

CHAPTER III

RESEARCH METHOD

This chapter presents methods that the researcher uses, including research design, data preparation (setting and participants, types of data, sources of data, and inform consent), and trustworthiness of the research.

3.1 Research Design and Method

This study used qualitative design grounded theory (Strauss and Corbin, 1994) that is developing theory that is grounded data systematically gathered and analyzed. This research used thematic analysis method based on Braun & Clarke (2006). This research designed to portray student's perception on the use of reading log in extensive reading course in Islamic Private University. The rationale of choosing qualitative method is writing a reading log requires a long time to process from reading until summarizing the material, investigating the process, involves sharing experience and perception. Thus, qualitative is suitable to investigate experiences.

3.2 Setting and Participants of Research

Setting of this research in extensive reading course in Islamic private university. Extensive reading course is one of the subject that students must acquire in english education department. The participants of this research are two students from extensive reading course. There are Dino and Dina (pseudonym) who had chosen as the participant. Both of the students are in

batch 2018 and high achievers students with good records of academics. The researcher chooses the participant based from their high motivation in learning.

3.3 Technique of Data Collection & Research Instrument

The instrument in this research that is used by the researcher was in-depth interview. The interview involved two students of Extensive Reading course and they are qualified as high achiever in extensive reading course in Islamic Private University. Both of the participants would be interviewed face to face and in different time and place. The researcher used a structured interview that the research question had been formed before the interview session. The whole process of the interview would be recorded using voice recording. The researcher only used interview as a primary data (Othman, et al., 2018).

Table 1 Interview Question

Subject	Conceptual Definitions	Component	Interview Question
Extensive Reading	Ten characteristics identified in successful Extensive Reading Programs, there are students can read as much as possible, a variety of materials on a range of topics is available, students select what they want to read, the purposes of reading are usually	<ol style="list-style-type: none"> 1. Students can read as much as possible 2. A variety of materials on a range of topics is available 3. Reading materials are well within the linguistic competence of the students in 	<ol style="list-style-type: none"> 1. Could you explain the process of your reading for your reading log? 2. Could you describe your reading topics in your reading log? 3. Could you explain the difficulty within your reading

related to pleasure, information and general understanding, reading is its own reward, reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar, reading is individual and silent, reading speed is usually faster than slower, teachers orient students to the goals of the program, the teacher is a role model of a reader for the students (Day and Bamford, 2002)	terms of vocabulary and grammar 4. Students select what they want to read 5. Reading is its own reward 6. The purposes of extensive reading are related to pleasure, information and general understanding 7. Students read their selection at a faster rate 8. Reading is individual and silent 9. The teacher is a role model of a reader for the students 10. Teachers orient students to the goals of the program	process? 4. How did you choose the book for your reading log? 5. How do you enjoy the reading activity? 6. How do you feel when you write reading log? 7. Could you describe on your reading habit? 8. Could you explain the role of your lecturer in guiding you within the process?
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3.4 Data Analysis

Table 2 Coding translation

Construct	Features	Coding	Coding Translation
Extensive Reading	Read as much as possible	RMP/001/DO	RMP: Read as Much as Possible
	Variety of Material	VM/001/DA	VM: Variety of Material
	Materials are well within the linguistic competence	MWLC/001/DO	MWLC: Materials are Well within the Linguistic Competence
			SCBT: Students

Students choose the book by themselves	SCBT/001/DA	Choose the Book by Themselves
Reading is its own reward	ROR/001/DO	ROR: Reading is its own reward
Extensive reading purpose is for pleasure	ERPP/001/DA	ERPP: Extensive Reading Purpose is for Pleasure
Read at faster rate	RFR/001/DO	RFR: Read at Faster Rate
Reading is individual and silent	RIS/001/DA	RIS: Reading is Individual and Silent
Teacher is students' role model	TSRM/001/DO	TSRM: Teacher is Students' Role Model
Teachers orient students to the goals	TOTG/001/DA	TOTG: Teachers Orient Students to the Goals
		001: Data number 1
		DO: Dino
		DA: Dina

This research used thematic analysis method that is kind of method in qualitative research that analyze and report the pattern (theme) within the data (Braun & Clarke, 2006). They mentioned that themes was something from the data which were important and related to research question. There are six phase of the thematic analysis mentioned below:

Step 1: Familiarising myself with the data by reading more than one of sources and do the transcription of the verbal data. The researcher familiarize the data by read the data and the theory regularly.

Step 2: Generating initial codes by produce the interesting features of the data. The researcher highlight the reaction that shows regularly from the transcript.

Step 3: Searching for themes by comparing the codes one another. The researcher categorize the codes into several themes.

Step 4: Reviewing themes by sorting the themes and choose the most appropriate one. The researcher sum up the themes into two themes.

Step 5: Defining and naming themes

Step 6: Producing the report

According to Braun and Clark (2006) in this phase, the researcher classified research data into several themes. The categorizations were revealed and confirmed the prefigured themes. The thematising is presented below:

Table 3 Codifying Themes

Construct	Themes	Sample
Extensive Reading	Read as Much as Possible	ER/RMP/004/DO ER/RMP/020/DA
	Variety of Material	ER/VM/005/DA ER/VM/019/DO
	Materials are Well within the Linguistic Competence	ER/MWLC/006/DO ER/MWLC/018/DA
	Students Choose the Book by Themselves	ER/SCBT/007/DA ER/SCBT/017/DO
	Reading is its Own Reward	ER/ROR/008/DO ER/ROR/016/DA
	Extensive Reading Purpose is for Pleasure	ER/ERPP/009/DA ER/ERPP/016/DO
	Read at Faster Rate	ER/RFR/010/DO ER/RFR/015/DA
	Reading is Individual and Silent	ER/RIS/011/DA ER/RIS/021/DO
	Teacher is Students' Role Model	ER/TSRM/012/DO ER/TSRM/024/DA
	Teachers Orient Students to the Goals	ER/TOTG/013/DA ER/TOTG/025/DO

3.5 Trustworthiness

The trustworthiness of the method had been confirmed as it had been reviewed and published in a journal. Lincoln and Guba (1985) mentioned that trustworthiness of the research involve credibility, transferability, dependability and confirmability. Credibility is when the finding is reliable, it can be seen from when the researcher use reference. Transferability is when the finding can be used in more specific contexts, thus the researcher make the research that provided detailed, clear, systematic and reliable description (Sugiyono, 2009). Dependability is when the researcher report the context of any changes in the research The researcher have done expert judgement regarding the data to one of the lecturer and communicate the data with the participant to prove the credibility (Widodo, 2014) that can be seen in appendice 3. Confirmability is when the finding can be justified by other researcher, it can be seen from the discussion of this research.

3.6 Research Timeline

Table 4 Research Timeline

Research timeline						
August	August					September
Data Collection	Step 1 Familiarizing with data	Step 2 - Generat ing codes	Step 3 Searching themes and compare it to codes	Step 4 Reviewing themes	Step 5 Defining and naming themes	Step 6 Producing the report