CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of The Research

This study has conducted to explore students' perceptions related to the use of reading logs in the intensive reading class by using a case study. This study certainly used to explain in detail what are the students' perceptions of the use of reading logs in intensive reading classes, especially EFL students. In addition, the use of this case studies is to provide an appropriate representation of the current social situation and explores the content of phenomena when there is little understanding of a phenomenon (Yin, 2013), or the case being examined has little information (Heigham, 2009). Therefore, this study used a case study to find out how perceptions are related to the use of reading logs in the intensive reading class for students majoring in English at one of Universities in Indonesia.

3.2 Settings and Participants

The study raised the main topic of students' perceptions about the use of reading logs in intensive reading in the context of Higher Education. Thus, the study was conducted at a state university in Tasikmalaya, West Java, Indonesia. In this case, the university was chosen because it has a major in English as one of the main focuses of the researcher. Then, the participants of this study are undergraduate students majoring in English at one of the universities in Indonesia. The participants selected were four people with an age range between 18-22 years. The participants were selected for several reasons: (1) They are English learners;(2) They have taken intensive reading classes;(3) They have experience in using reading logs in the

reading class;(4) and most importantly they are willing to contribute as participants to get the primary data of the study.

3.3 Data Collection

In this research, the interviews were used as the technique of collecting the data as Marshall, C. (2014) found that observation, document examination, and in-depth data interviews are three strategies that are key procedures for collective data. The purpose of this interview is to deepen understanding of the students' perceptions and to obtain information that would support this research. The interview type is a combination of closed questions and open-ended questions (Adams, 2015). The researcher interviewed the students who have taken intensive reading class and they have used the reading log. The researcher adapted questions from previous research and developed from theories of Lyutaya (2011) as a basis which states that the significance of the use of a reading log, namely reading log supports the students' reading skills and reading log builds the students' interest in reading English text and several other questions needed to achieve richer data.

3.4 Data Analysis

Once the data were completed, the analysis were carried out using thematic analysis (Braun & Clarke, 2012). Thematic analysis aims to classify meanings based on themes, it is an analytical tool for identifying, analysing, and reporting patterns (themes) within data. This analysis consists of several stages as follows:

a. Familiarizing the data

This phase involves the researcher's ability to immerse himself in any data obtained by reading and continuing to read to better understand the data. Therefore,

in the process of collecting data one by one, the researcher also reads the data continuously to get a more detailed acceptance.

b. Generating initial code

In this stage, the code was generated from any data that has been understood. This code is an important point that becomes a concise summary of the data. The researcher took each code of the data collected and combined it with the same code.

Table 3.1. Generating Initial Codes

Data	Initial Code
By filling in the reading log, my interest in reading increases, on the other hand my reading skills also increase	Improving students' reading interest Improving students' reading skills

c. Searching for themes

A theme "captures something important about the data in relation to the research question, and represents some levels of patterned response or meaning within the data set" (Braun & Clarke, 2006, p. 82). In this phase, the researcher grouped the data that had been highlighted in order to make it easy to analyse. Then, the author reviewed the code's data to identify similarities or overlaps between codes and then combine them into the same theme.

Table 3.2. Generating Theme

Codes		Themes
1.Improving students' vocabulary	4	Perception of benefit of using
2.Improving students' reading ability	7	Reading log
3.Improving students' reading interest and motivation	3	
4.Helping evaluate their reading ability	1	
5.The media is not impractical	1	Perception of using reading log platform

d. Reviewing Themes

Previously formed themes were reviewed again in this phase to know the quality of the theme, and whether there is compatibility or not. Follow-up is carried out on themes that are of low quality to be reported.

e. Defining and Naming Themes

In this phase researcher determines the final theme used by giving the correct name. The themes that had been formed must answer the research questions and achieve the desired goals. Therefore, the researchers reviewed the themes that were formed and adjusted the naming of these themes to the objectives of the research conducted.

f. Producing the Report

After all phases have been carried out, the researcher reports what has been gained from this study by paying attention to various things. The data presentation must be connected logically and meaningfully. Data from one theme to another must be sequential and connected to provide a coherent description of the data.

3.5 Step of The Research

3.5.1. Exploring Multiple Issues Related to The Use of Reading Log

The researcher looked for phenomena that were happening. Then researchers found several topics or indicators that researchers found in the field, namely about reading logs. Therefore, researcher conducted initial interviews with several EFL students regarding their perceptions of the use of reading logs. The results of the study show that the facts put forward by several experts have similarities with the points found by researchers that EFL students are assisted by the task of filling out a reading log. This fact is the phenomenon raised by researcher as the basis of this research.

3.5.2. Conducting a Literature Review

The phenomenon related to reading logs that has been obtained was then followed up by searching for some literature on the same topic to get more references to support the statements required in the study.

3.5.3. Determining Research Objective

After the necessary references have been collected, the researcher determined the objective of the research to be carried out which is related to what are the students' perceptions on the use of reading log in intensive reading class at a University in Tasikmalaya.

3.5.4. Writing a Research Proposal

As an initial step of this study, the researcher wrote a proposal by explaining it clearly in the investigation of various components, including the background in conducting this research and other components.

3.5.5. Conducting the Data

After the proposal was completed, approved, and tested, data collection was carried out to answer the research question and desired objectives. Data were collected on selected participants by conducting interviews using semi-structured interviews.

3.5.6. Analysing the Data

Once the data has collected, the researcher followed up by analysing the data to be mapped into several codes and themes according to the data collection techniques used to be reported properly.

3.5.7 Writing a Research Report

In the final stage of the study, the researcher conducted a report by explaining it in detail and clearly based on the technique that has been chosen and adapting to the desired research question and objective.

3.6 Place and Time of the Research

3.6.1 Place

The research was conducted at a university in Tasikmalaya, West Java, Indonesia because the English learners who were selected as participants were currently studying at the university majoring in English Education Department.

3.6.2　　Time

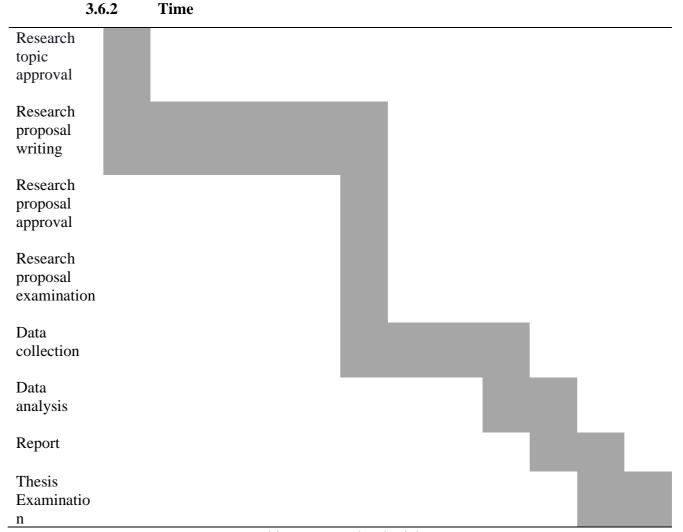|	
Research topic approval	
Research proposal writing	
Research proposal approval	
Research proposal examination	
Data collection	
Data analysis	
Report	
Thesis Examination	

Table 1. Research Schedule