

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

The method used in this study is a case study. A case study is a strategy for conducting research that involves empirical investigation of a specific contemporary phenomenon in a real-life context using multiple sources of evidence (Robson, 1993). In exploring individual students' experiences and perceptions and influencing factors through in-depth understanding, case studies can be an appropriate method. Therefore, in this study, the researcher uses the case study method to investigate students' perception of the use of reading logs in Extensive Reading courses based on their beliefs or opinions, feelings, and knowledge.

3.2 Research Setting and Participants

This research is carried out at a university in Tasikmalaya, West Java, as the research location was chosen due to an interesting phenomenon related to the implementation of digital reading logs in the context of Extensive Reading courses at the university. The decision to choose this university is based on the desire to dig deeper into how digital reading logs are implemented and perceived in this academic setting, as well as to gain richer insights into the practice of Extensive Reading at the university.

The participants selected in this study were three 2022 students from the English Education Department. The researcher purposely selected these students based on certain criteria. First, the participants were selected based on their achievement in completing the Extensive Reading course in semester 2. In addition, they were selected because they demonstrated positive engagement, ability to complete and submit their reading on time, and creativity in completing the digital reading log. These participant selection decisions are expected to provide a meaningful representation of students who have been actively engaged in the practice of Extensive Reading.

3.3 Data Collection

The data collection in this research is conducted two times using semi-structured interviews with each participant. A semi-structured interview is a process of collecting information from other people which is done orally. Magaldi and Berler (2020) semi-structured interviews allow the inquirer to gain a deeper understanding based on the responses of the informants because in semi-structured interviews there is flexibility to ask questions other than the questions that have been prepared. Indicators of semi-structured questions focused on finding out students' perceptions based on Patton's (2002) types of questions interview which focused on asking students' knowledge, beliefs or opinions, and feelings toward their experience using digital reading logs in the Extensive Reading course.

In this study, before conducting interviews, the researcher asked for consent to be willing to become a participant. Furthermore, the interview is conducted via voice notes on the WhatsApp application and is recorded during the interview process to keep the data and to conduct an in-depth analysis.

3.4 Data Analysis

The data obtained from this study is analyzed using Braun and Clarke's (2006) thematic analysis. Thematic analysis can be appropriate for identifying, analyzing, and reporting patterns or themes in data (Braun & Clarke, 2006). It is a flexible approach that can be used for different types of qualitative data. Thematic analysis can be used to infer meaning about experiences, perspectives, or belief systems using a theoretical framework (Lochmiller, 2021). The following are the 6 stages involved in Braun and Clarke's (2006) thematic analysis.

1) Familiarizing with the data

In this first stage, the researcher transcribes the recorded data from participant interviews. This step aims to understand the information contained in the data thoroughly.

2) Generating initial codes

After understanding the data, the researchers provide codes for segments that are considered important or prominent. This process aims to identify key elements that can be explored further.

Table 3. 1 *Generating Initial Codes*

Transcriptions	Codes
Fitur-fitur seperti pengeditan sangat membantu dan memudahkan kita untuk mengedit apa yang kita inginkan, dan juga kita bisa mengganti berbagai warna <i>background</i>, dan dari mengerjakan hasil tsb kita bisa langsung meng-copynya dari <i>Word</i>. Jadi tidak ada kesulitan apapun untuk membuat laporan bacaan <i>reading log</i>. Selain itu, untuk fleksibilitasnya tersendiri bisa memudahkan kita mengedit dimana saja dan kapan saja. Selain menggunakan laptop kita juga bisa menggunakan HP bisa menyesuaikan. Apabila setelah meng-<i>upload</i> hasil bacaan, tetapi ada <i>typo</i> kita bisa mengedit <i>background</i> dan lain sebagainya itu bisa dilakukan dimana saja.	Accessibility/usability of digital reading logs Flexibility of digital reading logs
Karena dikelas ER kan mahasiswa ditarget untuk membaca dan melaporkan hasil bacaannya dalam waktu seminggu sehingga menjadikan mahasiswa lebih disiplin dan rajin dikelas.	Discipline
Karena seperti yang sudah saya jelaskan sebelumnya, kita membaca banyak topik yang belum pernah diketahui sehingga menambah pengetahuan baru yang didapatkan.	Increasing Students' knowledge

Dari segi <i>skills</i>, itu sangat bermanfaat untuk melatih <i>reading skill</i> tersendiri dan kemampuan dalam kita menganalisis suatu teks. Pengalaman belajar saya, dengan adanya <i>digital reading log</i> jadi mengharuskan saya untuk rajin membaca. Sehingga <i>habit</i> ini bernilai positif bagi saya dimasa sekarang dan performa dikelas mungkin jadi lebih percaya diri aja ketika kita disuruh kedepan untuk menceritakan apa yang telah kita dapat dari hasil bacaan	Developing reading skill Increasing student's motiva
Ya, membantu. Karena memang dari awal saya suka membaca. Namun, dari hasil <i>reading log</i> ini <i>habit</i>-nya bukan hanya fiksi saja, tetapi saya juga jadi lebih terbuka untuk hal-hal non-fiksi. Karena tuntutan juga, jadi harus membaca sebuah teks ataupun artikel ilmiah. Jadi, dimudahkan dalam kita proses menganalisis maupun mengidentifikasi teks tsb.	Developing Reading Habit

7 start codes represent different aspects indicated by the transcriptions of the participant interviews. Here is a list of the initial codes and their frequencies.

Table 3. 2 *List of Initial Codes and Their Frequencies*

Initial code	Total
Accessibility/usability of digital reading logs	4
Flexibility of digital reading logs	4
Developing reading skill	6
Increasing knowledge	4
Developing reading habit	5
Increasing student's motivation	6
Discipline	4

3) Searching for a theme

After the coding process, researchers look for patterns or themes that emerge from the codes. Similar codes are grouped to form certain themes.

Table 3. 3 *Searching for Themes*

Initial codes	Potential Themes
Accessibility of digital reading logs	Ease of Use of Digital Reading Logs
Flexibility of digital reading logs	
Developing reading skill	Usefulness of Digital Reading Logs
Increasing knowledge	
Increasing student's motivation	
Developing reading habit	
Discipline	

4) Reviewing potential themes

The researcher reviews the coded data for each theme that has been identified. This is done to ensure consistency and appropriateness between the data and the established themes.

5) Defining themes

The researcher defines and describes each theme that has been identified. This step involves further explaining the meaning and context of the theme, as well as elaborating on the relationship between the elements within the theme.

Table 3. 4 *Defining Themes*

Ease of use of digital reading logs	The students' perception of the use of digital reading logs with technological assistance is easy to adapt and flexible.
Usefulness of digital reading logs	The students' perception of the usefulness of digital reading logs engaged their learning process cognitively, affectively, and behaviorally.

6) Writing report

The results of the interpretation of each theme are recorded and written as part of the research report. An in-depth explanation of the significance of the findings and their relationship to the research questions is provided in the final report.

3.5 Steps of the Research

Table 3. 5 *Steps of the Research*

Step	Description
1	Identifying current phenomena.
2	Determine the research topic to be researched
3	Writing research proposals starting from making the background of the study, literature review, and research methodology
4	Research proposal examination
5	Collecting the data by conducting semi-structured interviews with the participant
6	Transcribe the data gathered
7	The data was transcribed and analyze using Braun and Clarke's (2006) thematic analysis
	Complete the research thesis

3.6 Time and Place of the Research

This research was conducted at one of the universities in Tasikmalaya, in the English education department from September 2023 to July 2024.

Table 3. 6 *Time and Place of the Research*

	Sep - Nov	Dec	Jan - March	May - June	July	Aug – Sep	Oct
Activities	2023				2024		
Research Proposal writing							
Research Proposal Examination							
Data Collection							
Data Analysis							
Report							
<i>Telaah</i> <i>Komprehensif</i> Examination							
Revision							
Final Thesis Examination							