

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It described seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, step of the research, and research schedule.

3.1. Method of the Research

This research employs a qualitative method with a descriptive case study design. A qualitative approach was chosen because it allows the researcher to explore in depth the opinions, beliefs, and perceptions of participants regarding their experiences with extensive reading (Creswell, 2012). The case study design is particularly appropriate since the study focuses on a specific context, namely a group of students at a university in Tasikmalaya. Through this approach, the researcher can obtain a comprehensive understanding of how extensive reading contributes to students' vocabulary mastery.

The case study design is also well-suited to address the research question, which seeks to investigate the impact of extensive reading on students' vocabulary mastery. Case studies enable researchers to describe phenomena in detail, explore participants' real-life experiences, and connect empirical data with relevant theories (Yin, 2003). Thus, the use of a case study in this research provides a deeper insight into both the process and the outcomes of extensive reading, highlighting not only quantitative gains but also the students' subjective learning experiences.

3.2. Focus of the Research

This study focuses on the impact of extensive reading on students' vocabulary mastery. The researcher wants to know whether extensive reading can improve students' vocabulary. In addition, the researcher also wants to know how students can improve their vocabulary through extensive reading.

3.3. Setting and Participants

This study was conducted at a state university in Tasikmalaya during the 2025 academic year. The setting is closely related to the research topic, as the university offers an *Extensive Reading* course as a compulsory subject for students in the English Education Study Program. The course is designed to familiarize students with reading a wide range of texts to improve reading comprehension and expand their vocabulary.

The participants of this research were three students from the 2023 cohort of the English Education Study Program, aged approximately 19–20 years. They consisted of two female students and one male student who had recently completed the *Extensive Reading* course with varying academic results. This profile was intentionally chosen because the diversity in their academic performance reflects different experiences in using extensive reading to enhance vocabulary mastery. The decision to involve only three participants is aligned with the nature of qualitative research, which prioritizes depth over breadth. According to Creswell (2018), qualitative studies commonly involve small samples because the aim is to obtain detailed, rich, and meaningful descriptions rather than generalization. Furthermore, Guest et al. (2020) emphasized that a small number of participants can still produce sufficient thematic saturation when the study focuses on a specific and homogeneous context. Therefore, these participants were able to provide rich and relevant insights into the impact of extensive reading on students' vocabulary development.

3.4. Technique of Collecting the Data

The data for this study were collected through semi-structured interviews conducted online via Zoom meeting. This technique was selected because it allows the researcher to investigate participants' experiences in depth while offering flexibility for follow-up questions during the conversation. Each interview session lasted approximately 30–45 minutes and focused on students'

engagement in extensive reading activities and how such practices contributed to their vocabulary mastery.

During the interviews, the researcher recorded the audio-visual sessions using the Zoom recording feature to ensure that participants' responses were accurately captured. Field notes were also taken to document key points and relevant observations throughout the interview process. Afterward, all recordings were transcribed verbatim and securely stored to maintain participants' confidentiality and ensure the credibility of the data.

3.5. Technique of Analyzing the Data

Thematic analysis was employed to examine the collected interview data. Braun and Clarke (2013) define thematic analysis as a qualitative approach to analyzing data, applicable across various epistemologies and research inquiries. It serves to organize, describe, and report themes found within a data set. Moreover, it is a useful and effective technique for exploring the viewpoints of research participants, highlighting similarities and differences, and generating abrupt insights. As outlined by Braun and Clarke (2013), there exist six stages in the process of thematic analysis, which include:

1) Familiarizing yourself with the data

In this first stage, the researcher carefully read and re-read the interview transcripts to gain a deep understanding of the content. During this process, the researcher actively engaged with the data by highlighting significant statements, taking notes, and identifying early patterns related to students' experiences with extensive reading and its impact on vocabulary mastery. This step ensured that the researcher became fully immersed in the data, allowing for an initial interpretation before proceeding to generate the first set of meaningful codes.

2) Generating initial codes

In this step, the researcher organized the data into meaningful groups by singling out the aspects of the data that appeared compelling for

analysis. Using a colouring method, the researcher differentiated potential patterns. However, the codes continued to encompass various pieces of information, necessitating simplification for theme identification. Then, the researcher's coding process was poised to uncover essential aspects of the data. Utilizing the colouring method facilitated the differentiation of each element pointed out by participants, leading to the formulation of initial codes.

Table 3 1 Generating Intitial codes

Excerpt	Initial Codes
<p>Selama membaca dan selama membaca pokoknya teks apapun itu kalau misal aku menerapkan extensive reading ini aku menjadi lebih paham akan suatu makna dari sebuah kalimat gitu dengan memperhatikan konteks seperti itu. Jadi, sebenarnya aku jadi sering mencoba menebak arti kata dari sebuah konteks kalimat gitu.</p>	<p>Guessing meaning through context</p>
<p>Dengan adanya extensive reading ini aku jadi tahu gitu. Ejaan kata yang tepatnya itu apa gitu. Jadi, aku ulang-ulang terus atau pokoknya kata yang sedikit panjang aku baca gitu. aku punya catatan kecil untuk ngumpulin kosa kata yang baru aku temukan</p>	<p>Taking notes and repetition to remember spelling</p>

di suatu teks yang aku baca, seperti itu.

Untuk pengimplementasian extensive reading ini sih paling di writing-nya lebih di writing karena emang banyaknya juga ditugaskan di writing gitu ya. Kalau di jurusan itu, kalau di kuliah.

Extensive Reading supports
vocabulary mastery

Biasanya well itu artinya benar ya, atau baik lah. Tapi di dalam konteks itu, well itu artinya ternyata sumur gitu. Nah, dari situ aku tahu ternyata well itu bukan hanya digunakan untuk benar, tapi bisa juga untuk sumur gitu.

Depth of Vocabulary
Knowledge

Table 3 2 List of initial codes and their frequency

Initial codes	Frequency
Guessing meaning through context	8
Taking notes and repetition to remember spelling	5
Extensive Reading supports vocabulary mastery	8
Depth of Vocabulary Knowledge	3

3) Searching for themes

In this step, the researcher arranged the data codes into potential themes, reflecting on how diverse codes could intertwine to construct an overarching theme. Throughout the sorting phase, the researcher used visual representations like tables, mind maps, or writing with a brief description. The conclusion of this phase would showcase the identification of themes, sub-themes, and their relations.

Table 3 3 Process of searching for potential themes

No	Initial Codes	Potential Themes
1	Guessing meaning through context	Meaning & Depth of Vocabulary Knowledge
2	Taking notes and repetition to remember spelling	Spelling Improvement
3	Extensive Reading supports vocabluray mastery	Vocabulary Use
4	Depth of Vocabulary Knowledge	Meaning & Depth of Vocabulary Knowledge

4) Reviewing themes

In the review phase, the researchers revisited the findings from the third step, giving rise to various potential outcomes. The first possibility involves excluding a candidate theme if there is insufficient data to validate it or if the theme exhibits excessive diversity. The second possibility entails combining distinct themes if there are two separate

themes that can be merged. The last possibility involves breaking down the candidate themes into separate themes.

Table 3 4 Process of searching for themes

No	Themes
1	Spelling Improvement
2	Meaning & Depth of Vocabulary Knowledge
3	Vocabulary Use

5) Defining and naming themes

In this phase the researcher defined and refined the themes selected for analysis, delving into the data within each to identify the fundamental essence of the themes. At the conclusion of this phase, the relationships of the themes become evident, initiating the task of assigning brief, instantly informative names to each theme, ensuring readers quickly grasp the essence of each.

Table 3 5 Defining and naming themes

Themes	Definition
Spelling Improvement	This theme refers to students' increased ability to recognize, remember, and reproduce correct spelling forms of English vocabulary as a result of repeated exposure to written input during extensive reading. Through frequent encounters with words in various texts, students developed stronger orthographic awareness, enabling them to

notice letter patterns, distinguish similar spellings, and recall correct word forms more accurately. This theme reflects how extensive reading supports vocabulary mastery at the form level by strengthening visual word recognition and spelling accuracy.

Meaning and Depth of Vocabulary Knowledge	This theme describes students' improved understanding of word meanings beyond surface-level definitions, including the ability to infer meaning from context, recognize semantic nuances, and understand multiple meanings of words. Extensive reading exposed students to vocabulary in diverse contexts, allowing them to develop deeper semantic knowledge and contextual awareness. This theme highlights how extensive reading contributes to the qualitative dimension of vocabulary mastery by fostering contextual interpretation and deeper lexical understanding.
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Vocabulary Use	This theme refers to students' ability to apply newly acquired vocabulary in productive language skills, particularly in writing and, to a lesser extent, speaking. Through repeated exposure in reading materials, students gained confidence and retrieval strength, enabling them to incorporate new words into academic tasks
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and everyday communication. This theme reflects the transition from receptive vocabulary knowledge to productive use, demonstrating how extensive reading supports the functional application of vocabulary in meaningful contexts.

6) Producing the report

In this phase, the researcher created a written text that conveyed the data, presenting a concise, coherent, logical, and non-repetitive was reported in this phase. Furthermore, the report offered adequate evidence regarding the data's themes, with the researcher providing narrative analysis that discussed arguments relevant to the research question.

3.6. Steps of the Research

In preparing this thesis, several research steps must be carried out systematically so that the research can run well and produce valid findings. The following are the stages in the research:

Table 3 6 Steps of the research

Step	Description
1	Identifying and describing the research issue
2	Exploring for sources and deepen journals or books relevant to the research topic
3	Choosing a topic to be researched
4	Compiling research proposals stars from writing backgrounds, literature review, and research methodology

- 5 Examining the research proposal in front of the supervisors and examiners
 - 6 Collect the data using a semi-structured interview with participants
 - 7 Converting audio interview into written form (transcription)
 - 8 Analyzing the data using thematic analysis of Braund and Clarke (2006)
 - 9 Writing the research report (thesis)
 - 10 Examining the thesis in front of the supervisors and examiners
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3.7. Time and Place of the Research

This research will be carried out in one of universities in Tasikmalaya from Marc 2025 to Dec 2025.

Table 3 7 Time and place of the research

Activities	Marc	Apr	May	Jun	Jul- Sept	Oct	Nov	Dec
	2025							
Research Proposal Writing								
Research Proposal Examination								

Data Collection								
Data analysis								
<i>Telaah Komprehensi f Examination</i>								
Final Thesis Examination								