

CHAPTER III

RESEARCH DESIGN

This chapter will discuss the procedure of the research that the researcher has applied in this research. There are six sections that are going to be elaborated in this chapter. Those are the research design, setting and participant, procedure, data collection, data analysis and research schedule.

3.1 Research Design

This research used a case study method, which aims to involve in- depth research and study of individuals or groups (Kowalczyk, 2015). Yin (2018) stating that case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context especially when the boundaries between the object of study and context are not clearly evident. The specific method for this research is descriptive case study, which aims only to present a detailed contextualized picture of a particular phenomenon (Yin, 2018). Descriptive case study has been chosen to support the research that is related with the phenomenon in EFL students whereas students do the task given by the instructor by reading log post on their own blog and then in the next meeting both students and instructor discussed about what students read to fill the reading log given by the instructor.

3.2 Setting and Participants

This research was conducted in one of the universities located in Tasikmalaya, West Java Indonesia. The participants were four students in the English Education Department who had taken an Extensive Reading course in the second semester class of 2017. The participants consist of two male and two females aged 20 years old who are enrolled in an Extensive Reading class course. Based on the preliminary study the participants were chosen because they often said blogs had benefits and drawbacks when doing the task and they posted it on their own blog given by the instructor out of the classroom. The participants are also recruited because they are willing to be interviewed by filling the consent form that has been given conducting the interview.

3.3 Procedures

1. Formulating the problem and looking at the phenomenon observed.
2. Determining source of the data.
3. Give the consent form to participants.
4. Collecting the data by interviewing the participants.
5. Analyzing the data.
6. Making conclusions and reporting the result.

3.4 Data Collection

In collecting the data, the researcher used semi-structured interviews to know about the students' perception about the benefits and drawbacks perceived by students when they learn Extensive Reading class.

Adam (2015) stated, “Semi-structured interviews are suited for a number of valuable tasks, particularly when more than a few open-ended questions require follow-up queries.” Therefore, this kind of interview was appropriate to the design of this research (descriptive case study) in which it was intended to present a detail into what the participants feel and think. The interview was conducted one time recorded by mobile phone at the University. The interview was recorded, transcribed, translated and analyzed.

3.5 Data Analysis

The data of the interview were thematically analyzed using Thematic Analysis (Braun and Clarke, 2006). It is the method for systematically identifying, organizing and offering insight into patterns of meaning (themes) across a data set. There are 6 phases of thematic analysis :

1. Familiarizing with the data

In this phase, the researcher made transcriptions which are obtained from the interview recorded in order to make it Easy for the researcher to identify what is said by students. The researcher translated all of the transcripts from Bahasa Indonesia into English. Then, The researcher tried to familiarize herself with the data from the interview transcripts by reading an amount of time, again and again until the researcher really recognized what the data were. The researcher also sees the required points which are going to be coded.

TRANSCRIPT OF INTERVIEW

Transcript R (Researcher) P1 (Participant)

PARTICIPANT 1

R : Sore P1.
R : **Good afternoon P1**
P1 : Selamat sore R.
P1 : **Good Afternoon R**
R : P1 sehat?
R : **P1 are you okay?**
P1 : Alhamdulillah sehat. Kalau R?
P1 : **Alhamdulillah I'm okay. How about you?**
R : Sehat. P1 lagi sibuk gak?
R : **I'm good. P1 are you bussy?**
P1 : Ngga nih, gak lagi sibuk. Kenapa?
P1 : **Nope, I'm not bussy, why?**
R : Gak. Mau nanya aja sih, P1 masih inget gak sih waktu kita belajar Extensive Reading?
R : **Nope. I just want to ask you, P1 do you still remember when we study Extensive**

Figure 3.1 – Transcript of Interview

2. Generating Initial code

The researcher codes every data item and ends this phase by organizing all their phases and relevant data extracts.

In this phase, I coded the data by using highlight colour to the interesting content and gave a code for it beside text. I named the code by the kind of situation and thought that it would answer research problems.

P1	<p>Iya terus ngehemat euuu.. apa ya? Print, biaya print. Jadi kita ga usah kan biasanya kita tuh ngumpulin tugas harus print banyak tuh ya, kan nge print kalau berwarna itu kan mahal lah ya, kalau ini kan gak usah. Kita mau hias mau segimanapun cantiknya warna-warni di hias tetep aja gratis gitu kan, enak banget.</p> <p>Yes, and also save euuu.. what is? Print, print costs. So we do not need to, because usually we collect so much printed assignment, as we know that colour printing is expensive, and it is not necessary for blog. However we decorate it beautifully, colorful, and it is free cost, so nice.</p>	Creative Practical
I	<p>OK. Secara pengetahuan atau pengalaman P1, jadi semangat baca kah? Atau apa gitu?</p> <p>Okay, based on P1 knowledge or experience, is it make you spirit? Or what?</p>	
P1	<p>Hmm... Jadi apa ya? Jadi sebenarnya lebih ke ngerangkai kata-kata nya gitu loh. Ngerangkai kata-kata terus seneng aja ngehias-hias blog nya.</p> <p>Hmm... so what is it? Actually, it is more string up the words. String up the words and I feel happy to decorate the blog.</p>	Writing Creative

Figure 3.2 – Coloring the code

3. Searching for theme

In this phase, the researcher analysed the code of the data and then classified it into themes.

Practical To Use	Creative	Motivation to Read
<ul style="list-style-type: none"> • Save paper • Free cost • Practical to use • It is not restricted to the available book • Can read whenever • Flexible • Easier to access 	<ul style="list-style-type: none"> • Decorate blog beautifully • Colorful • Feel happy to decorate blog • Be more creative • Can design the blog by ourself 	<ul style="list-style-type: none"> • Often read since use the blog • Become more interested to read • The explanation about the story makes feel curios

Figure 3.3 – Grouping the codes

4. Reviewing for themes: Checking the themes in relation to the codes.

In this phase, the researcher tried to modify the themes from the phase before. Some of the themes may need to be broken down into smaller components whereas some other themes need to be blended.

Benefits	Drawbacks
<ul style="list-style-type: none"> • Practical to use • Increase creativity • <u>Motivation to read</u> • <u>Hypertexting</u> 	<ul style="list-style-type: none"> • The limitation to access the blog • Poor connection to <u>submit the task</u>

Figure 3.4 – Reviewing the themes

5. Defining and naming the theme

Checking the themes in relation to the codes. In this phase, the researcher will try to modify the themes from the phase before. Some of the themes may need to be broken down into smaller components whereas some other themes need to be blended.

6. Writing the report

This phase will report in detail all findings which are needed by this research.

3.5 Research Schedule

No.	Activities	Aug-17	Sep-17	Oct-17	Mar-18	Sep-19	Jun-21	Jun-21	Jun-21
1	Submission of Research Topic								
2	Research Topic Approval								
3	Chapter 1								
4	Chapter 2								
5	Chapter 3								
6	Proposal Approval								
7	Seminar Proposal Examination								

8	Conducting The Research								
9	Chapter 4								
10	Chapter 5								
11	Comprehensive Examination								
12	Thesis Examination								