

CHAPTER III

RESEARCH METHOD

A. Research Design

In order to collect relevant data for this investigation, an Explanatory Sequential Mixed Method research approach has been adopted. According to Creswell (2018), this methodology for doing research starts with quantitative research to collect the first set of data, followed by qualitative research to collect the second set of data, which is used to clarify the first set of findings. The researcher intended to investigate how viewing anime with English subtitles influences students' reading comprehension abilities and the reading techniques they employ when watching anime. Therefore they decided to utilize this method. This strategy was chosen because of this desire.

After watching the anime, the researcher will provide a test to the students to evaluate their reading ability level. In addition, researchers utilize the narrative approach to examine and make sense of the data acquired from an interview. The researcher utilized this approach to study and describe the reading comprehension and the strategies that the student participants used.

The following are the steps in conducting the Explanatory Sequential Mixed Method in this study:

1. Researchers select participants based on criteria that have been adjusted for this study.
2. Selected participants are asked to watch the anime that has been provided based on a predetermined time.
3. Participants who have watched anime are asked to take a test of 20 items based on the anime they have watched. The reading test is used to collect quantitative data.
4. After taking the test, the participants were asked to fill out a written interview table to find out their reading strategies when watching anime. Participants checked off some of the strategies provided and then explained their use. Interviews are used to collect qualitative data.
5. Quantitative data from the test is then translated to determine whether the participant's reading comprehension is good.
6. Qualitative data from the reading strategies table was sorted from most to least used by the participants. The researcher then describes the applications of each reading strategy employed.

B. Research Setting

The study was conducted at the English Education Department and the UIN Antasari Banjarmasin, Tarbiyah and Teacher's Training Faculty. This location was chosen because the researcher wishes to analyze the students there as the research's subject. After all, this study is about

English reading skills. Additionally, they are taught about intensive reading and have already received some reading instruction. Students that meet the criteria for selection are requested to watch anime before being given tests and a questionnaire to complete. This study was conducted from 12 November 2022 to 11 January 2023.

C. Participants

It is necessary to use the population as a limiting factor to pick the things that will be researched. A *population* is a group or region that satisfies specific criteria based on research concerns that need to be investigated and analyzed (Suryono, 2014). The students enrolled in the English Education Department at the UIN Antasari Banjarmasin are the ones who are participating in this study. This demographic was chosen for the research because it meets one of the criteria: the participants must be English majors.

Sampling is a technique for identifying, selecting, and gaining access to informants and data sources (Mason, 2002). The researcher selected 10 students, and the participant was selected using the purposive sampling technique. This technique is used in this study because it is crucial to find informants who provide data to answer research problems (Patton, 2002). In this sampling technique, the researcher determines certain criteria in selecting participants to get the desired answer according

to the research question. The criteria for students who are used as samples are:

1. English Education Department student
2. Likes anime, manga, or similar pop culture
3. His/her English level is at the intermediate level
4. He/she has a good grade in subjects related to reading skills

D. Data Collection

1. Instrument

a. Test

The test is used to measure the participants' reading comprehension after they study by watching English-subtitled anime. This test is based on the anime they have watched and distributed to participants in Google form. This test consists of 20 questions in the form of multiple choice. Each question is based on micro and macro skills in reading; 13 questions focus on macro skills, and seven focus on micro-skills.

Table 3.1.

Test Specification for Multiple-Choice Items

Skills	Number of Items	Test Item Number
Micro Skills	7 items	
<ul style="list-style-type: none"> • Recognizing referents of pronouns, ect 	4 items	13,15,16,18
<ul style="list-style-type: none"> • Inferring the meaning of unknown words, phrases, or sentences from context 	2 items	7,8

• Recognizing relationships between textual elements	1 item	11
Macro Skills	13 items	
• Skimming for the main idea	5 items	1,3,4,12,17
• Scanning for detailed information	3 items	5, 6, 9
• Identifying phases of an argument and the examples presented to support it	5 items	2, 10,14,19,20
Total		20 items

b. Interview

The researcher used an interview to collect the data. The Asynchronous interview type is used (Harvey, 2012). This type of interview allows the interviewer to get answers from the participants without the need to meet participants in person. This type is usually done online via e-mail, social media, or other interactive technologies. This type involves the researcher sending questions to respondents and then respond them (or some of the questions) in as much detail as they like, at their own pace, and with the support of any sources they see fit. The researcher gave the interview in tabular form, which provided eight reading strategies to choose. Participants then checked which strategy was used when they watched anime and then explained how they applied it. In addition, there are three reading strategies in the interview that relate to several item items on the test. Asynchronous interview in this study was used further to explore students' reading strategies and the process while watching anime with English subtitles.

Table 3.2.

Correlation between Test Items and Interview's Question

Test Item's Number	Test Item's Questions	Interview's Question Number	Focused Strategies on Interview's Question
No. 1	<p>What is the topic of the anime?</p> <p>a. The Destruction of a Country</p> <p>b. Uninhabited country</p> <p>c. Love and despair</p> <p>d. One sided love</p>		
No. 3	<p>From the anime, we know that...</p> <p>a. The Princess was cursed by the King for betraying her country</p> <p>b. The Princess had an forbidden relationship with the royal chef</p> <p>c. The Monster destroys the land when the sun rises</p> <p>d. The King was executed for not forgiving the princess's relationship</p>	No. 2	Skimming
No. 4	<p>What made the country that Elaina lived in now destroyed?</p> <p>a. The country was destroyed by the demon king's attack</p> <p>b. The country was destroyed by monsters attack</p> <p>c. The country was destroyed by a monster named Jabaliye</p>		

	d. The country was destroyed by a monster named Zaliar		
No. 12	<p>How does the Princess plan to fight the monster?</p> <p>a. The Princess will tear down the tall building right above the monster</p> <p>b. The Princess will attack from the Palace because it's a safe place</p> <p>c. The Princess will lure the monster out of her land</p> <p>d. The Princess will trap the monster into a hole and then attack it with magic</p>		
No. 17	<p>Where did the problem with this story come from?</p> <p>a. The monster appears to attack the land</p> <p>b. The Palace Cook who was executed for stealing the royal treasure</p> <p>c. The Princess who doesn't want to be executed</p> <p>d. The Princess' love which is not approved by the King</p>		
No. 5	<p>Why did the Princess not want to leave her country?</p> <p>a. Because the palace is a safe place</p> <p>b. Because she was asked to defeat the monster</p> <p>c. Because the Princess is still waiting for reinforcements to defeat the Monster</p> <p>d. Due to the will of the</p>	No. 3	Scanning

King not to leave the
Palace

- No. 6
- Why is the Palace a safe place?
- a. Because the King installed barrier magic around the palace
 - b. Because the surrounding palace is full of traps
 - c. **Because the princess activated protective magic on the palace**
 - d. Because around the palace there is a deep pit
-

- No. 9
- After a few days of waking up from her sleep, why hasn't the Princess fought the monster at all?
- a. Because the Princess was so scared
 - b. Because there are no reinforcements to fight the monster yet
 - c. **Because she just remembered how to use magic**
 - d. Because the Princess doesn't have adequate weaponry
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- No. 7
- How many days has it been since the Princess woke up from her sleep?
- a. **7 days**
 - b. A week and 3 days
 - c. 3 days
 - d. 9 days
-

No. 7 Infering

- No. 8
- After watching this anime, we can conclude that the monster...
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-
- a. Destroy the country in time until the sun setting down
 - b. Killing all the people in the country at night**
 - c. Intending to kill the Princess before destroying the land
 - d. Will die by itself after the country has been destroyed
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2. Technique of Data Collection

The data collection steps are as follows; first, each participant was asked to watch the anime chosen by the researcher. Anime watched is more than one episode with around 25 minutes. However, because their mind catch tends to be different, Participants were given about 45 minutes to watch and observe the anime they were watching. Furthermore, they are asked to watch anime on their gadgets. When they watched the anime, the researcher observed and wrote down any activities related to reading skills that the participants applied while watching anime. After they watch the anime, the researcher will give a test in google form related to the anime they watched. Participants were given 45 minutes to complete the test. After the test, they were asked to fill out an interview about their reading strategies when watching the anime. Then they should explain how they applied the strategies while watching the anime to answer the test.

E. Data Analysis

An interactive analysis model was utilized as the method of data analysis during this study. Three analytical components that make up this paradigm are listed by Miles and Huberman (2014). These components are data condensation, display, and conclusion drawing. The following is an explanation of the three actions that are included in interactive model analysis.

1. Data condensation

It is the process of selecting and simplifying the amount of data that needs to be stored in a data storage environment. In this study, researchers selected data obtained during the study regarding students' reading comprehension after watching anime, and the strategies were used. The data is classified and selected.

The researcher took data from test results and interviews. The researcher conducted the data from the test result to determine the students' reading ability after they watched the anime. And then, the researcher conducted the interview data to find answers supporting this study's purpose, including students' capability and strategies to hone their reading comprehension skills by watching anime with English subtitles.

2. Data display

At this stage, the researcher displayed the test result in tabulation format. The table presented contains the correct number of micro and macro skills, scores, and participant score classifications. The table presented contains the correct number of micro and macro skills, scores, and participant score classifications. The score classification is based on the guidelines Yussof et al. (2010) provided.

Table 3.3.

The Classification of Students' Reading Comprehension Score Test

Score Interval	Classification
86-100	Very Good
71-85	Good
56-70	Fair
41-55	Poor
<40	Very Poor

3. Conclusion

The researcher concluded and confirmed the data by attempting to decipher the data's significance obtained from the subject of this investigation. During this point, the researcher draws conclusions based on the data that was previously concluded. The researcher then compares those conclusions with the notes and observations that the researcher made simultaneously with the analysis being done.

Table 3.4.

The Matrix of Research Instruments and Data Analysis

No of RQ	Data Collection Technique	Instrument	Participants	Investigated Data	Design	Data Analysis Technique
1	Test	Question sheet	Students	<ul style="list-style-type: none">• The students' test scores• The students' reading comprehension skills capability	Explanatory Sequential	The Interactive Model of Data Analysis
2	Interview	Open-ended asynchronous interview	Students	<ul style="list-style-type: none">• Reading strategies that are used by students• Reading strategies implementation	Explanatory Sequential	The Interactive Model of Data Analysis