

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In order to reach the aims of this research, the suitable method should be used. Since this study needed more explanation towards the reading interest of the students in the post – pandemic era. The researcher would apply mixed methods and approach for this study. Cresswell (2014), mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. Cohen, Morrison & Manion (2018: 32) explain the purposes of mixed methods are to give a richer and more reliable understanding (broader and deeper) of a phenomenon than a single approach would yield. In mixed methods, the Qualitative data tends to be open-ended without predetermined responses while quantitative data usually includes closed-ended responses such as found on questionnaires or psychological instruments (Cresswell, 2014).

Therefore, in this study the researcher would apply explanatory sequential mixed method design. According to Cresswell (2014: 302) “The explanatory sequential mixed methods approach is a design in mixed methods that appeals to individuals with a strong quantitative background or from fields relatively new to qualitative approaches”. In explanatory sequential design, the quantitative data are collected first and are more heavily weighted than qualitative data (Gay, Mills & Airasian: 2012). In other word, the researcher would find out the current situation

of the students' reading interest by the quantitative approach in the beginning & continuing with the qualitative approach to explain the students' reading interest in detail in the post – pandemic era. Explanatory sequential mixed methods involve a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan (or build onto) the second, qualitative phase (Cresswell, 2014)

B. Subject of Study

The subject of this research were the eleven grade students at SMA Hidayatul Muhsinin Pontianak. There were 28 eleven grade students at SMA Hidayatul Muhsinin. These 28 students were grouped only into 1 class by the school. Therefore, a proper sampling technique should be chosen due to its characteristic of the subject on this research. According to Cresswell (2014) the data collection in explanatory sequential mixed methods proceeds in two distinct phases with rigorous quantitative sampling in the first phase and with purposeful sampling in the second, qualitative phase.

1. First Phase Sampling

Since the subject on this research were only consisted of 28 students. Thus, the researcher would use saturated sampling technique. Saturated sampling technique is a sampling technique which use all the population as the sample (Sugiyono, 2019). Sugiyono (2019) added saturated sampling technique should be used when the population are considered to be so small. Therefore, based on the explanation above the researcher would employ all (or 28 students) the

eleven grade students at SMA Hidayatul Muhsinin as the sample of this research.

2. Second Phase Sampling

After getting the result of the questionnaire and identifying the students' interest in reading. The researcher would continue to the second phase. After the quantitative approach was done, the researcher might continue to the next plan which is qualitative approach that had been set (Cresswell, 2014). This phase would be conducted with purposive sampling technique to select the participant to be interviewed. According to Sugiyono (2017: 85) "Purposive sampling is a sampling technique with a particular consideration". The students with high & low level of anxiety in the current dominant component of anxiety in foreign language would be interviewed by the researcher to explore the causes of the students level of anxiety. In this second phase sampling, the researcher would use smaller number than the previous sampling technique. Cohen, Morrison, & Manion (2018: 204) states "qualitative research it is more likely that the sample size would be small. Sample size might also be constrained by cost – in terms of time, money, stress, administrative support, the number of researchers, and resources". Considering this, the researcher would choose four students which would be selected based on their interest in reading (2 students with high interest & 2 students with low interest in reading.)

C. Data Collection Tools

Since the researcher would use a mix method to obtain the data needed. Thus, the researcher would employ questionnaire to identify the students reading interest

in the first phase and an interview to find out how did the reading interest of the students happened. Thus, the explanation about the tools that the researcher was going to use is explained below:

1. Questionnaire

Questionnaire is a list of questions that has been constructed and validated by expert and could be used to obtain the data needed. Thus, this list of written statement then would be answered by the respondents (Sugiyono, 2017). Thus, considering approach employed in this research. The researcher would use close ended type of questionnaire. Close – ended questionnaire is a questionnaire which the answer has provided by the researcher (Sugiyono, 2017). Therefore, the respondents only need to answer the statement by choosing the appropriate option based on the respondent perspective (Cresswell, 2014). Thus, to obtain the data needed in this study. The researcher would use a questionnaire adapted from Utami, & Nur, (2021) which adapted several sources to construct the questionnaire in regard of reading interest (e.g Mudjito, 2000; Hardianto, 2011; Donal, 2015; Ali, 2017). This questionnaire contained the reading interest aspects such as 1) Reading pleasure, 2) Reading preference, 3) The awareness of the benefits of reading, & 4) Reading frequency. This questionnaire contained 15 statements that should be responded by the respondent.

2. Semi – structured Interview

The intent of using explanatory sequential mixed method design is to explain deeper about the situation currently happened. This design generalized

the situation in the beginning with quantitative data and explain more with the qualitative data (Cresswell, 2014). Thus, to enlarge and enrich this study finding, the researcher would use semi – structured interview. Cohen, Morrison, & Manion (2018: 511) explained “In the semi – structured interview, the topics and questions are given, but the questions are open – ended and the wording and sequence may be tailored to each individual interviewee and the responses given with prompts and probes”. This would widen the variation of the answer of the respondents towards the change or steady reading interest towards certain area. Cohen, Morrison, & Mannion (2018) further explained that especially in semi structured interview, prompts and probes would be crucially taken place in each single question being asked. Prompts would enable the respondents to clarify topics or questions (particularly if the interviewee seems not to have understood, or to have misunderstood, or wishes to ask for clarification or more guidance from the interviewer. Meanwhile, probes would enable the interviewer to ask more questionnaire in order to extent, elaborate, add to, exemplify, provide detail for, clarify or qualify their response.

Therefore, a set of question was made after conducting a thematic analysis by synchronizing the questions with the theory used and the aim of the interview being employed in this study. This semi – structured interview would be run to 4 students which consisted of 2 students who had a steady reading interest and 2 students who had the unstable reading interest (e.g in the

pandemic era the reading interest was high but during the post – pandemic era the reading interest got lowered).

D. Data Collection Techniques

In order to get a reliable finding, appropriate data collection technique should be chosen. According to (Sugiyono, 2017: 137), “to answer the problems contained in the research, special techniques and data collection tools are needed in accordance with the problems raised”. Data collection techniques that were going to be used in this research are explained below

1. Self – administered Questionnaire Technique

In regard of the usage of the questionnaire, the researcher would use self – administered technique in administering the questionnaire. Self – administered questionnaire is a technique that allows the researcher to administer the questionnaire by himself to the respondents (Cohen, Morrison, &Manion, 2018). This technique enables the researcher to handle an unpredicted occurrence that might be happened in during the respondents filling up the questionnaire (Cresswell, 2014). This technique also enables the researcher to check the questionnaire has been filled up with complete responses in every statement on it (Cohen, Morrison, &Manion, 2018). Thus, this technique would help the researcher to avoid any error or future problem during constructing the research finding.

2. Focus Group Interview Technique

In order to shorten the time needed to complete this research, the researcher would use focus group interview technique to conduct the semi – structured interview into the respondents. Focus group interview is an interview technique where multiple participants are interviewed at once in a group (Leavy, 2017). Thus, to implement this technique the researcher would cooperate with a collaborator which is their English teacher in that school to conduct the interview. The interviewee in this phase would consist of 4 students with the composition of 2 students who had interest in reading (steady reading interest from the pandemic era – the post pandemic era) and 2 students who have unsteady reading interest (example, high interest in reading in the pandemic era and low interest in reading in the post pandemic era). The researcher firstly would make 2 groups of the students who have a same characteristic towards the reading interest and then conduct the interview with these two group in might be in different place and time.

E. Validity Checking Technique

In conducting a research, the validation of the instrument is a crucial thing to be considered. Validity is defined as the extent to which an instrument measured what it claimed to measure (Ary, *et al*, 2010). This means that the instrument of the research must be checked its validity for its sync to the theory used and ability to obtain the data needed to answer the research questions or to reach the aim of the research. Therefore, the researcher should check the validity of the questionnaire and the interview question before using it to obtain the data. Considering the amount of time needed, the researcher would use content validity

technique with expert judgement on the theory the researcher used in this research. Content validity technique through expert judgement is an informed opinion from individuals with a track record in the field who are regarded by others as qualified expert and who can provide information, evidence, judgement, and assessment (Perez & Martinez, 2008). Instead of its simple practice on evaluating the instrument of the research, the researcher chose this technique because of its efficiency on setting the appropriate instrument to be used in a study. Expert judgement as an evaluation strategy offers many advantages, such as the high quality of the judge responses and the possibility of obtaining extensive information on the subject matter (Cabero & Llorente, 2013). Thus, based on this fact, the researcher would apply this technique to validate both the questionnaire and the interview question as the instrument in this study.

F. Techniques of Data Analysis

Researcher in this study used a combination method (Mixed Methods). According to Creswell in Sugiyono (2011:404) the combination research method is an approach in research that combines or connects quantitative and qualitative research methods. It includes a philosophical foundation, uses qualitative and quantitative approaches, and combines both approaches in this research. Thus, the data analysis of this study was explained below:

1. Quantitative Data Analysis

In respect to this present study's aim, the researcher would analyze the data by calculating the frequency of the students' responses from the questionnaire given. After calculating the frequency of the students'

responses, the researcher would draw the conclusion to answer the research question number 1.

2. Qualitative Data Analysis

In this present study, the researcher would use content analysis to explain how the reading interest happened to the students either it's high and low. Gläser and Laudel, (2013) defines Qualitative content analysis' is a strict and systematic set of procedures for the rigorous analysis, examination, replication, inference and verification of the contents of written data (Cohen, Morrison, & Manion, 2018: 647). It focuses on in-depth, context-specific, rich, subjective data and meanings by the participants in the situation, with the researcher herself/himself as principal research instrument (Cohen, Morrison, Manion 2018: 644). The researcher adopted the qualitative data analysis by Miles and Huberman (1994) to interpret and conclude the collected data. It involves some of the following steps below:

a. Data reduction

In this section, the data would be reduced to get the data easily analysed and concluded. As cited in Cohen, Morrison, & Manion (2018: 643) Data reduction means distilling from the complexity of the findings the key points of the phenomenon in question, reducing complexity without

violating it, catching the essence of the issue or the situation, enabling the researcher to identify deeply (Gläser and Laudel, 2013).

b. Data display

The researcher displayed the data and organize the data into several points. These prepared data would be deeply analyzed and interpreted in the next section.

c. Data analysis and interpretation

In this section, the data would be analysed and interpreted to be linked to the research questions and the component of the main topic. Thus, these data would deserve to be categorized into several points the researcher is going to draw.

d. Drawing and verifying conclusions

In the fourth analysis' step, the data are verified and analysed in depth in order to draw a trusted conclusion. As cited in Cohen, Morrison, & Manion (2018: 246), Flick (2009) argues that qualitative data validity might be addressed through the honesty, depth, authenticity, richness, trustworthiness, dependability, credibility and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher. The researcher would

study the transcript of the interview in detail to get the answer is valid to be reported.