not.

“Okay, if the context is ESL. For example, I use English every day, like Malaysians or Singaporeans. It will definitely easier because English is my everyday language. But, when we apply it in Indonesia, English as a foreign language. In my opinion, the words in the text given in the class are too heavy, but that is part of learning. So, in my opinion the topic is varied, but when it comes to the writing form it must be difficult for an EFL students. Wow, the vocabulary.

(The reading material is hard).

(The vocabulary is hard and challenging)

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**Figure 3.2. Coloring the Codes**

## 3. Searching for themes

Collecting codes into potential themes, gathering all data relevant to each potential theme.

<b>Extensive materials</b>	<b>reading</b>	14	<b>Students' reading time limitation</b>	7
Student is unexcited on sometopic given in the class.		2	Lack of time for doing the assignment.	1

Lack of freedom to choose the reading materials.	4	Lack of time for reading extensively in the class.	3
The material is chosen by the lecture.	2	Lack of time for reading extensively outside the class.	1
The reading materials are hard.	4	Limited time to read and understanding the novel.	1
The reading materials are more focus on novel/fiction.	2	The time given in the class for reading is too short.	1
<b>Challenges in doing extensive reading activities</b>	<b>10</b>	<b>Students' feelings</b>	<b>12</b>
The novel assignment is challenging.	2	Students feeling surprised and difficulty.	1
The assignment to summarize a novel is hard and challenging.	1	Student feeling difficult and challenging.	2
The vocabulary in the text given in the class is hard for an EFL students.	2	Students feeling unpleasurable to read.	1
The vocabulary and language in the text is unfamiliar for EFL student.	4	Student feeling unenjoyable/ less have fun	5
Student tend to use dictionary as a media to find out a difficult or unfamiliar words.	4	Student feeling under pressure.	1
		Student feeling difficult to understand the text.	1
		Student feeling rushed.	1

**Figures 3.3.** *Grouping the codes*

4. Reviewing potential themes

Checking if themes work in relation to the coded extracts and the entire data set, generating a thematic map of the analysis.

The challenges on choosing reading materials	11	The challenges on doing extensive reading activities	13
Lack of freedom to choose the reading materials.	4	Lack of time for reading extensively.	3
The reading materials are more focus on novel/fiction.	2	The novel assignment is challenging.	2
The reading materials given in the class are hard.	5	The vocabulary and language in the text is unfamiliar for EFL student.	4
		Student tend to use dictionary as a media to find out a difficult or unfamiliar words.	4

**Figure 3.4.** *Reviewing the Themes*

5. Defining and naming themes

Ongoing analysis to refine the specifics of each theme, and overall story the analysis tells, generating clear definitions and names for each theme.

Theme 1	The challenges on choosing reading materials
Theme 2	The challenges on doing extensive reading activities

**Figure 3.5.** *Defining and naming the themes*

6. Producing the reports

The interpretation of the data is done in this phase. The researcher selected the appropriate statements that convey the core theme or essence of the themes, related back to the analysis and producing a scholarly report of the analysis.

**E. Research Schedule**

No	Activities	May. 2019	Jun. 2019	Jul. 2019	Aug. 2019	Sep. 2019	Oct. 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	Analyzing the data					■	■
8	Writing report of the research					■	■
9	Final thesis examination						■

**Table 3.1.** *Research Schedule*