

CHAPTER 3

RESEARCH PROCEDURES

This chapter provided the methodology utilized to conduct the study. The research method, setting and participants, data collection, data analysis, steps of the research, and research timetable were the seven components of the research procedures that were described.

A. Method of the Research

In this study, the research design used is a qualitative descriptive case study. According to Creswell, (2018), a case study develops an in-depth analysis of a case, activity or process. Besides, Yin, (2018), stated that descriptive case study is a method used to offer an in-depth portrayal of a phenomenon or a real-world case. Consequently, this approach is well-suited for conducting in-depth examinations of specific phenomena, yielding comprehensive analysis outcomes.

B. Focus of the Research

The focus of this research was to investigate students' perception of the Pomodoro technique in their reading engagement in depth with four indicators of reading engagement, such as behavioral engagement, cognitive engagement, social engagement, and affective engagement.

C. Setting and Participants

This study occurred in a Junior High School in Tasikmalaya, West Java. The participants were the students who were using this technique in the classroom when reading English text in 7th grade. The researcher chose four students as the sample. The criteria of the sample were the students from different classes who were actively involved in sharing their reading in the classroom when the Pomodoro technique was used to investigate the perception comprehensively.

Dealing with ethical issues, the participants received thorough explanations of what, why, and how this study would be conducted. Participants

were given clear instructions to fill out and sign the consent form, indicating their formal agreement to take part in the data collection process. They were guaranteed that their confidentiality and anonymity are protected, and they had the freedom to withdraw from the research at any stage.

D. Data Collection

The researcher used a semi-structured interview as a technique to collect the data. According to (Ruslin & Alhabsyi, 2022), the semi-structured interview is flexible and does not have limited questions, also allowing new questions to be carried along as a consequence of what the interviewees have said. Adams, (2015) added that semi-structured interviews usually conduct with open-ended questions which allow respondents to provide detailed and nuanced responses. By using semi-structured interviews, the researcher believes the flexibility will be advantageous for the participants to express more freely their perception. To avoid confusion among participants, the interview was used by Bahasa Indonesia. The interview was conducted in person at the Junior High School and recorded using an audio recorder. Moreover, the interview was conducted associated with reading engagement theory designed by Kandel, (2024) and focused on four elements such as behavioral, cognitive, affective and social engagement. The researcher asked about their experiences and perceptions about the use of Pomodoro technique when they were in 7th grade. Also, the participants were asked about the engagement of Pomodoro technique to their reading engagement. The interviews were conducted 4 times with each one of the participants.

E. Data Analysis

The data from the interview used thematic analysis. Further, Braun and Clarke (2006) define thematic analysis as a qualitative approach for detecting, interpreting, and reporting patterns (themes) within data. It serves to organize, describe, and report themes found within a data set. It is useful and effective due to an essentialist or realist method, which reports experiences, meanings and the reality of participants. This study focuses on students' perspectives of the Pomodoro as the strategies to four elements of reading engagements.

Reading Engagement theory by (Kandel, 2024). As outlined by (Clarke & Braun, 2006), there are six stages in the process of thematic analysis, which include:

1. Familiarizing the data

During this phase, the researcher became acquainted with the data by carefully reviewing the interview transcripts multiple times.

2. Generating Initial Codes

During this phase, the researcher initiated the organization of the data by assigning symbols or markers that aligned with the objectives of the study. The researcher utilized a coloring technique to distinguish various aspects identified by the participants, which resulted in the creation of initial codes.

Table 3.1 Generating Initial Codes

Extracts	Initial codes
” Alhamdulillah, all my friends in the class followed the instructions and I and other friends read, but there are some of my friends who like to speed up when reading.”	Student Involvement in Reading
“For me, I'm excited because with this technique, I think it can increase my reading or information so I'm excited to continue reading euhh for me, by reading other readings, I can set the time to read how many 25 minutes if for example I get bored with the reading I've read or there is no exciting point so I like to read other stories or books”	Time Management in Reading
“It can, because this technique is easy to apply, by just reading with the specified time and euhh easy to remember in my brain	Increasing Focus and Understanding when reading

because with 25 minutes of reading in a quiet class, I can focus more and can understand when I read it."

"It quite often after reading with Pomodoro, I definitely like to share because it's comfortable so I like it, for example, like someone asking about the results of your reading and I often ask what my friends read so like what was mentioned earlier, there is an instruction from the teacher to share so I like to share with my friends, sometimes at the table, sometimes in groups, I also chat, I've also been so if I go to the front, it's per person and I've been to the front to tell about the novel *Earth* whose author is Tere Liye, if at the table it can be in groups too."

Sharing With
Peers

"emm, the step for me is to read another book, because the time is long so I use it by reading other books or text stories, sometimes I also read texts that have already been read so several times, once I had 4-5 texts like a short narrative, sometimes just one book for 1 Pomodoro session."

Overcoming
Boredom

"because the environment is comfortable usually when the teacher instructs to read with this technique, everything is quiet so it can make you more focused and motivated to read."

Student
Motivation to
Read

"It's fun and it's also comfortable and it also makes my mood increase because we can

Students'
Enjoyment in

better understand what we are reading **Reading**
because of the silence and a lot of time, well
for me it's by reading other books if I still
have time so that I don't get bored by reading
other things”

The researcher identified 12 initial codes, each representing different aspects highlighted in the participants' interview transcriptions. These codes encapsulated various themes and patterns observed in the data, providing a comprehensive framework for further analysis and interpretation of the participants' experiences and insights. Here is the list of initial codes and their frequency.

Table 3.2 Calculating initial codes

NO.	Initial Codes	Total
1.	Student Involvement in Reading	8
2.	Strategy to Engage in Reading	2
3.	Maintaining Focus and concentration	9
4.	Time management in reading	6
5.	Overcoming boredom in reading	7
6.	Sharing with Peers	7
7.	Improved Reading interest through Silence	2
8.	Focus and understanding when reading	5
9.	Students' Enjoyment in Reading	9
10.	Challenges in Sustaining Reading	6
11.	Balancing Focus and Sustained Engagement	4
12.	Student Motivation to Read	5

a. Searching for themes

During this phase, the researcher consolidates relevant codes into cohesive themes that align with the research questions. Simultaneously, any codes that are unrelated or irrelevant to the identified themes and research questions are eliminated.

Table 3.3 Searching for themes

Initial codes	Sub-theme
Student involvement	Students' Focus and Involvement
Maintaining Focus and Concentration	
Time Management	
Focus and Understanding when Reading	Students' Comprehension
Sharing with Peers	Collaboration and Social Interactions
Students' Enjoyment in Reading	Student Positive Emotional Response
Student Motivation to Read	
Overcoming Boredom	

b. Reviewing themes

During this phase, the researcher revisits the previously identified themes from the third phase. The researcher carefully evaluates the themes to determine their appropriateness for the study. If any themes are deemed unsuitable, the researcher either rejects them or modifies them until the most suitable and acceptable themes are established.

c. Defining and naming themes

The researcher analyses and interprets each identified theme as an answer to the research question that was initially posed. According to Braun and Clarke, (2006), a theme captures something important about the data in the context of a research question, and represents some level of *patterned* response or meaning within the data set.

Table 3.4 Defining and naming themes

Sub-theme	Themes
Students' Focus and Involvement	Student Focus and Active Participation
Students' Comprehension	Maintain Students' Text Comprehension
Collaboration and Social Interactions	Collaborative Learning and Social Interactions
Student Positive Emotional Response	Student Positive Emotional Response

Table 3.5 Description of themes

Themes	Descriptions
Student Focus and Active Participation	The students' involvement also their concentration in the classroom reading activities.
Maintain Students' Text Comprehension	The student understands the content or meaning of the text they have read.
Collaboration and Social Interactions	The students' mutual support as work together and shared alongside their active engagement in social context.
Student Positive Emotional Response	The students' feelings of enjoyment, interest, and motivation during the Pomodoro learning experience.

d. Producing the Report

The final phase in thematic analysis involves the researcher creating a report on the research findings. Once the central themes have been identified and analysed, the researcher synthesizes the results and presents them in a comprehensive report. This report typically includes an overview of the research question, a description of the methodology employed, a presentation of the central themes and their supporting evidence, and an interpretation of the findings. The report aims to provide a clear and coherent account of the research outcomes based on the identified themes.

2. Research Steps

- a. The researcher identified and described research phenomena and issues.
- b. The researcher reviewed and examined literature related to the topic of the research to complement the research.
- c. The researcher chose and decided the topic to be researched.
- d. The researcher began compiling the research proposal, starting with the background of the study, literature review, and research method.
- e. The researcher examined a research proposal in front of supervisors and examiners.
- f. The researcher collected data from the participants by using semi-structured interviews.
- g. The researcher transcribed the interview transcription and analyzed the data using thematic analysis.
- h. The researcher reported the result of the thesis
- i. The researcher examined the thesis in front of the supervisors and examiners.

3. Time and Place of the Research

This research was conducted at one of the Junior High Schools in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from November 2024.

Table 3.6 Research Timeline

[illegible]