

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

A qualitative case study was applied as the research design. This design was appropriate since the aim of this research is to understand a phenomenon in real-life context through the lens of user experiences regarding the intuitive use of blogging in an Extensive Reading class. Yin (2018), stated that case study is suitable for research that seeks to answer “how” and “why” questions. Furthermore, the case study approach allows an in-depth and contextual exploration of certain situations. As studied by Pikhart et al. (2024), they gained a comprehensive finding through open-ended questionnaires which gained from students’ perceptions. Thus, the qualitative case study design was well-suited to this research because it will support the exploration of user experiences and provides flexibility of interpretation from students’ perceptions.

3.2 Research Setting and Participant

This study was conducted in an English Education Study program of a university located in Tasikmalaya, West Java, Indonesia.. This study program offers Extensive Reading as a compulsory course for first-year students, typically taken in the second semester. In this course, students were required to read various texts independently and reflect on their reading experiences through creating a reading log every week. For several years, the Extensive Reading course in this department had been consistently integrated with blogging as a learning medium. As the course started, the lecturer also provides a model blog and guidelines to support students’ use of the platform. These blogging activities were where students created and personalized their own blog profiles to record their reading activities, including the titles of texts read, duration of reading, reflections, and personal responses. The students also

worked on their reading activities every week with a different type of reading material. This setting is selected because blogging is consistently and formally embedded as part of the learning process in the Extensive Reading course, making it a relevant context to investigate students' perceptions of its intuitive use.

The participants of this study were selected using purposive sampling, which allows the researcher to intentionally choose individuals who can provide rich and relevant insights into the phenomenon being examined. Purposive sampling is appropriate in qualitative research as it focuses on depth of understanding rather than representativeness (Herchline, 2024). Also in Rosmalina et al. (2023) as the study used a qualitative approach, the selection of participants is determined by the research focus needed to ensure its relevance and depth of the data. The participants consisted of three students from the English Education Department, specifically three females within the age range (18 – 20) in second-year students who had passed Extensive Reading course in second semester. The participants were seen as the *high achievers* in the course and supported with the blog's design which categorize them as unique and informative blogs. Another reason why the participants were included was to offer reflective insights based on sustained experience over time. It will contribute to a more comprehensive understanding of how blogging is perceived intuitively in the ER context. This choice supports the aim of capturing varied yet relevant perspectives on the intuitive use of blogging in the course.

3.3 Data Collection

Semi-structured interviews were used as the primary data collection method. This technique was selected because it not only explores participants' experiences in depth, but also provides flexibility to ask further on participants' responses to the question. Semi-structured interview helps to provide space and flexibility both for researcher and participants to secure and obtain detailed data (Naz et al., 2017; Soomro et al., 2025). Since the number of participants in this

study is small, this approach can help the study to gain comprehensive information about the phenomenon under investigation.

The interview protocol consisted of 10 open-ended questions designed by Blackler's (2019) three characteristics of intuitive use: application of prior knowledge, efficiency (fast) use, and lack of verbalisability. These questions are designed to draw out the students' perceptions of how intuitive the blogging platform is. Furthermore, each participant was approached individually through a formal invitation and provided with clear information about the aim, scope, and involvement in the study. Once participants agree to participate, they receive an informed consent form containing their rights.

All interviews conducted individually through an online meeting platform (Zoom Meeting). This is adding the flexibility in when the participants can be participated. Each interview took between 30-45 minutes as expected and was audio-recorded to preserve accuracy. The recordings were securely stored and later transcribed for analysis.

3.4 Data Analysis

An interactive method was used for data analysis. The data analysis model used was proposed by Miles et al. (2014) as it was suitable for qualitative case studies and novice research. The primary components in this data analysis technique as follows:

3.4.1 Data Condensation

Data condensation refers to the process of selecting, simplifying, focusing, abstracting, and transforming data that approximates the entirety of field notes and interview transcript. This process is obtained after researchers conduct interviews and acquire written data in the field, which are then sifted through to obtain the research focus needed.

On the methods, the data began with First Cycle coding, where the excerpts from the interview transcripts were simplified into a code. Then, Second Cycle or Pattern codes, where the codes gained from the First Cycle are summarized into a smaller number of themes.

a. First Cycle Coding

The data from interview transcript was chosen as an excerpt and seen as the display below:

Table 1. First Cycle Coding

	Excerpt	Data Condensed
P1	“Before taking the Extensive Reading course, I had used several digital platforms similar to blogging such as Fizzo and Wattpad. ”	Prior digital writing experience
P2	“I am writing my reflections in Word before moving it to the blog because if I write straightly in the blog, it’s not as good as Word.”	Drafting offline first Perceived platform limitation
P3	“It’s somewhat the features seem familiar because it’s not complicated to apply blog.”	Familiarity with features Perceived ease of use
P1	“Manual... If I can do the other method it’s not so difficult as before.”	High cognitive involvement Transferable digital skill
P2	“My first feeling was I needed time... I had to learn the features.”	Initial adjustment
P3	“At first, it was the same... like it did did not affect anything.”	Neutral reaction
P1	“I find difficult to explain step by step, such as posting a reflection.”	Difficulty verbalising process
P2	“Yes, I prefer to explain it directly because when I explain it verbally, it’s quite hard.”	Limited articulation
P3	“Select theme part, perhaps, most	Selective explainability

likely easy to explain.”

b. Second Cycle Coding: Pattern Codes

Below are the concrete example of Pattern codes, followed by the codes from First Cycle Coding:

Table 2. Patterning Codes

First Cycle Codes	Category
1. Prior digital writing experience	Prior Digital Familiarity
2. Familiarity with features	
3. Transferable digital skills	
4. Perceived ease of use	
1. Needed time to learn features	Initial Adjustment Phase
2. High cognitive involvement	
3. Neutral reaction	
1. Drafting offline first	Strategic Writing Support
2. Perceived platform limitation	
1. Difficulty verbalising process	Limited Verbalisation of Blogging Process
2. Limited articulation	
3. Selective explainability	

3.4.2 Data Display

Data display is the organization, and summarization of information. This process also aids in understanding the research context by conducting deeper analysis.

After the data condensed, it display according to theme in the form of network (a collections of points connected with lines and arrow) as follows:

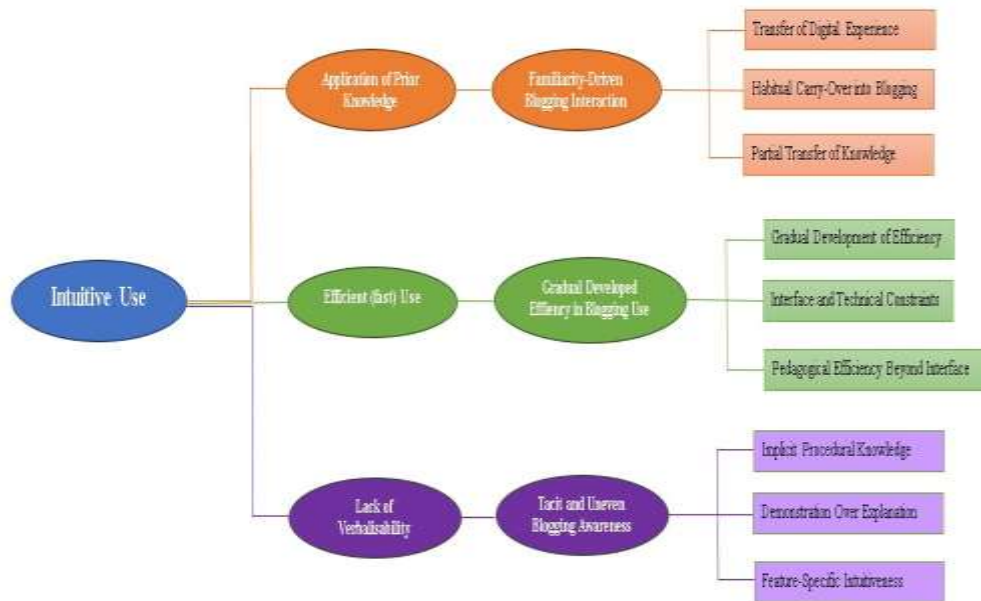


Figure 2. A Network Model of “Intuitive Use” of Blogging Process

3.4.3 Conclusion Drawing

Conclusion drawing is performed by researchers from the initial data collection stage, such as understanding without patterns and finding the cause-and-effect sequence. In other words, it is culminating in the overall conclusion of the excerpts in every characteristics of intuitive use obtained by the researcher.

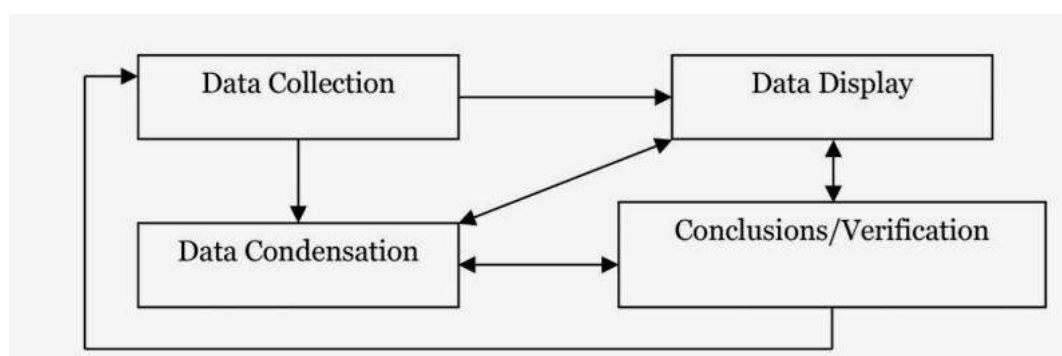


Figure 3. Interactive Model Data Analysis (Miles et al. 2014)

Throughout the analysis, all participants' identities were protected by using pseudo-name and storing transcripts securely. Regarding the validity and

credibility of the findings, this study minimized bias through peer debriefing with the researcher's supervisor and objectively focused on the result of coding decisions in the part of condensation of the data.

3.5 Research Schedule

The research time in question is the time span for the implementation of the research as outlined in the form of a table, as follows:

Table 3. Research Matrix

Description	September/ 2025	November /2025	December/202 5	January/20 26	February/ 2026	March/ 2026	April/ 2026
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							