

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

A descriptive case study was employed as the research design in this study. A descriptive case study represents a thorough analysis of a single case or a select set of cases. Descriptive case study is the most appropriate method for this research to discuss based on the natural setting of the phenomenon that appears. Based on the phenomenon that occurs in the extensive reading course at one of the universities in Tasikmalaya, students must read an English novel to explore the elements in the novel they read. After that, the results of their reading, such as title, character, plot, conflict, and resolution, are made into a poster and presented. In the context of this research, descriptive case studies allow researchers to explore and understand complex issues in real-life contexts, particularly in relation to students' reading strategies.

3.2 Focus of the Research

The focused of this study is to describe the strategies utilized by EFL students in the intensive reading course at a university in Tasikmalaya, West Java, Indonesia, when reading English novels. This description is based on a semi-structured interview conducted with students from the English Education Department who used a variety of strategies while reading English novel in the extensive reading course.

3.3 Research Setting and Participants

This study is in Indonesian context, and was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. This location was selected because the extensive reading course is taught at this university.

This study's participants are four EFL female students from the 2021 academic year at the Faculty of Teacher Training and Education, specifically at the English Education Department, aged between 21 and 22 years old. These participants were chosen because they had taken the extensive reading course, and achieved the highest scores in their class, which indicated that their reading strategies were effective and worthy of being investigated. Their high scores

indicated higher reading potential and greater intensity in their reading practice. This intensity and dedication to reading is crucial to understanding the success strategies they use. Besides that, another reason the four participants are there is to provide a deeper and broader exploration of relevant topics related to extensive reading and allow for a comprehensive analysis of diverse reading strategies.

In addition, these four participants differed in their first novel reading experience. P1, P3, and P4 started reading English novels when they started college in the first semester, while P2 read English novels in the second semester. All of these participants found it difficult when they first read novels in English. Limited vocabulary, not being able to visualize, and long stories made it difficult for them to read. In addition, P1, P2, and P3 like the romance genre, while P4 likes English novels in the fantasy or adventure genre. The frequency and duration of reading are also different. P1 and P3 usually read novels three times a week, and 3 hours a day, so in a week they can read novels for up to 9 hours. On the other hand, P2 and P4 read novels twice a week and 3 hours a day, so in a week, they can read novels for 6 hours. With the different characteristics of each participant, it is also expected that there will be different variations in the strategies they use when reading English novels.

3.4 Data Collection

A semi-structured interview was employed by the researcher as an instrument of data collection. According to Megaldi and Berler as cited in (Ruslin et al., 2022) claim that a researcher may investigate deeply for a finding during a semi-structured interview. Interviews were conducted in person on the same day using voice recording techniques with smartphone and microphone. Participants were interviewed in turn regarding some of the possible strategies they used reading English novel in the extensive reading course. The researcher used the indicator from Brown's strategy descriptions (2000) to formulate interview questions. This indicator describes several strategies that can be applied in reading English novel, including skimming, scanning, guessing, and analyzing vocabulary, as attached in page 32.

3.5 Data Analysis

In this research, the researcher used thematic analysis to analyze the data. Braun & Clarke (2017) argue, thematic analysis is a method for recognizing, analyzing, and collecting themes within a set of data. The following are the steps involved in conducting a thematic analysis:

a) Familiarizing the data

During this step, the researcher became familiar with the transcribing aspect of the data. To extract meaning and patterns or themes from the data, the researchers reviewed and listened to the transcripts several times while also taking notes on important topics from the interviews.

b) Generating initial codes

The researcher identifies all relevant data within the entire data set to answer the research question in this step. The researcher generates an initial set of codes that represent the meaning and pattern of the data results. Subsequently, the data recognized as codes relating to the study's goal were colored, and the codes were highlighted.

Table 3. 1 Generating initial codes.

Extracts	Initial Codes
<i>“Nah biasanya ya gitu, dibaca cepet aja per paragrafnya sambil kadang dilompat-lompatin gitu dicari ide pokoknya apa, supaya tau ini alur ceritanya seperti apa.”</i>	Skimming.
<i>“Kalau misalkan di novel itu ada kata asing yang kurang dimengerti jadi suka dibaca ulang lagi beberapa di kalimat itu. Terus kan si kata yang asing itu jadi agak-agak familiar sedikit, nah pas ditebaknya itu jadi dihubungkan aja sama kalimat yang lain, yang artinya udah dipahami.”</i>	Guessing.
<i>“Emm iya, kalau waktu baca ada kata yang asing yang baru tahu gitu ya pastinya suka saya tebak supaya gak bingung buat tahu alurnya.”</i>	

“Iya, jadi di kalau emang emm udah buntu banget gak tahu artinya saya itu langsung nyari artinya pake cara di translate ke google.”

The findings of the semi-structured interviews revealed that the initial codes defined previously cover several aspects of the strategies employed by learners when reading English novels in the extensive reading course.

Table 3. 2 Calculating initial codes.

No.	Initial Codes	Total
1.	Skimming.	4
2.	Guessing.	4
3.	Translating.	2

c) Searching for themes

At this step, the researcher proceeded to combine the codes that were categorized and emphasized in the preceding step with other relevant data that had related themes. After this process, the codes have been assigned to general themes that direct connection related to the research topic.

Table 3. 3 Searching for themes.

Initial Codes	Themes
Skimming.	Using skimming strategy.
Guessing.	Guessing words based on the context.
Translating.	Translating with Google Translate.

d) Reviewing themes

During this step, the researcher reviewed, expands or modifies the themes identified in the previous step regarding the strategies employed by the students while reading English novel in the course of extensive reading. The researcher examines the following themes to identify the most relevant for the research topic.

e) Defining and naming themes

At this step, the researcher creates clear definitions and names for each theme, which consists of the strategies used by the learners while reading an English

novel in the extensive reading course. Finally, the researcher grouped these sub-themes discussed in preparation for data analysis.

Table 3. 4 Defining and naming themes.

Themes
Students' strategies while reading English novel in the extensive reading course.

f) Producing the report

In the last step, the researcher presented the results on the Students' strategies while reading English novel in the extensive reading course as the final analytical opportunity.

3.6 Research Schedule

Table 3. 5 Research Schedule.

This research took place in one of the universities of Tasikmalaya. The researcher established a research schedule as follows:

Description	Oct/ 2023	Nov/ 2023	Dec/ 2023	March/ 2024	May/ 2024	July/ 2024	Oct/ 2024
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							