CHAPTER 3
RESEARCH PROCEDURES

In this chapter, the methodology utilized for conducting the study is delineated. It outlines seven components of the research process, including the research method, setting and participants, data collection, data analysis, research steps, and the research timeline.

3.1 Method of the Research

Researchers used qualitative research methods to conduct this research. Qualitative research is defined as the study of the nature of phenomena, including their quality, different manifestations, the context in which they appear, or the perspectives from which they can be perceived, but excluding their range, frequency, and place in an objectively determined chain of cause and effect (Philipsen & Vernooij-Dassen, 2007).

The type of research conducted is a descriptive case study. According to Stake (1995), descriptive case study research is an investigation and analysis of a single or collective case, intended to capture the complexity of the object of study. The researcher chose the qualitative descriptive case study research method because researchers adapted it to the background study, which began with the problems of EFL students who reads Webtoon and acquire new vocabulary from it, and with the development of current technology, which provides various forms of reading within and between them Webtoon.

3.2 Focus of the Research

The focus of the research is how students use Webtoons to acquiring words and improve their vocabulary skills.

3.3 Setting and Participants

This research was conducted in Tasikmalaya. The researcher discovered two participants due to their shared hobby of reading webtoons. Both participants met the criteria to be included in the study, which included being at least 19 years old because several Webtoon have age restriction, active college students, and

actively reading English webtoons. To preserve the privacy of the personal information of the participants, their names were changed to Participant 1 and Participant 2.

Participant 1 is a college student in their eighth semester. Since 2016, she reads Webtoons. She reads a variety of genres, but action and romance are her favorites. She reads webtoons daily and can spend up to three hours per day doing so. She is very interested in webtoons due to their variety of stories and gorgeous, intricate artwork. The second participant is also a college eighth-semester student. Since 2015, she reads Webtoons. She enjoys all genres, but fantasy and romance are her preferences. She can spend up to four hours daily reading webtoons if she has leisure time. She is very interested in webtoons because she enjoys manga (Japanese comics), and webtoons have equally captivating and vibrant artwork as manga. Both participants realize that webtoons affect their vocabulary mastery.

3.4 Technique of Collecting Data

A semi-structured interview was crafted with the help of Zoom to serve as the instrument for carrying out the data collection for this study. Magaldi and Berler (2020) characterized the semi-structured interview as an inquisitive conversation, typically guided by an outline and primarily centered on a central subject, offering a broad framework. This adaptable interview format enabled the researcher to guide or motivate the interviewee when seeking additional insights or when the interviewee's input appeared engaging. As was the case with semi-structured interviews, researchers conducted interviews with participants regarding the use of webtoons for vocabulary acquisition. The interview was conducted only once at a single point in time, so the study is cross sectional study. The interviews used the Indonesian language, the participants' native language, to ensure clarity and minimize any potential communication issues. These interviews were conducted on Zoom, with full permission from the participants. If the researcher intended to gather supplementary data, the researcher might have opted to use Zoom or WhatsApp's Voice Note feature for recording purposes. Furthermore, all the gathered data was transcribed to facilitate the subsequent analysis.

3.5 Technique of Analyzing Data

The data analysis technique used is thematic analysis. Thematic analysis is a technique used to examine qualitative data. Typically, it is used for a collection of texts, such as an interview or a transcript. The researcher thoroughly analyzes the data to find recurring topics, concepts, and meaning patterns. The researcher employed this technique because the outcomes of the data collection from the participants were in the form of descriptions that needed to be reanalyzed and interpreted to determine the study's findings.

According to Braun and Clarke (2006), there are six phases to thematic analysis:

1) Acquainting with the data

   The researcher repeatedly examined all the interview responses to gain a thorough understanding.

2) Establishing initial codes

   Researchers organized the data by assigning indicators corresponding to the study's objectives. The codes retained a multitude of information that required simplification for thematic exploration. The researcher contextualized the data according to the research objective and subsequently organized it into initial codes (e.g., Stimulus for Reading Webtoons, Storyline/Plot, Unfamiliar Vocabulary, Guessing Words, and Meaning of Words) color-coded (e.g., orange, red, yellow, green, and light blue). This methodology aimed to emphasize the investigation into the utilization of Webtoons by higher education students for vocabulary acquisition.

Tabel 3.1 *Generating Initial Codes*

Transcription	Intial Codes
P1: sebenernya yang bikin aku semangat buat ningkatin *vocab* tuh udah pasti eumm apa ya, tentang kerajaan, karena itu tu banyak banget kosakata yang udah pasti asing banget di aku gitu	Stimulus for Reading Webtoon

P2: kalo genre mungkin karena, itu, apa sih disebutnya, kesukaan masing masing ya, kalo aku sukanya genre isekai atau *regression* atau kembali ke masa lalu, jadi yang biasa aku baca tuh genrenya itu	Storyline/Plot
P2: Banyak kosakata asing yang didapat, penggunaan kalimat yang bisa dicontoh, jadi menurutku sih berpengaruh pada kemampuan bahasaku, dan akademis juga.	Unfamiliar Vocabulary
P1: misalnya udah sering banget baca gitu ya, awalnya kita nebak nebak dulu si kata itu kan, nah kalo udah banyak *guessing words* gitu	Guessing Words
P1: tapi bukan nyari arti translatenya gitu, maknanya aja, meaningnya. soalnya kalo pake indo tuh kadang ada yang sesuai kadang ada yang engga gitu kan, jadi aku lebih prefer buat cari meaningnya aja. *Meaning of Words*	Meaning of Words

16 initial codes represented different aspects shown by participants' interview transcriptions. Here is the list of initial codes and their frequency:

Table 3.2 *List of Initial Codes and Their Frequency*

Initial Codes	Total
Stimulus of reading webtoon	5
Genre or type webtoons	16
Storyline/plot	5
Daily Conversation	8
Unfamiliar Vocabulary	9
Guessing words	2
Meaning of words	6
Usage of words	3
Repetition of words	8
Visual/illustration	10
Supportive resource	8
Webtoon reading schedule	6
Webtoon reading duration	9
Improving vocabulary	10
Learning strategies/method	5
Webtoons accessible	3

3) Seeking out themes

The researcher combined the pertinent codes into a single theme corresponding to the research questions while eliminating codes irrelevant to the themes and questions.

Table 3.3 *Searching for Themes*

Initial Codes	Potential Themes
Stimulus of reading webtoon Genre/type of webtoon Storyline/plot Visual/Illustration Webtoon accessible	Engagement Factors
Unfamiliar vocabulary Guessing words Meaning of words Usage of words Repetition of words Daily conversation Improving Vocabulary	Comprehension Language Aspects and Vocabulary Acquisition
Supportive tools Reading method Webtoon reading schedule Webtoon reading duration	Reading Practices and Tools

4) Examining themes

The researcher contemplated the initial concepts concluded in phase three. They reviewed the themes again to ensure they applied to the study. If not, the researcher discarded or modified the themes until the most appropriate ones were identified.

Table 3.4 *Reviewing Themes*

Potential Themes	Themes
Engagement Factors	Choosing Interesting Stories and Features of Webtoon in Arising Vocabulary Acquisition
Reading Practices and Tools	Curiosity of The Webtoon Stories in Leading The Reader to Combine

	Dictionaries to Understand Vocabularies
Comprehension Language and Aspects	Enhancing Familiarity Through The Recurrent Emergence of Webtoons Vocabulary.

5) Establishing themes

The researcher interpreted each issue as a solution to the provided research query.

6) Creating a report. This marked the conclusion of the thematic analysis process. After identifying the central theme, the researcher compiled a report on the research findings.

3.6 Steps of the Research

Table 3. 5 *Steps of the research*

Step	Description
1	Identify and describe the phenomena or issue
2	Check current research and find 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 proposals in front of supervisors and examiners
6	Data collection uses semi structured interview using Zoom
7	Transcribe the interview's result
8	Data analysis using thematic analysis by Brown & Clarke (2006)
9	Make a report on the thesis
10	Examine the thesis in front of supervisors and examiners

3.7 Time and Place of the Research

The researcher gathered the data through Zoom meetings by conducting semi-structured interviews. Following the completion of all interviews, the researcher intends to analyze and process the data obtained from the participants for further research and analysis.

Table 3. 6 *Time of the research*

No	Description	January	February	March - June	July - October	November - March	April	July
1	Submission of Tentative	▨						
2	Tentative Approval		▨					
3	Writing Research Proposal			▨				
4	Proposal Examination			▨				
5	Data Collection				▨			
6	Data Analysis					▨		
7	Telaah Komprehensif Examination						▨	
8	Thesis Examination							▨