

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed a qualitative case study design to explore in depth the use of e-book features in enhancing students' reading comprehension within a real-life educational context. Qualitative research is suitable for this study as it focuses on understanding meanings, experiences, and interpretations from participants' perspectives as they naturally occur Creswell and Poth (2016). The case study approach was chosen because it allows an in-depth investigation of a particular phenomenon within its real-world setting, especially when the boundaries between the phenomenon and its context are not clearly distinguishable Yin, (2018).

In this research, the case is situated at Al Mazaya Islamic School and centers on Grade 9 students' experiences in utilizing e-book features during English reading activities. Data were collected through classroom observations and semi-structured interviews to capture students' learning behaviors, perceptions, and experiences. The collected data were analyzed thematically to identify patterns related to how students utilized e-book features, the benefits they experienced, and the challenges they encountered. Through this design,

the research seeks to provide a comprehensive understanding of how e-book features function in supporting students' reading comprehension in an authentic classroom environment.

B. Research Setting

This research was conducted at Al Mazaya Islamic School, located on Jalan Cempaka Besar No. 57, Kelurahan Mawar, Kecamatan Banjarmasin Tengah. The participants were the students of class 9A and 9B respectively. Al Mazaya actively utilizes using e-books in their English learning activities. The class of 9A and 9B were chosen as it provides reading comprehension learning with actively utilizes e-books in the classroom. Due to its persistent use, the class's students were selected as an observation participant. In addition, two students were interviewed along with the teacher in order to find additional information on how the students improvised the reading comprehension using E-books as media.

C. Participants

The participants in this research were Grade 9A and 9B students at Al Mazaya Islamic School. The class were actively using e-books in their English learning activities, due to its persistent use, the class's students were selected as an observation participant. In addition, the English teacher and 2

representative both from class 9A and 9B were interviewed in order to collect the secondary data.

D. Data

Observation is the primary focus in this research with observation sheets applied. In addition, to further support the findings provided by observation, interview was functioned as secondary data. The interview provides the validation needed to the observation with the help of interview guideline.

E. Technique of Data Collection

Observation was used to examine how students interacted with e-books during reading comprehension sessions. The researcher collects specific information on the use of e-books features such as highlighting, annotation, dictionary lookup, and quizzes, while remaining open to new findings emerged during classroom activities.

In addition, the semi-structured interview technique was applied to obtain in-depth information from participants regarding their experiences with e-book features. Semi-structures interview allows participants to share their personal views and experiences in their own words. Furthermore, the questions are open ended to collect different answers in order to clarify the information.

F. Data Analysis

This research utilizes thematic analysis as the primary technique to analyze qualitative data derived from interviews and observations. The observation notes provide detailed classroom sequences namely, Pre-Reading, While-Reading stage 1, While-reading stage 2, Post-Reading Stage 1, Post-Reading Stage 2. In addition, the interview data were transcribed verbatim and further, along with the observation data, analyzed using thematic analysis.

Thematic analysis, as stated by Byrne (2022) framed by Braun and Clarke (2019), is a foundational method in qualitative research that covers identifying, analyzing, and reporting patterns or themes within data. It provides a flexible framework that enables researchers to decrypt participants lived experiences while maintaining analytic transparency. Consequently, the data analysis process followed the six phases of thematic analysis as outlined by Braun and Clarke (2019):

1. Familiarization with the Data

The researcher repeatedly read interview transcripts and observation notes to gain an in-depth understanding of participants' experiences. The narratives from interview were transcribed accurately to preserve the meaning.

2. Generating Initial Codes

Significant statements, actions, and behaviors were coded based on their relevance to the research focus. Specifically, how students utilized and interacted to the features of e-book in relevance to the implementation, benefits, and challenges in its utilization. The codes were generated based on classroom sequences as follows:

Table 3. 1 Classroom Sequences

No	Stages	Possible Codes
1	Pre-Reading	Activating Prior Knowledge, Curiosity, Visual Prediction, Interactive Engagement
2	While-Reading (Stage 1)	Vocabulary Exploration, Multimodal Comprehension, Collaborative Reading
3	While-Reading (Stage 2)	Digital Annotation, Problem-Solving with E-Book Features, Feature-Driven Engagement
4	Post-Reading (Stage 1)	Comprehension Check, Moral Reasoning, Collaborative Summarizing
5	Post-Reading (Stage 2)	Reflection Writing, Feedback Integration, Autonomous Learning

3. Searching for Themes

Codes were grouped into preliminary themes after being organized into specific categories. Codes with similar meanings were grouped

together to form preliminary themes in accordance with the research objectives based on research questions, namely:

- a. How students explored and utilized e-book features,
- b. The benefits students experienced
- c. The challenges students encountered.

4. Reviewing Themes

The themes were reviewed and refined to ensure they accurately represent the data. This process ensured every theme accurately represent participants' experiences based on classroom observation and expressed in interviews narratives. Data verification was carried out through triangulation between observation, interview, and documentation, following the reflexive principle of qualitative analysis.

5. Defining and Naming Themes

Each theme was clearly defined and named in accordance to the central meaning. The process involved examining each scope and focus of each theme to ensure it accurately based on the coded data and the accordance to the research questions. Furthermore, the finalized themes are presented in the table as the analytical outcome of the data analysis process.

Table 3. 2 Code Themes

No	Research Questions	Emerging themes
1	How do students explore and utilize e-book features in learning English reading comprehension at Al Mazaya Islamic School?	Digital-Based Reading Stages (integration of e-book features throughout pre-post reading)
2	What benefits students get from utilizing e-book features to enhance their reading comprehension?	Cognitive benefits, Affective benefits, Multimodal benefits
3	What challenges do students face when using e-book features in reading activities?	Technical & Behavioral, and Feature Limitations, Distraction by Features, and Students' Digital Literacy in E-Book Utilization

6. Producing the Report

Finally, the findings were synthesized into a coherent narrative that integrates interview quotations and observational evidence. This final phase connects the themes back to the research questions and theoretical framework, thereby generating meaningful interpretations to each research questions in order to finally collects the research objectives.

In summary, this chapter covers the methodological framework utilized in this research. The results of the analysis were organized in accordance to the emerging themes based on the research questions to be elaborated in the following chapter.