CHAPTER 3

RESEARCH PROCEDURES

In this chapter, the researcher presents the methodology of this research in detail, such as the research design, research setting and participants, data collection, data analysis, and the research schedule. The following explanation regarding this chapter is outlined.
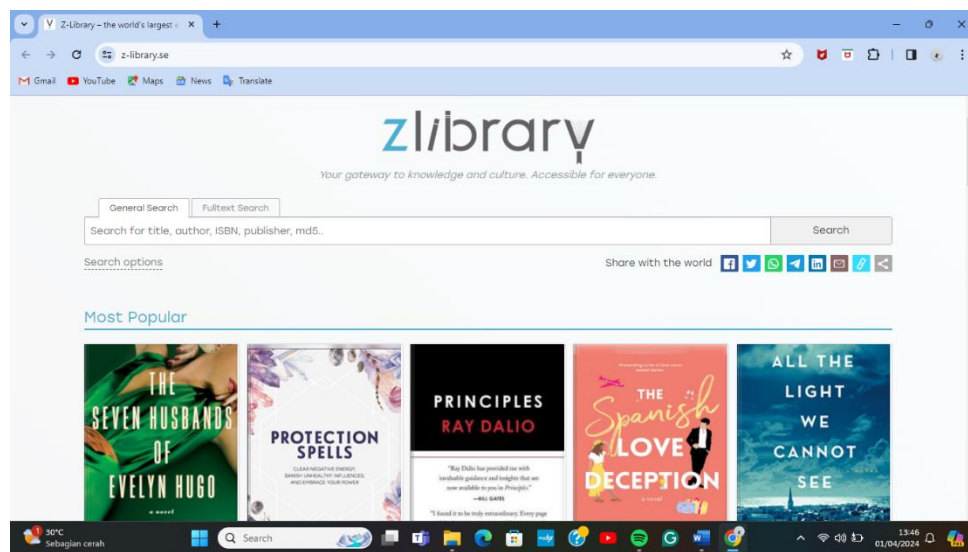
3.1 Research Design

The design of this research utilized the descriptive case study. A descriptive case study is a method for describing the investigation of contemporary phenomena in depth and a real-world context, especially when the lines between phenomenon and context are blurred (Yin, 2018). Meanwhile, case study research involves events, situations, organizations, or certain social units in detail and intensively (Schoch, 2009). The researcher described the student's case as a whole based on existing data using qualitative research. This research focuses on a non-English major student who using Z-library as a reading medium in learning English reading comprehension. Thus, this approach is the right method to study the phenomenon in depth and produce a comprehensive analysis of the cases involved in this research.

3.2 Research Setting and Participants

This research was conducted at one of the universities in Tasikmalaya, West Java. The researcher selected this place because the researcher found out the condition of a participant who has deficiencies in English reading comprehension and has reading habits through Z-library. Z-library is a website that contains various types of books like a library but has a very broad scope. This was done by the participant to improve her reading comprehension (informal preliminary interviews, 17th September 2023). Meanwhile, the activity of reading habit is aimed at getting pleasure because it is not focused on commands or can be called extensive reading.

Picture 3.1 Dashboard of Z-library

Z-library is a website which provides a library which has lots of books. The founders of the Z-library are Anton Napolsky and Valeriia Ermakova from Russia. They created the site by providing various books since 2009. The Z-library can be accessed by users through the link https://z-lib.io. In the Z-library platform, several useful features can help users get the books they want, such as free access, search, and filter features that can search for books based on title, author, keywords, or categories. Apart from that, the Z-library platform has a reading collection containing various languages that can be downloaded for free, unlimited access, and the availability of E-Book formats which can be downloaded in PDF and ePUB formats. The Z-library platform is equipped with the year of publication, the type of language used in the text, user ratings, and the book edition displayed. However, in the Z-library platform, there are limitations, namely that not all types of books can be downloaded and some types of books require access to be able to download certain file types.

Z-library is a platform that can be downloaded and can be used whenever the users need it. Unfortunately, the Z-library platform is illegal but it can still be accessed and downloaded according to the user's needs. Nevertheless, the advantage of the Z-library platform is it can help students who need reading book references.

The participant in this research is a female student. She was chosen because the researcher discovered a unique phenomenon not many people use the Z-library platform as a reading medium. Her age is around 22 years old. She is a civil engineering student in the eighth semester of the 2023/2024 academic year at a university in Tasikmalaya, West Java. Thus, the researcher conducted a preliminary interview to consider her as a participant, such as (1) she is a non-English major student, (2) she has deficiencies in reading comprehension, (3) she has a habit of reading English texts, and (4) she was willing to participate in this research by signing a consent form.

3.3 Data Collection

The data collection of this study was carried out through semi-structured interviews with a non-English major student. An interview is a type of data collection tool used to learn more about how people perceive their social environment and behave within it (Philipps & Mrowczynski, 2021). The topic that the researcher collected is a non-English major student's perception regarding the use of Z-library in learning English reading comprehension. The data collected is a description of a non-English major student's perception of using Z-library in English reading comprehension. The researcher used semi-structured interviews, where the researcher is given autonomy to explore ideas related to questions that may arise during the research (Olatunde & Olenik, 2021). Then, the researcher deepened the interview through a full semi-structured interview by inviting dialogue exchange (Husband, 2020). This research triangulation uses data source triangulation which involves individuals obtaining several perceptions and data validation (Carter et al., 2014). Thus, the information obtained from a participant is deeper and makes it easier for the researcher to analyze the student's perception of using Z-library in learning English reading comprehension.

The data collection process using semi-structured was conducted online with video recording via Zoom using a laptop device where the link was sent via WhatsApp chat. The interviews took three times on January 21st, 2024, February 7th, 2024 and April 20th, 2024. The first interview took around 14 minutes, the second interview took around 2 minutes and the third interview took around 7

minutes. The interview guidelines adopted by Maqbool et al. (2021) consist of cognitive and affective aspects. The interview process used Indonesian because it suited the participant. Meanwhile, for information that is not certain, the researcher asks again through WhatsApp chat to confirm whether the data is proper. Then, the researcher transcribed the data obtained from semi-structured interviews.

3.4 Data Analysis

This research is about the perception of using Z-library in learning English reading comprehension using thematic analysis, which is a technique for identifying, analyzing, and reporting patterns (themes) in data (Braun & Clarke, 2006). This analysis is based on the theory of perception and a description of Z-library. After that, the data is analyzed to identify patterns and find themes through data that has been collected through interviews (Morgan, 2022). This method was chosen because it allows a closer look at a non-English major student's perception of using Z-library in learning English reading comprehension. Then, the researcher interpreted the data results from the participant and made codes for the data.

According to Braun and Clarke (2006), there are several stage guidelines for conducting thematic analysis, namely as follows:

1. Familiarizing with the data

In this stage, the researcher needs to carefully read and reread the results of the data transcripts from semi-structured interviews that have been conducted regarding a non-English major student's perception of using Z-library in learning English reading comprehension. The data was obtained as audio recordings of interviews which are converted into typed form in Microsoft Word.

2. Generating initial codes

In this stage, the researcher begins to produce initial code from the data by identifying data features that include semantic or latent content to be analyzed. The researcher makes the codes to be simplified to find the themes based on the themes of this research. After that, the researcher categorized the data using the initial codes (e.g., the multiplicity of books, learning media, accessible website, good impression, increasing insight, poor quality, and technical problems) that are coloured (e.g., yellow, bright green, pink, red, teal, grey and dark grey,) to highlight

of what is the student's perception on the use of Z-Library in learning English reading comprehension.

Table 3.1 Generating Initial Codes

Responses	Codes
P: Oke, jadi itu <mark>Z-library platform saya tahunya dari sewaktu SMA sih, itu tuh situs atau website yang menyediakan buku, entah itu buku nasional atau internasional.</mark> Cuman untuk buku-buku internasional yang bagus dengan biaya visa yang mahal itu <mark>lumayan bisa memfasilitasi orang-orang yang mau membaca</mark> dan <mark>tidak butuh uang lebih untuk membeli buku yang lumayan mahal.</mark> Selain itu juga, Z-library itu kan <mark>dari historinya juga banyak buku yang emang berasal dari berbagai negara</mark> juga kan ya, misal dalam satu judul buku itu <mark>ada yang berbahasa Mandarin, ada yang berbahasa French, dan ada juga yang berbahasa Inggris</mark> jadi cukup sangat membantu sih.	Multiplicity books Learning media
P: Kenapa memilih Z-library, karena terutama Z-library itu <mark>salah satu sumber yang mudah sekali untuk bisa diakses</mark>, selain dari situs lain yang notabenenya memang kita menjadi member dan harus premium gitu. Tapi Z-library itu kayak apa sih <mark>buku-buku yang tanpa tambahan atau persyaratan, tanpa menyulitkan dari si penggunanya atau usernya</mark>.	Accessible website

P: Rasanya seru, soalnya ada pengalaman baru sih, apalagi kalau misalkan judul baru jadi kita bisa terimajinasi dan rasanya kalau kita sudah paham apa yang kita baca dalam texts book Inggris itu kadang suka meningkatkan rasa *confident* gitu biasanya.	Good impression
P: Yah, banyak sekali perubahannya, karena dinamakan Z-library itu kan kita bisa akses yah buku-buku luar negeri yang dimana buku-buku luar negeri itu kan ide sama gagasannya bagus-bagus, jadinya kita bisa *touch up* lah gagasan sama orangnya, gak kalah sama orang yang kuliah di luar juga, terus wawasannya juga nambah. Selain itu, diksi Bahasa Inggris dalam kesehariannya juga bertambah untuk positifnya.	Increasing insight
P: Tantangannya ada, cuman lebih banyak benefitnya dibandingkan dengan tantangannya, sama readingnya juga sih. Tantangannya yaitu tadi, paling ada beberapa kualitas dari Z-library yang kurang bagus terus mungkin ada sedikit diksi yang bener-bener sulit di Z-library. Tapi sebenarnya itu, emang dari bukunya sih. Cuman dari segi apa ya, dari segi situs website nya itu udah user plani sih.	Poor quality
Kesulitan dari penggunaan Z-library sejauh ini belum terasa, namun mungkin pada saat internet yang kurang bagus.	Technical problem

3. Searching for themes

At this stage, the researcher refocuses the analysis on a broader theme level. This includes comparing codes, ordering codes for various topics, and compiling all coded data extracts relevant to those topics. Additionally, the researcher began analyzing the codes and considering how different codes could be combined to form complete themes.

Table 3.2 Searching for Themes

Codes	Total	Codes	Total
Multiplicity books	12	Increasing insight	2
Learning media	6	Poor quality	4
Accessible website	4	Technical problem	1
Good impression	11		

4. Reviewing the themes

This stage consists of two levels, namely reviewing and refining themes. At the review level, the researcher pays attention to coded data extracts. Then, proceed with the level of refinement of the themes that have been reviewed in the previous stage.

5. Defining and naming the themes

At this stage, the researcher defines the essence of the theme as a whole and determines aspects of the data until the theme presented for data analysis looks perfect.

Table 3.3 Defining and Naming Themes

Themes	Sub Themes
A non-English major student's positive perception of the use of Z-library in learning English reading comprehension	1. Multiplicity books 2. Learning Media 3. Accessible website 4. Good impression 5. Increasing insight
A non-English major student's negative perception of the use of Z-	1. Poor quality 2. Technical problems

library in learning English reading
comprehension

6. Producing the report

At this stage, the researcher writes a report in which the participant provides a concise, coherent, logical, non-repetitive, and interesting explanation of the story told by the data, both within and across themes, and the report includes sufficient evidence about the themes in the data.

3.5 Research Schedule

The researcher was conducting this research based on the planned schedule below:

Table 3.4 Research schedule

Description	Sep/ 2023	Oct/ 2023	Nov/ 2023	Des/ 2023	Jan-Feb/ 2024	Mar-Apr/ 2024	May/ 2024
Research Proposal Writing	■	■	■				
Research Proposal Examination			■				
Data Collection				■			
Data Analysis					■		
Report					■		
Thesis Result Seminar						■	
Thesis Examination							■