

## CHAPTER III

### METHODOLOGY

This chapter presents the methodological aspects of the study. The discussion covers the research design, research site and participants, data collection method, and data analysis procedure in this study.

#### 3.1 Research Design

This study focused on investigating the frequently-used extensive reading principles in extensive reading implementation in a university in Indonesia as well as the benefits and challenges of the implementation through students' perceptions. To meet the aims of this study, the researcher collected the data in the field at the site where participants join the activity and encounter the problem or challenge. A qualitative case study design was employed in this study as it allowed the researcher to evaluate a particular case or event and provide an opportunity to focus on individual actors or groups of actors in order to gain a better understanding of how they perceive an event (Hitchcock and Hughes, 1995; Yan, 2003 as cited in McKay, 2006). Thus, it helps the researcher to study in-depth students' perception of extensive reading implementation in order to find out the frequently-used extensive reading principles in extensive reading implementation in a university in Indonesia as well as the benefits and challenges of the implementation.

To collect the data, a semi-structured interview and documents (students' reading log and materials) were used in this study. The data gained from the interview were about their reading experiences, perception of extensive reading principles in extensive reading implementation, benefits that they got from the extensive reading, and challenges that they might encounter during joining extensive reading. The documents (students' reading logs and materials) were also used to analyze the types of students' reading material and students' reading quantity (how many books they read and how much time they spent reading).

#### 3.2 Site and Participants

This study was conducted at one public university in Bandung. The university was chosen as the site of the study as it was accessible for conducting the

study. Also, since the researcher had a personal connection and experience with the site, the choice of the site was expected to allow the researcher to embrace and understand the participants in a better way. According to Riese (2018), the researchers' access to the sites and/or individual that they study can influence the research process and result. Therefore, the easy access to the site will help the researcher to gain the expected data or information.

Furthermore, the participants who were involved in this study were the eighth-semester students majoring in English Language Education study program. As the eighth-semester students of the English Language Education study program, they have taken a series of reading courses that helped them to develop their reading proficiency in English (Cahyono & Widiawati, 2006). For instance, at the English department in the current research site, students are required to take five reading courses gradually. Those courses involve Reading for General Communication I, Reading for General Communication II, Reading in Professional Context, Reading for Academic Purposes I, and Reading for Academic Purposes II. In this case, they joined the extensive reading activity in the Reading for General Communication I class in their first semester.

Since the impact of extensive reading is often delayed and not instant (Jeon & Day, 2017; Renandya et al., 2020), choosing eighth-semester students as the participant of this study is expected to reveal all benefits that they got from extensive reading, the challenges that they face, and their perception of the frequently-used extensive reading principles in extensive reading implementation as they may be able to make reflection based on the extensive reading activity that they have taken in the first semester and all their reading experiences during their study. Therefore, a consent form (see Appendix A – Consent Form) was distributed to ten eighth-semester students majoring in the English Language Education study program who were purposely chosen and invited to participate in this study as they have joined extensive reading activity in their first semester. However, there were only seven students who were willing to be interviewed and provide the documents needed.

Moreover, some pseudonyms were used to keep the participants' confidentiality in this study. Below are pseudonyms used for each participant:

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- Female student 1 – Student A (pseudonym)
- Female student 2 – Student B (pseudonym)
- Female student 3 – Student C (pseudonym)
- Male student 1 – Student D (pseudonym)
- Male student 2 – Student E (pseudonym)
- Female student 4 – Student F (pseudonym)
- Female student 5 – Student E (pseudonym)

Thus, those pseudonyms were used when the researcher needed to refer to them for a particular information to be included or cited in this paper (quoting the student's utterance from interview or providing a sample of student's document).

### **3.3 Data Collection**

Since this study used a qualitative design that embraces a case study, the data of this study were collected through interviews and documents (students' reading logs and materials). The detail of each instrument can be seen in the following subsections:

#### **3.3.1 Interview**

In exploring students' perception of the frequently-used extensive reading principles in extensive reading in a university in Indonesia as well as the benefits and challenges of the implementation, the interview was administered in this study. The type of interview administered in this study was a semi-structured interview done one-on-one with the participant. It was conducted once for approximately 20-30 minutes on the scheduled day with each participant. It was also conducted both in English and *Bahasa Indonesia*. According to Peytcheva (2018), participants' responses were influenced by the language in which the instrument was administered. Therefore, *Bahasa Indonesia*, as participants' native language, was also used in order to allow students to share their experiences, express their feelings easily, and avoid misconceptions due to the limited language proficiency that students may have (Bahri, 2020).

In this case, they were asked about their reading experiences, perception of extensive reading principles in extensive reading

implementation, benefits that they got from the extensive reading, and challenges that they encountered during joining extensive reading. The interview questions were adapted from Florencia (2018) (see Appendix A – Interview Questions). The procedure of this interview was as follow: the researcher prepared the interview questions, contacted the participants, asked participants to fill out the consent form and to decide the time for the interview, then conducted an individual interview with the participant. The interview was documented by voice note and note-taking.

### **3.3.2 Documents**

In this study, the documents refer to students' reading log (see Appendix B – Sample of student's Reading Log) and materials during the extensive reading activity (see Appendix B – List of Students' Materials). The student's reading log includes the information of the book they read, the number of pages they read in a week, the summary of their reading, their newly learned vocabulary, etc. It was reported every two weeks. Therefore, each of the students reported nine reading logs by the end of the sixteen weeks meetings in their reading class.

For students' reading materials, they were chosen by students themselves based on their interests. In this study, some information from those two documents was used to add information regarding the implementation of extensive reading principles number 1, 4, and 7 (The reading material is easy, Learners read as much as possible, and Reading speed is usually faster rather than slower). Therefore, students' reading material and students' reading quantity (how many books they read or how much time they spent reading) were identified and documented in the notes for document analysis (see Appendix A – Notes for Document Analysis (from student's reading logs and materials)).

## **3.4 Data Analysis**

After the data were collected from the participants through the interview and documents, the data were analyzed using a qualitative method procedure by employing a framework by Miles, Huberman, and Saldana (2014) which consists of (1) Data Collection; (2) Data Condensation; (3) Data Display; and (4)

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Concluding the Data. In the data collection stage, the researchers administered an interview with the participants and collected the student's reading logs. Then, the collected data were transcribed and divided into some categories based on the use of information in the data condensation stage. Insignificant data or information were also reduced in order to gain the desired results. In the data display stage, it will go beyond the data condensation, in which the result from the interview and documents were displayed in the form of a graphic and table. After that, the conclusions on the frequently-used extensive reading principles in extensive reading implementation in a university in Indonesia as well as the benefits and challenges of the implementation were drawn in the last stage. In identifying students' perception of the frequently-used extensive reading principles in extensive reading implementation, a theoretical framework by Bamford and Day (2002) on principles of extensive reading implementation was used in this study. Finally, the concluded data were verified several times using a triangulation technique, in which the data collected from the interview and documents were checked and compared to whether or not they produce the same result.

### **3.4.1 Interview**

After the data from the interview were collected in data collection stage, the collected data were processed in the data condensation stage. In the data condensation stage, the result of the interview was transcribed first and the researcher identified the use of every piece of information collected and the general ideas that participants said during the interview. In this case, the data were categorized into twelve categories based on the use of their information (see Appendix C – Sample of Interview Transcription). Those categories are: (1) The use of principle number 1 (The reading material is easy), (2) The use of principle number 2 (A variety of reading material on a wide range of topics is available), (3) The use of principle number 3 (Learners choose what they want to read), (4) The use of principle number 4 (Learners read as much as possible), (5) The use of principle number 5 (The purpose of reading is usually related to pleasure, information, and general understanding), (6) The use of principle number 6 (Reading is its own reward), (7) The use of principle number 7 (Reading speed is usually

faster rather than slower), (8) The use of principle number 8 (Reading is individual and silent), (9) The use of principle number 9 (The teacher orients and guides students), (10) The use of principle number 10 (The teacher is a role model of a reader), (11) Benefits of extensive reading, and (12) Challenges during extensive reading and ways to solve them. In this stage, the irrelevant data were also reduced.

Then, the data were displayed on the graphic and table to give the researcher opportunity to more accessible and compact form of data, so that the researcher can see what is happening and draw conclusions upon them. After that, the information was interpreted to discover the meaning of the data by using the framework by Bamford and Day (2002) on principles of extensive reading implementation.

### **3.4.2 Documents**

After the data from the documents (students' reading log and materials during the extensive reading activity) were collected in data collection stage, the collected data were processed in the data condensation stage. In the data condensation stage, the collected data from students' reading log were categorized into four categories based on the use of their information (see Appendix C - Sample of Notes for Documents Analysis (From Student's Reading Logs and Materials)). Those categories are: (1) week/time of reading, (2) total number of pages being read per week, (3) average number of pages being read during the implementation, (4) total number of pages and book being read during the implementation. Moreover, the collected data from students' reading materials were categorized into four categories based on the use of their information. Those categories are (1) title of the book(s), (2) genre of the book(s), (3) number of pages, and (4) average wordcount per page.

Then, the data were displayed on the table to give the researcher opportunity to more accessible and compact form of data, so that the researcher can see what is happening and draw conclusions upon them. After that, the framework by Bamford and Day (2002) on principles of extensive reading implementation was also used in identifying the data from

those two documents, especially to find out types of students' reading materials and quantity (how many books they read or how much time they spent reading).