

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

In this study, the research design used a qualitative descriptive case study. According to Moleong (2013) Qualitative research is research that uses a naturalistic approach that aims to understand a phenomenon in a special context. According to Hardani (2020), the descriptive approach is research that provides symptoms, facts or events accurately, regarding the nature of the population. In the descriptive approach, researchers simply describe phenomena or objects. The results of this study are in the form of written descriptive data which is a picture of the observed phenomenon or from the behavior of a person under study. The results of this study are in the form of an overview of the implementation of the School Literacy Movement (SLM) program in one of the schools in SMP Kota Tasikmalaya.

#### **3.2 Focus of the Research**

This research focused on describing the implementation of the literacy program in the development students' reading interest at one of the junior high schools in Tasikmalaya.

#### **3.3 Setting and Participants**

This research was carried out in one of the junior high schools in Tasikmalaya, West Java, from January to February 2024. The school has been implementing the SLM program for more than 5 years since the SLM program was enforced by the government in 2016. This school has made several innovations related to the implementation of the SLM program, such as additional activity time, improvement of facilities and infrastructure, and a commitment. This school is quite well known for the implementation of its SLM program.

The research participants numbered four people consisting of the vice principal, two teachers and the head of the literacy team. The category of participants was selected based on their experience of dedication in schools that have reached more than 5 years, and who have had great involvement whose job is to plan, implement and assess programs in the SLM program.

### **3.4 Technique of Collecting the Data**

The researcher used a semi-structured interview as a technique to collect the data. Semi-structured interviews are one of the most versatile data collection techniques in qualitative research. This approach allows researcher to explore a deep understanding of participants' views, values, and experiences (Creswell, 1998). The interview guideline in this study adapted from the School Literacy Movement Guidebook by Wiedarti et al. (2019) which is conducted face-to-face between researchers and informants, the research participants numbered four people consisting of the vice principal, two teachers and the head of the literacy team. This interview aims to obtain complete data or pictures of the topics studied. In addition, the interview was held by using L1 (in this case, Bahasa Indonesia) to avoid misunderstanding between the participants and the researcher. The interview process will be noted and recorded, and the data later will be transcribed for the convenience of analysis.

### **3.5 Technique of Analyzing the Data**

The data from the semi-structured interview was processed and analyzed using a data analysis method by Miles, Huberman, and Saldaña (2014). This data analysis method is used because it offers convenience and time efficiency in analyzing the raw data obtained from interviews. The data analysis included the following activities:

1. Data Condensation

Refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger. Data condensation is occurring as the researcher decides (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection approaches to choose. As data collection proceeds, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. Below is an example of the process of condensing

a conversation with a resource person explaining the SLM program. The conversation is then abstracted or conceptualized into a description.

**Table 3.1 Example of Data Condensation**

Original Data	Condensed Data
<p>"Okay, SLM program well... where this program is a program launched by the Ministry of Education and Culture around 2015, now where the program is a non-lesson reading activity for 15 minutes before learning starts. This activity is carried out to foster students' interest in reading and improve reading comprehension so that students can gain broader knowledge"</p>	<p>A government program launched by the Ministry of Education and Culture in 2015, with 15-minute reading activities. This activity is carried out to foster students' reading interest and improve reading comprehension.</p>

### 1.1 First Cycle Coding

The researcher allocated starting codes to the data chunks in this section based on the data analysis method by Miles, Huberman, and Saldana (2014). The researcher used the Process Coding approach to analyze the cycle of implementation SLM Program, habituation stages, development stage, and learning stages. The purpose was to imply actions inextricably linked to time dynamics, such as things that emerge, change, occur in particular sequences, or become strategically implemented. Moreover, the researcher used the Process Coding approach for the entire component because it also aims to quote participants' actions/interactions and the impact of the action itself.

**Table 3.2 First Cycle Code**

Data	First Cycle Coding
<p><sup>1</sup> For the allocation of time at this habituation stage was carried out in 30</p>	<p><sup>1</sup>30 minutes reading activities</p>

minutes in the morning before the learning begin	<sup>2</sup> Provision of non-textbook books, <sup>3</sup> provision of reading corners in class, <sup>4</sup> reading gardens, and <sup>5</sup> library <sup>6</sup> make a posters, <sup>7</sup> make a poetry, <sup>8</sup> make a illustrated story.
<sup>2</sup> School providing non-textbook books likes novels, short stories, comics, magazines. Not only that the school also <sup>3</sup> providing reading corners in class, <sup>4</sup> reading gardens, and <sup>5</sup> library to enrich the text environment we <sup>6</sup> make a posters, <sup>7</sup> poetry, <sup>8</sup> illustrated story.	<sup>9</sup> Small discussion <sup>10</sup> Responding to reading result in the form of reading journal
<sup>9</sup> After the children have finished reading, the teacher will ask questions and have a small discussion about the book the students have read. <sup>10</sup> The results of the response can be in the form of reading journal, or other works.	<sup>11</sup> giving a pin <sup>12</sup> giving certificate of apperation
Rewards are given specifically to students who play a very active role in literacy activities. The reward is given in the <sup>11</sup> form of a pin, and <sup>12</sup> certificate of appreciation.	<sup>13</sup> Library visits outside school
<sup>13</sup> There is a special schedule for visiting the library outside of school, so that students can explore new knowledge through the latest books.	<sup>14</sup> guided reading <sup>15</sup> relay reading
In learning, teachers used <sup>14</sup> guided reading strategies and <sup>15</sup> relay reading, this is useful so that students can focus on reading	<sup>16</sup> GERILYA Members <sup>17</sup> extracurricular literacy members
<sup>16</sup> There is a special literacy team that helps the running of SLM program, the	

name of organization is GERILYA, <sup>17</sup> extracurricular literacy members, and <sup>18</sup> regional literacy team.	<sup>18</sup> regional literacy team
The school has involved several elements to make the SLM activities a success, including <sup>19</sup> parents' engagement, <sup>20</sup> alumni, and <sup>21</sup> literacy figures' engagement.	<sup>19</sup> Parents' engagement <sup>20</sup> Alumni's engagement <sup>21</sup> Literacy figures' engagements

After assigning first cycle coding, the researcher developed a provisional listed code of codes prior to fieldwork that comes from the conceptual framework.

**Table 3.3 Developing Code**

<b>First Cycle Coding</b>	<b>Sub-theme</b>
- 30 minutes reading activities	Allocation of SLM program
- Provision of non-textbook books - Provision of reading corners in class - Provision Reading gardens - Library - Make a posters - Make a Poetry - Make a Illustrated story	Developing a School Literacy climate
- Small discussion - Writing reading journal	Oral and writing response to the contents of the reading
- Giving a pin - Giving certificate of appreciation - Library visits outside	Developing social and affective environment
- Guided reading - Relay reading	Strategies for understanding texts on subjects
- GERILYA team	Literacy Team

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- Extracurricular literacy members	
- Regional literacy team	
- Parents' engagement	
- Alumni's engagement	Public Engagement
- Literacy figures' engagements	

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## 1.2 Second Cycle Coding: Pattern Codes

The next step in the analysis process was pattern coding. The researcher grouped the result codes from the first cycle coding into a smaller number of categories or themes.

**Table 3.4 Generating Pattern Codes**

Sub-theme	Theme
- Allocation of SLM program	Implementation of SLM at the habituation stage
- Developing a School Literacy climate	
- Oral and writing response to the contents of the reading	Implementation of SLM at the development stage
- Developing social and affective environment	
- Strategies for understanding texts on subjects	Implementation of SLM at the learning stage
- Literacy Team	
- Public Engagement	

## 2. Data Display

The second major flow of analysis activity is data display. Generally, a display is an organized, compressed assembly of information that allows conclusion drawing and action. The data presented is about the School Literacy Movement program, implementation of SLM at the habituation stage, implementation of SLM at the development stage, implementation of

SLM at the learning stage. The data display discussed and illustrated in this research is using matrices.

**Table 3.5 Data Display**

<b>Theme</b>	<b>Description</b>	<b>Excerpt</b>
Implementation of SLM at the habituation stage	Read 30 minutes	The activity begins before the lesson begins, for 30 minutes reading activities.
	Literacy Facilities Arrangement	Providing non-textbook books likes novels, short stories, comics, magazines. Providing reading corners in the classroom, provision of reading gardens, and library maintenance, provision of reading corners, reading gardens, making posters, poetry, illustrated story.
Implementation of SLM at the development stage	Activities to respond to enrichment books during literacy lessons or library activity hours	After the children have finished reading, the teacher will ask questions and have a small discussion about the book the students have read, after that students fill the reading journal.
	Providing appreciation for students' literacy achievements	Rewards are given specifically to students who play a very active role in literacy activities. Rewards are given in the form of pins, certificates of appreciation.
	Library visits outside school	There is a special schedule for visiting the library outside of school, so that students can

		explore new knowledge through the latest books.
Implementation of SLM at the learning stage	Implementing reading strategies to improve students understanding in all subjects	In learning, teachers used guided reading strategies and relay reading, this is useful so that students can focus on reading.
	Activities responding to readings in oral and written form	After the children have finished reading, the teacher will ask questions and have a small discussion about the book the students have read. The results of the response can be in the form of reading journal, or other works.
	School literacy team	There is a special literacy team that helps with the running of SLM activities, whose duties are as designers, implementers and evaluators. There is a special literacy team that helps the running of SLM program, the name of organization is GERILYA, extracurricular literacy members, and regional literacy team
	Public Engagement	The school has implemented public involvement with the community outside the school, especially parents, alumni, and



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literacy figures, through various programs.

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### 3. Drawing and Verifying Conclusion

The third step in qualitative data analysis is drawing and verifying conclusions. The qualitative analysis decides what things mean from the outset of data collection by noticing regularities, patterns, explanations, alternative configurations, causal processes, and propositions (Miles, Huberman, and Saldaña, 1994). The researcher also verifies the conclusions. After collecting the data, the conclusion-drawing process begins with a preliminary conclusion. In other words, the conclusion is continuously analyzed and confirmed to reach the best possible conclusion.

### 3.6 Steps of the Research

The researcher did several steps of this study as follows:

**Table 3.6 Steps of the Research**

<b>Steps</b>	<b>Description</b>
1	Identifying and defining a problem/phenomenon that occurred in one of the junior high schools in Tasikmalaya, West Java, Indonesia.
2	Exploring relevant studies, finding the research gap, formulating the research question.
3	Writing the research proposal, including the background, literature review, and research procedures.
4	Examining the research proposal in front of the examiners and supervisors.
5	Revising the proposal and interview guidelines.
6	Starting to collect the data from the chosen participants by conducting an interview.
7	Analyzing the data from the transcripts of the interview.
8	Make a report on the thesis.
9	Examining the thesis.

### 3.7 Time and Place of the Research

The research took place in a junior high school in Tasikmalaya, West Java, Indonesia. It was conducted from January 2024 to August 2024, as presented in the research schedule below.

**Table 3.7 Research Schedule**

No.	Activities	Jan 2022	Oct 2023	Jan 2023	Feb 2023	Aug 2024	Sept 2024
1.	Research Proposal Writing						
2.	Research Proposal Examination						
3.	Data Collection						
4.	Data Analysis						
5.	Report						
6.	Thesis Examination						