

CHAPTER III

RESEARCH METHOD

In this chapter, the detailed presentation covered the research design, setting, participants, data collection techniques, and analysis methods. Together, these elements offered a thorough overview of the research methodology and the tools used for data gathering and analysis.

A. Research Design

This study employed qualitative research, utilizing a descriptive qualitative approach. According to Sugiyono (2017, p. 39), the research object encompasses attributes, qualities, or values associated with individuals, objects, or activities, showcasing specific variations identified by the researcher for analysis, leading to conclusive findings. Qualitative research methodology involves a methodical exploration and understanding of social phenomena. In this study, the researcher meticulously crafted a detailed portrayal, analyzed language usage, thoroughly investigated participant narratives, and examined real-life situations (Iskandar, 2009, p. 11).

This research aimed to explore the importance of the development of fifth-semester students in the English Language Education Department at Antasari State Islamic University Banjarmasin concerning their engagement with English journals, and to identify the factors influencing these students' reading of English journals. The researcher used questionnaires and interviews to address the research questions. During data collection, a Google Form questionnaire and face-to-face interviews were used, with the

researcher actively participating in both stages.

B. Research Setting

The researcher carried out the study at English Language Education Department of Tarbiyah and Teacher Training Faculty in UIN Antasari Banjarmasin, located on Jl. A. Yani km 4, 5. This university, situated in South Kalimantan, has a dedicated English Language Education Department. The research was scheduled for November 2023, lasting about one month, or approximately three weeks.

C. Participants

This study included participants who were in their fifth semester as students, representing all three classes within the English Education Department at State Islamic University of Antasari Banjarmasin. The reason for selecting the fifth semester as the focus of this research was due to its complexity and intensity. The students mentioned in this study, who were in their fifth semester, were concurrently enrolled in or had completed Extensive Reading and Academic Writing courses. Additionally, they were in the process of developing a thesis proposal. This period involved a broad curriculum, considerations for choosing a thesis topic, making it a demanding phase.

The study examined 96 fifth-semester students, out of which 21 were surveyed and interviewed, drawn from three classes, with 9 ultimately participating in interviews. These students were navigating their fifth semester, managing assignments, advanced coursework, and thesis selection

while enrolled in an Extensive Reading and Academic Writing course. This course emphasized research and academic article reading. The researcher was intrigued by their dedication, prompting an investigation into their proficiency in reading English journals.

D. Data

The data source served as the starting point for acquired or gathered information. The primary origins of data consisted of verbal and behavioral expressions, with supplementary data providing additional support. The principal data source, known as the primary source, involved direct collection by the researcher from the subject of investigation. The secondary source functioned as an extra origin of data that, according to the researcher, provided reinforcement to the primary data (Mahmud, 2011, p. 152).

The data for this study revolved around the reading development of fifth-semester students within the English Language Education Department. The researcher intended to utilize two methods for data collection: questionnaire and interview. The questionnaire was crafted to gauge the development of fifth-semester students, while interview aimed to delve into the factors influencing their development in reading English journals. Purposive sampling was employed as the sampling technique. The total population under examination comprised 96 fifth-semester students, with a research sample consisting of 21 students chosen to respond to the questionnaire. Among these 21 students, 9 individuals were selected from 3 classes to participate in interviews as informants.

E. Technique of Data Collection

1. Questionnaire

In the process of data collection for this research, the researcher utilized a questionnaire as one of the instruments. The questionnaire, also known as a survey or a structured set of questions, was systematically developed. The preparation of the questionnaire was simplified by clearly defining all the variables in the research (Ambo Upe and Damsid, 2010, p. 167). Questionnaires, consisting of various questions, were employed as a data collection technique. Margono (2002) described a questionnaire as a research document containing questions or statements aimed at gathering information, to be freely answered by participants based on their opinions. Similarly, Babbie (1990. p. 377) defined a questionnaire as a document comprising questions and other items designed to elicit information suitable for analysis.

The questionnaire was administered using Google Form, consisting of 12 statements with corresponding indicators such as "Strongly Agree" (SA), "Agree" (A), "Disagree" (DA), and "Strongly Disagree" (SDA), reflecting the students' responses (Wade M, 2006). Additionally, the collected questionnaire data was used to compute the average outcome, serving as a gauge for assessing the degree of reading interest. Subsequently, an elaboration of these findings was provided, involving a more intricate and lucid description of the survey results. The questionnaire was utilized to determine how well fifth-semester students

are progressing in their reading development.

2. Interview

In this study, a structured interview was conducted to delve into the factors influencing students' development in reading English journals. Following the methodologies outlined by Tanzeh (2009, p. 63) and Ambo Upe and Damsid (2010, p. 162), the interview comprised face-to-face interactions between the data collector and participants. Basrowi and Surwandi (2008) described interviews as purposeful conversations typically involving multiple individuals, serving as a means to uncover participants' narratives, thoughts, and feelings. Additionally, McNamara (1999) suggested that interviews could complement questionnaire responses, offering deeper insights into the topic. Through these interviews, valuable perspectives emerged, shedding light on the diverse factors shaping students' abilities to comprehend and engage with English journals.

F. Data Analysis

According to Miles and Huberman (1994), this involved three primary steps: data reduction, data display, and conclusion drawing.

1. Data reduction

The initial phase in analyzing the data in this study involved data reduction. Data reduction entailed the actions of choosing, concentrating, simplifying, abstracting, and transforming the information within written field notes or transcripts (Miles and Huberman, 1994, p. 10).

This process involved focusing specifically on the reading development of fifth-semester students within the English Language Education Department. The researcher concentrated on information obtained from the questionnaire, particularly highlighting the percentages of students rated as "Very Good" and "Good" in their development of reading skills for English journals.

2. Data display

The subsequent stage was data display, which typically involved presenting organized and condensed information that facilitated drawing conclusions and taking action. This was achieved by presenting data in various formats such as matrices, networks, charts, or graphs. The analytical activity in this phase included designing columns and rows for qualitative data within a matrix and deciding which specific data should be placed in particular cells (Miles and Huberman, 1994, p. 11).

The researcher presented organized and condensed information gleaned from the research findings. This included categorizing students' reading development into "Very Good" and "Good" based on questionnaire responses. Additionally, the researcher outlined the influencing factors such as linguistic competence, interest, motivation, reading ability, and reading environment, and elucidated their impact on the students' reading abilities.

3. Conclusion Drawing

Concluding the data analysis process in this research involved two preceding steps: data reduction and data display. Once these were accomplished, the final stage encompassed the careful analysis and synthesis of collected data to draw meaningful conclusions. This phase also entailed a meticulous verification process to ensure the accuracy and credibility of the data, thereby upholding the research findings' reliability and validity (Miles and Huberman, 1994, p. 11).

The researcher concluded that fifth-semester students in the English Language Education Department demonstrated a significant level of reading development in English journals. This conclusion was substantiated by the findings from the questionnaire and the identification of the five influencing factors. It underscored the importance of these factors in fostering the observed reading development among the students.