

CHAPTER 3

RESEARCH PROCEDURES

This chapter explains the research methodology employed to explore students' perceptions of using online comics in an Extensive Reading course, including the research design, settings, participants, and how the data collection and analysis method was conducted. Additionally, the researcher also inserted a timetable of the schedule and progress of the thesis writing.

3.1 Research Design

This study employed a qualitative descriptive case study design. The study focuses on one specific context, namely the use of online comics in an Extensive Reading course at a particular university. A case study design is appropriate when the researcher aims to investigate a contemporary phenomenon within its real-life setting and when the boundaries between the phenomenon and the context are closely connected Yin (2014). In this study, the phenomenon (students' perceptions of online comics) cannot be separated from the course environment in which it occurs. Therefore, examining it as a bounded case allows for in-depth contextual understanding.

Since this study does not aim to measure the effectiveness of online comics statistically, but rather to explore how students perceive and experience their use within the course, a qualitative case study design aligns with the research objectives. A qualitative research is appropriate when the aim is to understand how individuals interpret and perceive their experiences within a specific context (Creswell & Poth, 2021). According to Entwistle (2012) a descriptive case study is the formation of hypotheses of cause-and-effect relationships that cover the depth and scope of the case under study. While Creswell et al. (2007) defines case study research as a qualitative strategy in which researchers study a particular case in depth over time, gathering evidence from multiple sources like interviews, observations, reports, documents, and audiovisual materials, and subsequently present both a thorough description and thematic analysis of the case.

Semi-structured interviews were selected as the primary data collection method because they provide flexibility while maintaining focus on predetermined research questions. This format enables participants to elaborate on their experiences with online comics while ensuring that the discussion remains relevant to the objectives of the study (Kallio et al., 2016). Therefore, the descriptive case study design combined with semi-structured interviews is methodologically appropriate for examining students' perceptions within a specific Extensive Reading course context.

3.2 Research Setting and Participants

This study was conducted at a private university in Tasikmalaya, West Java, within the English Education Department. The research took place in a required Extensive Reading course taken by second-semester students. The course aims to develop students' reading fluency, vocabulary growth, and independent reading habits through sustained experience with English texts. Students are required to read regularly outside class hours and record their reading activities through reading logs and reflective tasks. During the semester in which this study was conducted, online comics were introduced as one of the reading media to support extensive reading activities. Students were allowed to select online comics based on their interests and proficiency levels, and classroom meetings were used to discuss reading experiences and monitor engagement. Data were collected through semi-structured interviews conducted online via the Zoom platform.

The participants of this study were three second-semester students who had experienced using online comics in the Extensive Reading course. They were selected purposively based on their achievement levels: one high-achieving, one medium-achieving, and one low-achieving student. The high-achieving student consistently obtained high scores in reading log assignments, demonstrated a strong interest in reading beyond course requirements, and actively participated in discussions. The medium-achieving student showed satisfactory performance, moderate reading interest, and varying levels of engagement. The low-achieving student obtained lower scores in reading tasks, demonstrated limited reading

interest, and experienced difficulties in vocabulary and reading fluency. The selection of three participants was considered sufficient because this study aims to obtain in-depth and detailed accounts rather than broad generalizations. In qualitative case study research, a small number of information-rich participants is appropriate when the purpose is to explore experiences deeply within a limited context. By selecting participants from different achievement levels, the researcher aimed to capture varied perspectives and identify potential differences in how online comics were experienced across performance categories.

3.3 Data Collection

Data were collected through semi-structured interviews with three selected students who had experienced using online comics in their Extensive Reading course. Semi-structured interviews were chosen because they allow researchers to explore participants' perceptions in depth while maintaining a structured focus aligned with research objectives. This type of interview combines predetermined open-ended questions with flexibility to probe further based on participants' responses (Kallio et al., 2016). Such flexibility is particularly important in qualitative case study research, where understanding individual experiences within a specific context is prioritized over generalization Yin (2014).

The interview guideline was constructed based on perception and attitude theory, particularly the three-component model of attitude, which consists of cognitive, affective, and conative dimensions. Eagly and Chaiken (1993) and Baron and Byrne (1991) explain that attitudes reflect an individual's beliefs about an object (cognitive), emotional responses toward it (affective), and behavioral inclinations or intentions related to it (conative). This framework remains widely used in educational and social research because it provides a structured way to examine how individuals think about, feel about, and act toward a particular phenomenon. In the context of this study, the cognitive component was used to explore students' knowledge and beliefs about online comics as reading materials; the affective component examined their emotional responses and level of

enjoyment; and the conative component investigated how their perceptions influenced reading behavior and habits within the Extensive Reading course.

To operationalize these theoretical components, the interview questions were organized into five indicators: (1) knowledge, (2) ways of thinking, (3) past experiences, (4) attitude, and (5) time consumption and reading habits. These indicators were adapted and refined from Permatasari (2023) to ensure contextual relevance to the Extensive Reading course. Grounding the interview guide in a recognized theoretical model ensured that data collection was systematic and conceptually aligned with the study's objective of analyzing students' perceptions comprehensively.

Each interview lasted approximately 20–25 minutes and was conducted via Zoom Meeting for practical reasons. All interviews were audio-recorded with participants' consent. The interviews were conducted in the participants' first language to minimize misunderstanding and encourage richer responses. The recordings were transcribed verbatim and subsequently translated into English for analysis. The researcher followed a structured procedure, including participant selection based on predetermined criteria, obtaining informed consent, preparing the interview guide, conducting and recording the interviews, and transcribing the collected data.

3.4 Data Analysis

The data from the interview will be analyzed using Braun and Clarke's thematic analysis Braun and Clarke (2006), which is a technique to identify, analyze, and report recurring patterns (themes) in data. Braun and Clarke (2006) proposes six phases of conducting a thematic analysis as follows:

1. Familiarizing with the data

After conducting the data through online interview sessions with participants, the researcher transcribed the interview verbatim and read the transcripts multiple times to familiarize herself with the data. The first reading aimed to grasp participants' overall experience with online comics

in the extensive reading course, allowing the researcher to comprehensively view the participants' narratives. For the second and third readings, the researcher started to do annotations on each transcript, noting specific phrases, words, or expressions that stood out.

2. Generating initial codes

This stage involved identifying specific phrases, concepts, and expressions that captured essential aspects of students' experiences with online comics in the extensive reading course. The data were coded systematically by identifying significant features relevant to the research question.

Table 3.4.1 Generating Initial Code

Verbatim Transcriptions	Code
S1: Yang aku sering gunain itu Webtoon, terus MangaToon, sama KakaoWebtoon. Soalnya kan banyak pilihan ceritanya juga, terus karena mudah diakses.	Easy to access
S2: Enggak perlu adanya apa ya teh, tidak membayar gitu teh kalau Webtoon sendiri. Sedangkan bahan-bahan bacaan yang mungkin secara fisik, pertama kita harus belilah ataupun gimana.	Free to use
S1: Karena kan biasanya kalau di aplikasi itu agak sedikit meminimalisir error gitu kan. Kalau di website kan biasanya sering ada down gitu website-nya. Kalau aplikasi jadi lebih gampang untuk buat baca.	Convenience in reading online comics
S1: Terus, selain buat hiburan sendiri, aku juga bisa kayak dapet kosa kata baru. Terus, bisa ningkatin skill baca.	Acquiring new vocabulary
S3: Jadi menambah vocabulary aku sih, teh.	

Verbatim Transcriptions	Code
S1: Kan kalau komik online tuh kita bisa zoom in zoom out tuh kalau misalnya bacaannya kurang jelas atau gimana. Jadi tulisannya agak gede tuh lumayan bagus gitu. Biasanya aku kayak ngelihat alurnya bagus atau nggak itu lihat dari sinopsisnya, atau kalau emang belum yakin aku biasanya ngelihat dari rating atau review dari orang lain di komik itu.	Features in online comics
S1: Hmm, kalau baca online itu biasanya tantangannya terkait sama koneksi internet gitu. Atau kayak error aplikasinya juga kadang-kadang ada.	Technical issues
S3: Kalau di aplikasi itu kan harus pakai sinyal, tantangannya itu kalau misalnya kuotanya abis atau sinyalnya jelek itu.	
S1: Biasanya kalau di aplikasi itu kan kadang ceritanya tuh bersambung ya, dan kayak baru bisa dibaca lagi tuh hari berikutnya. Aku pernah, kayak soalnya saking itu seru gitu, aku kayak gerget sendiri. Dan aku gak nemu di website sama sekali, jadi aku pernah beli koin buat baca.	In-app payments
S3: Karena daripada baca di, misalnya novel atau yang gak ada gambarnya itu kadang boring gitu lah. Dari visual apa sih grafis gambarnya gitu jadi lebih menarik gitu buat aku bacanya gitu. Visual grafis buat motivasi membaca itu bagus sih menurut aku jauh	Visual appeal

Verbatim Transcriptions	Code
lebih apa ya menarik. Paling di pemilihan katanya kadang ada yang menarik gitu kayak 'boom!!' di apa namanya. Iya, ada kayak ekspresinya sendiri gitu disitu.	
S2: Hmm, yang pertama pasti si ceritanya sih, si genre-nya mungkin ya teh yang membuat P2 tertarik. Biasanya tuh seringnya genre ilusi, action sama science. Tidak ada alasan tertentu ya, karena emang mungkin cowok juga. Terus kalau science kayak emang aku tuh orangnya kayak penasaran ke kepo gitu, penasaran gitu ngeliatnya.	Preference in genres
S1: Sebenarnya aku kan enggak terlalu suka genre action ya, tapi Attack on Titan itu pengecualian. Aku ada sih, kayak visual, aku juga pernah baca, tapi sebenarnya visual yang Lovely Complex juga, sebenarnya art-nya tuh bukan yang aku suka banget, cuman aku baca karena ceritanya lumayan menarik gitu, kayak lucu aja komedinya.	Consequences of storylines
S1: Soalnya kalau narasi sama visualnya kurang menarik, suka jadi gampang bosan, terus nantinya jadi 'ah males lanjut bacanya' gitu. Biasanya kalau yang kayak gitu (visual bagus, storyline jelek), aku gak suka baca. Soalnya males juga kalau cuma ngeliatin visualnya, tapi aku gak, apa ya, gak nge-feel gitu sih ceritanya.	Less interesting, repetitive, and predictable storyline

Verbatim Transcriptions	Code
S2: <i>Paling dalam penempatan gambar dan juga teks yang harus dibaca gitu teh. 'Ini gimana? Ini gimana?' Jadi bingung saya teh ini yang dibaca yang di sebelah mana dulu gitu teh di komik.</i>	Frustration in layouts
S3: <i>Kalau dulu mungkin seminggu ada 3 atau 4 kali. Mungkin di malam hari karena lebih enjoy aja gitu karena seharian kan biasanya full aktivitas lain. Karena bacanya juga santai, enggak terlalu terburu-buru. Mungkin bisa 10 chapter atau 5, ya segitu 5 sampai 10 bisa.</i>	Frequency and flexibility in reading
S2: <i>Jadi kadang-kadang juga, biasanya kan aku lagi baca komik yang ini buat ekstensifnya, terus belum selesai sepenuhnya gitu ya, harus diharuskan baca yang lain gitu, teh.</i>	Pressure to meet course requirements
S2: <i>Kalau dulu sih ya saya lebih prefer ke komik online, tapi kalau sekarang-sekarang, kalau boleh jujur saya pun baca komik mau online atau fisik juga udah jarang banget gitu ya. Malah lebih suka cari buku-buku yang lain kalau sekarang-sekarang sih. Belakangan ini juga udah jarang banget gitu buat baca komik online. Sudah, setidaknya tugas mata kuliah Extensive Reading itu jadi kerasa banget gitu dari, tadinya bukan dipaksa tapi seenggaknya harus baca komik komik terus, sekarang sekarang kayak jadi bebas gitu.</i>	Preferences and continuation of reading post-course

There are 15 initial codes found after analyzing the data, showing how students' perceptions and attitudes towards online comics reading activities. The initial codes and their frequency are as follows:

Table 3.4.2 Generating Codes

No	Initial Codes	Frequency
1.	Easy to access	3
2.	Free to use	3
3.	Convenience in reading online comics	3
4.	Acquiring new vocabulary	2
5.	Features in online comics	2
6.	Technical issues	3
7.	In-app payment	1
8.	Visual appeal	3
9.	Preferences in genres	3
10.	Consequences of storylines	3
11.	Less interesting, repetitive, and predictable storylines	3
12.	Frustration in layouts	1
13.	Flexibility and frequency in reading	3
14.	Pressure to meet course requirements	2
15.	Preferences and continuation of reading post-course	3

3. Searching for the themes

Following the dimensions of cognitive, affective, and conative aspects, the researcher then grouped and merged the initial codes into potential themes.

Table 3.4.3 Searching for Themes

No	Initial Codes	Sub-Themes
1.	Easy to access	Accessibility of the materials

No	Initial Codes	Sub-Themes
2.	Free to use	
3.	Convenience in reading online comics	Utilization of interactive features in online comics
4.	Features in online comics	
5.	Acquiring new vocabulary	Vocabulary acquisition
6.	Technical issues	Challenges in technical issues and platform use
7.	In-app payment	
8.	Visual appeal	Emotional engagement through visual aesthetic
9.	Preferences in genres	Influence of genre on reading preferences
10.	Impact of storylines	Consequences of storyline on reading motivation
11.	Less interesting, repetitive, and predictable storylines	Negative emotional response: frustration and boredom
12.	Frustration in layouts	
13.	Flexibility and frequency in reading	Reading frequency and duration based on engagement
14.	Pressure to meet course requirements	Task-based motivation on reading behavior
15.	Preferences and continuation of reading post-course	Sustained reading motivation beyond the course

4. Reviewing themes

By selecting and grouping the themes, it would provide a framework for organizing and reporting the researcher's analytic observations (Clarke & Braun, 2017). In this phase, the researcher selected the sub-themes to be identified and discussed, which later would be sorted into three themes, including cognitive, affective, and conative aspects.

5. Defining and naming themes

The next stage in thematic analysis is defining and naming themes, which was done after the researcher selected and grouped the themes into three main categories. In this stage, the researcher organizes the potential themes into three major categories, namely the cognitive, affective, and conative aspects.

Table 3.4.4 Defining and Naming Themes

No	Sub-themes	Themes	Definition
1.	Accessibility of the materials	Cognitive	The cognitive aspect of perception refers to how individuals process information, views, and develop knowledge based on their experiences.
2.	Utilization of interactive features in online comics		
3.	Vocabulary acquisition		
4.	Challenges in technical issues and platform use		
5.	Emotional engagement through visual aesthetic	Affective	The affective aspect observes how students' emotional responses to online comics influenced their reading motivation.
6.	Influence of genre on reading preferences		
7.	Consequences of storyline on reading motivation		
8.	Negative emotional response: frustration and boredom		
9.	Reading frequency and duration based on engagement	Conative	The conative aspect refers to how students' perceptions and

No	Sub-themes	Themes	Definition
10.	Task-based motivation on reading behavior		emotional experiences translate into behaviors,
11.	Sustained reading motivation beyond the course		particularly their reading habits, time spent on online comics, and continuation of reading after the course.

6. Producing the report

The data were coded manually, and the themes were categorized under cognitive, affective, and conative components as informed by Baron and Byrne's model of perception. In this stage, the researcher reported the research findings related to the use of online comics in an extensive reading course regarding the students' viewpoint.

3.5 Research Schedule

Table 3.5.1 Research Schedule

Activities	Month						
	Sep-Nov	Dec	Jan-Mar	Apr-May	Jun-Nov	Feb	Apr
	2023		2024		2024-2025	2026	
Research Proposal Writing							
Research Proposal examination							
Revision After Proposal Examination							
Data Collection							

Activities	Month						
	Sep-Nov	Dec	Jan-Mar	Apr-May	Jun-Nov	Feb	Apr
	2023		2024		2024-2025	2026	
Data Analysis							
<i>Telaah Komprehensif</i> Examination							
Final Thesis Examination							