

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, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1 Research Method

The research design applied in this present research is a descriptive case study. A case study is an empirical investigation that investigates a contemporary phenomenon in depth and within its real-world context, mainly when the boundaries between phenomenon and context occur (Yin, 2014). The phenomenon was found in one of the universities in Tasikmalaya, where three of the students in the English Education Department was enrolled in extensive reading class, and novels were one of the materials in the class. Furthermore, while reading novels, students found problems and solutions to these problems. Therefore, this present study describes the problems that EFL learners face when engaging in the novel-reading practice in extensive reading classes and what are the solutions to these problems.

3.2 Research Focus

The study is focused to discovered the problems students face in their novel-reading practices during extensive classes in Indonesian higher education, as well as their ways to overcome these problems. The description was derived from an interview with students who enrolled in the extensive reading class.

3.3 Setting and Participants

The setting of this study was at one of the universities in Tasikmalaya. The participants involved in this research were three students

of the English Education Department, and enrolled in extensive reading class. Since the phenomenon found in this course which uses novels as reading material in extensive reading practices. It aims to explore students' problems and the students' way in overcome the problems in reading novels as topic of material in extensive reading class.

In an extensive reading class, students engage in reading texts to improve their reading skills and gain pleasure. The class is designed to encourage students to select their own reading materials, which helps them build reading fluency, develop confidence while reading, and cultivate a positive attitude toward reading. This study focused on novels as a material topic in the extensive reading class. The research was conducted on three female participants, all around the age of 20. The selection of participants was based on specific characteristics, such as their previous experience in reading English novels, their active engagement in reading one or more chapters a week, those who experienced struggles while reading novels, and agreed to participate in this research. Furthermore, the selected participants provided detailed information that enabled the researcher to answer the research questions effectively.

To protect the confidentiality of the participants' personal data, their names were changed to P1, P2, and P3. Participants was also be given a detailed explanation of the research that conducted and sign the consent form as a formal agreement to participate in data collecting. Furthermore, the date and time for the interview were arranged with the participants.

3.4 Technique of Collecting Data

The technique of collecting the data, the researcher collected through semi-structured interviews to the participants who have enrolled in extensive reading classes in higher education in Indonesia. A semi-structured interview combined structured and unstructured techniques. The interviewer had predetermined questions with open-ended questions, so they could also explore deeper based on the participant's responses. A semi-

structured interviews are suitable for a number of valuable tasks, particularly when several open-ended questions necessarily require follow-up questions (Adams, 2015). The semi-structured interview form was adapted to determine students' views on reading novels for extensive reading. Nonetheless, the questions are flexible and open-ended questions due to getting greater information and receiving an in depth understanding of students' problems when reading novels in an extensive reading class and the solutions they get from these problems. The interviews were conducted in the participants' first language, Indonesian, to avoid participant confusion and miscommunication. The interview was accomplished through *Zoom Meeting* with the permission of the participants, and if the researcher wants to provide additional data, they can use *WhatsApp* to be recorded using the app's Voice Note feature. Furthermore, the data will be transcribed for analysis.

3.5 Technique of Analysing the Data

The researcher undertook a more in-depth study of the outcomes of interviews done by researchers using thematic analysis, based on the data that has been collected and received. Thematic analysis is a method for studying qualitative data that comprises examining a data set for repeating patterns, understanding them, and reporting them. Thematic analysis is a method for identifying, analyzing, and reporting data patterns (themes). It minimally organizes and in depth describes your data set (Braun & Clarke, 2006). Thematic analysis is a straightforward and simple method, making it perfect for new researchers who are not experienced with more complex forms of qualitative research. Moreover, it allows the researcher to have a flexible choice of theoretical framework.

According to Braun and Clarke (2006), thematic analysis consists of six phases:

- 1) Becoming familiar with the data

The researcher transcribed and read the result then familiarized with the data by reading all of the interview transcripts several times.

2) Generating initial codes

At this step, the researcher began to arrange the data by giving signs to the data into the codes which are related to the aim of the study. Furthermore, the researcher used the coloring method to differentiate each aspect reflected by participants which became the initial codes.

Transcriptions	Initial Codes
P1: Emm.. untuk masalah atau kesulitan itu sudah pasti ada. Apalagi menemukan kata-kata asing ketika membaca novel tersebut.	Unfamiliar words
P1: Kadang aku suka lupa juga sama artinya jadi kadang suka tiba-tiba mikir “kayaknya pernah nemu kata ini”	Forget the meaning
P1: Kalau aku si.. cara mengatasinya biasanya mencari berbagai macam <i>sources</i> dari internet dan juga saran dari dosen seperti tips gitu	Sources from internet, suggestions from lecturer
P2: Ada, jadi ketika aku baca novel kadang masih banyak kata-kata yang belum dimengerti karena kurangnya vocabulary.	Lack of vocabulary
P2: Biasanya suka aku tulis dulu si kata-kata asing tersebut, nah kalau sekiranya masih paham maksud dari kalimat atau paragraf tersebut, suka aku tebak-tebak dulu artinya.	Take notes, guessing the words
P3: Yang pertama dipikiran aku pas ada topik novel itu, bukan ke yang wah atau seneng gitu yaa.. tapi aku malah ke yang <i>overthinking</i>.. soalnya baca novel itu ga yang sehalaman, dua halaman aja.	Negative thought before reading novel

P3: Biasanya aku juga diskusi dengan partner mengenai kalimat atau parafrase yang tidak dimengerti mengenai latar budaya yang ada di novel tersebut. Discuss with friends

Table 3.1 *Generating Initial Codes*

23 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	
Problems	Solutions	Problems	Solutions
Lack experienced in reading English novels	Reading frequency	3	10
Negative thought before reading novel	Sources from internet	5	3
Depending on thickness and thinnest of the novel	Suggestions from lecturer	1	1
Unfamiliar words	Guessing the words	6	4
Different context	Take notes	1	4
Difficult to comprehend	Compare the meaning	7	2
Lack of vocabulary	Choose the novel you like most	4	5
Forget the meaning	Translate the sentence	1	1
Mood in reading	Discuss with friends	5	4
Problem of time	Highlight the words or sentences	2	1
Different culture		1	

3) Searching for themes

In this step, the researcher combines the relevant codes into a single theme that corresponds to the research questions, while removing codes that are unnecessary to the themes and research questions.

Table 3.3 *Process of Searching for Themes*

	Themes	Codes
Problems	Students' Vocabulary in Reading Novels	Unfamiliar words, Lack of vocabulary, Forget the meaning
	Students' Reading Comprehension While Reading Novels	Difficult to comprehend, Different culture
	Students' Mood in Novel Reading	Mood in reading
Solutions	Reading Novels Frequently	Reading frequency
	Employing Note-Taking and Word Highlighting as Reading Tool in Novels	Take notes, Highlight the words or sentences
	Using Guessing Words	Guessing the words
	Using Internet As Reading Sources	Sources from internet

4) Reviewing themes

The researcher reviewed the most suitable themes in accordance with the research question and excluded certain potential themes that were not relevant to answer the research question.

5) Defining themes

The researcher interprets each issue discovered as the solution to the already given research question.

Table 3.4 *Defining Themes*

Themes	
Problems	Solutions
Students' Vocabulary in Reading Novels	Reading Novels Frequently
Students' Reading Comprehension While Reading Novels	Employing Note-Taking and Word Highlighting as Reading Tool in Novels
	Using Guessing Words

6) Producing report

It is the final phase of thematic analysis. After determining the central theme, the researcher writes a report on the research findings.

3.6 Research Steps

Table 3.5 *Steps of the research*

Step	Description
1	Identify and describe phenomena or issue
2	Examine current research and locate sources from journals relevant to the research topic
3	Choose a topic for research
4	Continue to write the research proposal, starting with the background, literature review, and research procedures
5	Examining research proposal in front of supervisors and examiners
6	Starting to collect the data from the participants by conducting semi-structured interviews

