

CHAPTER III

RESEARCH DESIGN

A. Research Method

The research design used in this study was a descriptive case study. The descriptive study was used because the researcher described students' challenges in reading academic text in Universitas Siliwangi Tasikmalaya. This study looked at the self-assessment of students' challenges in reading academic text.

B. Setting and Participants

The participants of this research were 3 students who were doing a research at Universitas Siliwangi Tasikmalaya, West Java, Indonesia. The participants consisted of 2 female students and 1 male student. The purpose of having different gender participants is to ensure that the conclusions adequately represent the entire range of variation in that particular population rather than only the typical members (Maxwell, 2005). The participants were the students with the average age of 21 to 23 years old. All of the participants were bilingual (Bahasa and Sundanese) and they have been learning English since elementary school.

C. Data Collection

The data of the research gathered by conducting students' self-assessment that is students evaluated their work and learning progress. The self-assessment form is in the form of self-reflection written by participants after they read their academic text. The self-assessment was chosen because students can evaluate themselves freely in reading academic text. The data from the interview were also conducted to obtain more complete information related to the data from students' self-assessment. There were total data consisted of 21 self-reflections written form compiled by 3 participants. The data then analyzed by researcher using thematic analysis.

D. Data Analysis

The researcher analyzed the students' self-assessment data by using thematic analysis (Braun & Clarke, 2006). These were the following steps:

a. Familiarizing the data

The researcher should find the different code in the data, it means the researcher has to understand the data or even comprehend on it. Then the researcher transcribes data of interview.

b. Generating initial emotional responses codes

The researcher will mark some codes about students' self-assessment appearing in the data by coloring the codes. It would be easier way for the researcher to analyse the data in the next steps.

c. Searching for themes

The researcher collected the codes which have same possible group of each with different place to make it easier to analyse.

d. Reviewing the themes

The researcher reviews the themes to make it sure related each other. If it's not appropriate (if there are not enough data to support themes, or the data are too diverse), the researcher detached or changed the themes.

e. Defining and naming the themes

The themes are named as the students' challenges in reading academic text. In this case, the researcher considered the result of students' reading challenges based on the students' self-assessment in the form of students' self-reflective.

f. Producing the report

The researcher reported what have been done for all sub-themes from this study.

E. Research Schedule

