

CHAPTER 3

RESEARCH PROCEDURE

This chapter discusses the research procedure or the Research Method in this study, Setting and Participants, Data Collection Techniques, and Data Analysis Techniques. In the Technique of Analysing the Data, there is a Process of Analyzing Data, starting from Familiarising With the Data, Generating Initial Codes, Searching for Themes, Reviewing the Themes, Defining and Naming Themes, Producing the Report, and the last is the Research Schedule.

A. Method of Research

This study set up a descriptive case study. A case study is assumed to be a research design usually used to uncover an occurrence. According to this definition, case studies focus on an individual unit, what Stake (2008) calls a functioning specific or bounded system. Descriptive case study according to Yin (2018) is a qualitative study that focuses at a current happening in the setting of real-life situations. In the context of this research, a descriptive case study is described a Student Engagement' on the use of Novel in Extensive Reading Class. This research chose a descriptive case study because it allows the opportunity to explore more complex situations and evaluate how students engage in E.R. through novels.

B. Setting and Participants

This study was conducted in the English Education Department, Faculty of Teachers' Training and Educational Sciences, in one of the universities in Tasikmalaya, Indonesia. The reason for conducting this study in this setting is that the researcher found the phenomenon in this institution. In this course, students read various genres of novels such as romance, fiction and they are free to choose based on their interests with individuals and groups. It is used in extensive reading courses when using this novel media, such as by using a reading log and uploading it to a blog. There were 2 female and 1 male students

with an age range between 20-25 years old. The selection criteria are based on the scores from the Extensive Reading courses based on the lecturer's recommendation and their level of participation and activeness because this is an indicator of engagement, namely behavioral engagement. After all, behavioral engagement is interaction through participation in academic activities in Extensive Reading courses. Furthermore, they also often read novels outside of the extensive reading course, and they enjoy that activity, which indicates their engagement while reading the novel (Baron & Alawiyah, 2023).

C. Technique of Collecting Data

The primary technique applied in this study's data collection was semi-structured interviews. Semi-structured interviews allow all participants to be asked the same questions within a flexible framework. All participants were asked questions from the same loose set, but they were not ordered. There are several steps in conducting semi-structured interviews. First, contact participants, communicate with participants, conduct interviews by WhatsApp after receiving a consent form, and meet in person with participants to conduct interviews. The question indicators are based on Skinner et al. (2016), which identifies students' engagement (behavioral, emotional, and cognitive engagement). This was subsequently modified once more to address additional research-related problems.

D. Technique of Analysing Data

Thematic analysis was used to analyze the data. As Braun and Clarke (2006) assumed, Thematic Analysis (henceforth T.A.) is an analytical procedure to analyze, manage, represent, and inform themes contained in a data set. The reasons for choosing T.A., according to Braun and Clarke, are that Braun and Clarke argue that T.A. can also be used within a 'critical' framework to interrogate patterns within personal or social meaning around a topic and to ask questions about the implications of these. This approach

to T.A. is aligned with critical psychology perspectives (Braun and Clarke, 2006).

1. Familiarising with the data

This process of familiarising the data involves transcribing, reading, and re-reading the data, and noting down the interview transcript. This is the first step, where the researcher reads all the data from the interview results to find meaning and patterns or themes that occur within the data. It is related to the student's engagement in using novels as learning media in extensive reading classes. Data is presented in the form of audio recordings of interviews.

2. Generating Initial Codes

This second phase was to identify all relevant data pieces within the dataset to answer the research questions. The researcher highlighted the codes by coloring the data, which identified the codes related to the purpose of this study. The codes here are still random, contain various information, and must be simplified to find the theme.

Table 1. *Generating initial codes*

Interview data	Codes
P1: Maybe personally, if you want to maintain your concentration, you have to sit in the front, and then ignore the people who are talking. I remained focused on my lecturer's explanation. Just concentrate on listening to the lecturer.	Neglecting distraction
P3: So, what's the matter, don't really listen to those around you, so you focus directly on your lecturer, so you keep your eyes on the lecturer and listen to what is being said. Because for me personally, I like that about Extensive Reading.	Listening to the lecturer
P3: Read novels almost every time you have free time. If you don't have assignments, then read novels. If you don't read novels, then read comics.	Independent reading

Interview data	Codes
P3: For example, it's like writing on notes or, for example, there are some words that you don't understand or something like that. It's often like that; if someone doesn't know, it's often written down and then searched on Google, so most vocabulary is like that after reading a novel.	Note taking
P1: I'm a shy person, so I asked a friend like this. "Can I ask the lecturer?" For example, if my friend already knew the answer, I wouldn't ask my lecturer.	Asking friends
P2: To express my opinion, I like to ask the lecturer directly. So, if I don't understand something, then I'll just say it.	Asking the lecturer
P3: For me, when I give my opinion, I do it more often in groups, because again, like before, I feel like I'm embarrassed. For example, if I have to be with a lecturer, but if I'm in a group setting, I usually express my opinion often in interaction with my friends.	Expression opinion
P1: Maybe I have to read again, like I want something new, like it's not just about reading novels. For example, listening but not reading, but more like listening to the novel. Then it's like I'll write down the vocab in the book, what it means, then I'll just read the vocab again like that.	Note taking
P1: I'm really happy because I've loved reading since middle school. From the beginning, I seemed to like reading. So far I like it because it's not something new for me to read, read the novel.	Interested and enjoyed
P3: There's a lot of affected on emotions, for example if the story is really sad, but sometimes there's something like this just through the emotions. But I was annoyed, I was really angry. Because it influences your emotions.	Affected emotions

Table 2. List of initial codes and their frequency

No	Initial codes	Total
1	Neglecting distraction	3
2	Listening to the lecturer	3
3	Independent reading	3
4	Note taking	3
5	Asking friends	2
6	Asking the lecturer	2

7	Expression opinion	3
8	Interested	3
9	Enjoyed	3
10	Developing Empathy	3

3. Searching for themes

After generating the codes, the researcher identified the themes from the data, which were categorized and highlighted. The codes become potential themes for the following research questions. This is the process of selecting the data transcript and finding something interesting or significant about the data based on research questions.

Table 3. Searching for themes

No	Initial Codes	Potential Themes
1	Neglecting distraction	Maintains concentration
2	Listening to the lecturer	
3	Independent reading	Developing positive reading habits
4	Note taking	
5	Asking friends	Asking questions
6	Asking the lecturer	
7	Expressions opinion	Involving in group discussion
8	Interested	Positive feelings while reading
9	Enjoyed	
10	Developing Empathy	

4. Reviewing the themes

Next, in the fourth phase, the researcher modifies or develops the themes identified in the previous step. The researcher then reviews the themes completed in the third stage to determine whether they suit the research. If not, the researcher will continue looking for a suitable theme until it fits the research topic.

Table 4. *Reviewing the themes*

Potential Themes	Themes
Maintaining concentration Developing Positive Reading habits	Students' cognitive engagement in extensive reading class
Asking questions Involving in group discussion	Students' behavioral engagement in extensive reading class
Positive Feelings while reading	Students' emotional engagement in extensive reading class

5. Defining and Naming Themes

In this fifth phase, the researcher defines the nature of each theme and the relationship between them to analyze the data.

Table 5. *Defining and Naming Themes*

No	Theme	Description
1.	Students' cognitive engagement in extensive reading class	Students' cognitive engagement is cognitively active and involved in extensive reading learning, including maintaining concentration and developing positive reading habits.
2.	Students' behavioral engagement in extensive reading class	Students' behavior engagement is behaviorally active and involved in extensive reading learning, including asking questions and also being involved in group discussions.

3.	Students' emotional engagement in extensive reading class	Students' emotional engagement is emotionally active and involved in extensive reading learning, including positive feelings while reading.
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6. Producing the report

In this sixth or last phase, the researcher reports the result of this research as the final opportunity for analysis.

7. Research schedule

Table 6. Research Schedule

Description	<i>Sept 2023</i>	<i>Oct 2023</i>	<i>Nov 2023</i>	<i>Dec 2023</i>	<i>Sept - Dec 2024</i>	<i>Jan – April 2025</i>	<i>May – June 2025</i>
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							