

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a mixed methods approach, combining quantitative and qualitative methods to obtain a more comprehensive understanding of the phenomenon under investigation. Mixed methods is an approach that integrates statistical analysis, formal models, and case studies to enhance the development and testing of theories in the social sciences (Bennett & Braumoeller, 2022). This approach has evolved within the social sciences in response to the need to integrate the strengths of both quantitative and qualitative research within a single study (Creswell & Hirose, 2019). In this research, quantitative data are used to test hypotheses and statistically measure students' argumentative writing skills. In contrast, qualitative data are used to analyze how multimodality in film shapes students' understanding of the concept of female masculinity.

The qualitative approach in this study employs *Multimodal Critical Discourse Analysis* (MCDA) to analyze how various modes of communication, text, image, sound, and movement interact to construct meaning in audiovisual media (Bateman & Tseng, 2023). MCDA is rooted in social semiotic theory, which uncovers power relations and ideologies in various forms of multimodal communication, including texts and images on social media (Amer, 2024). This approach also extends *Critical Discourse Analysis* (CDA) by incorporating multimodal aspects in the production and dissemination of meaning in the arts and health research (Joy et al., 2024).

As a qualitative approach, Multimodal Critical Discourse Analysis (MCDA) enables an in-depth exploration of social meanings and human experiences (Lent & Gandy-Fastovich, 2025). In this study, MCDA is used to examine how the representation of female masculinity in Western films can stimulate critical thinking in argumentative essay writing. The application of MCDA is carried out through three stages: Multimodal

Analysis – Identifying multimodal elements (text, images, sound, movement) in the film to understand how gender meaning is constructed within the audiovisual narrative. Interpretation of Ideology and Power – Analyzing the power relations and ideologies within the representation of female masculinity and how these aspects can serve as a basis for critical reflection by students in writing argumentative essays. Integration into Argumentative Essay Writing – Utilizing the results of the MCDA as a foundation for instruction to enhance students' argumentative skills in essay writing.

The quantitative method in this study is used to measure the effectiveness of applying MCDA in improving students' argumentative skills. Quantitative research is defined as a systematic investigation aimed at quantifying data, variables, and relationships using statistical, mathematical, and computational techniques (Mohajan, 2020). This method allows for hypothesis testing as well as the application of statistical models to analyze students' argumentative skills after being exposed to films with the MCDA approach (Munda et al., 2020).

An experimental study was conducted on a small scale through classroom observation, where students were asked to write argumentative essays after analyzing films using the MCDA approach. The data collected includes: Student Essays – Analyzing the extent to which MCDA helps students in building critical arguments related to female masculinity and gender construction. Quantitative Instruments – Likert scales and statistical measurements are used to evaluate the improvement of argumentative skills based on indicators of critical thinking skills and essay structure. Through the combination of qualitative and quantitative approaches, this research provides deeper insights into how visual and linguistic elements in films influence the construction of understanding and students' argumentative skills.

B. Data Sources

The data sources for this study consist of five contemporary Western films produced in the last five years: *The Dead Don't Hurt* (2023), *Calamity Jane* (2024), *God's Country* (2022), *Surrounded* (2023), and *The Woman King* (2022). These films were selected based on their relevance in representing female masculinity within the Western genre. Unlike classic Westerns that typically feature male protagonists, these five films present female characters who play dominant roles in the storyline. Thus, these films offer a new perspective on gender construction, particularly in challenging traditional masculinity norms and exploring how women can take on roles that are traditionally associated with men in Western narratives..

In addition to film analysis, this study also involves the participation of fourth-semester students from the English Education Study Program at the State Islamic University (UIN) Fatmawati Sukarno Bengkulu as respondents. The respondents come from four selected classes, to observe how the representation of female masculinity in Western films can stimulate critical thinking in argumentative essay writing. The distribution of students in each class is shown in the following table:

Table 1. Research Respondents

Class	Total Number of Male Students	Total of Female Students	Total Number of Students
TBI IV A	4	14	18
TBI IV B	7	10	17
TBI IV C	7	10	17
TBI IV D	-	15	15
Total Number of Students	18	49	67

The respondents in this study are fourth-semester students from the English Education Study Program at UIN Fatmawati Sukarno Bengkulu. Accordingly, the total

number of male students participating in the study is 18, while the number of female students is 49, bringing the total number of respondents to 67 students.

C. Research Instrument

In this study, the researcher employed various instruments to collect data. For qualitative data, semi-structured interviews, classroom observations, and documentation were used. These instruments were designed to gain an in-depth understanding of the phenomenon under investigation and to explore participants' perspectives and experiences in greater detail. Meanwhile, for quantitative data, a questionnaire was used as the data collection tool. This quantitative instrument was systematically designed to measure aspects relevant to the research focus, namely students' understanding of MCDA, the representation of masculinity in film, and its impact on their critical thinking and argumentative essay writing skills.

1. Semi-Structured Interview

In this study, the researcher involved students as research subjects and used interviews (a small-scale experimental study) as one of the instruments. The interview consisted of six questions designed to collect data on students' opinions, experiences, and perceptions regarding the use of Multimodal Critical Discourse Analysis (MCDA) in understanding female masculinity in Western films and how this influences their ability to write argumentative essays.

The interview in this research consists of six questions based on three leading indicators, with each indicator comprising two questions. The first indicator is the influence of MCDA on argumentative writing skills, covering students' understanding of the MCDA concept and how MCDA helps them construct arguments in their essays. The second indicator is the role of female masculinity representation in Western films, exploring how film analysis encourages students' critical thinking and how masculine female characters relate to gender issues in their writing. The third indicator is the understanding of gender construction and the

improvement of argumentative ability, which assesses changes in students' perceptions of female masculinity and the effectiveness of the MCDA approach in enhancing their argumentative skills. The interview instrument blueprint (small-scale experimental study) can be found in Appendix 5.

The interview instrument used in this research was developed based on this blueprint, with questions designed to comprehensively gather information. Each question was tailored to align with the focus of the research to ensure the collection of valid and relevant data. The interview questions can be found in Appendix 6. This instrument did not go through a formal validation process; the questions were developed based on relevant literature and practical experience in the field of education, particularly drawing from Hisgen et al. (2020), to ensure the production of accurate and representative data.

2. Observation Checklist

During the learning process, the researcher conducted direct observation of student engagement in classroom activities. This observation aimed to identify how students responded to the material presented, particularly the application of Multimodal Critical Discourse Analysis (MCDA) in analyzing the representation of female masculinity in Western films. The researcher documented students' active participation in discussions, critical thinking abilities, and their strategies for composing argumentative essays. In addition, the observation also focused on the extent to which students were able to integrate multimodal elements such as visuals, dialogue, and film narration into the arguments they developed in their writing. The observation instrument grid (small-scale experimental study) can be found in Appendix 3.

The observation instrument in this study consisted of three leading indicators, each represented by two observational items. Thus, the instrument included a total of

six questions designed to observe student engagement, critical thinking skills, and the improvement of argumentative essay writing through the Multimodal Critical Discourse Analysis (MCDA) approach within the context of Western film analysis.

The observation instrument used in this study was developed based on the aforementioned grid, with questions designed to comprehensively gather information. Each question was aligned with the research focus to ensure valid and relevant data collection. The observation instrument can be found in Appendix 4. This instrument did not undergo a formal validation process; instead, the questions were developed based on relevant literature and practical experience in the field of education, adapted from the instrument developed by Lee and Chan (2024), to produce accurate and representative data.

3. Questionnaire

A Likert-scale questionnaire or closed-ended questions were used in this study to measure the extent to which learning using Multimodal Critical Discourse Analysis (MCDA) contributed to enhancing students' understanding of film analysis, particularly in understanding female masculinity in Western films, which impacts students' ability to write argumentative essays. The results from this questionnaire provide important information that helps illustrate the impact of Multimodal Critical Discourse Analysis (MCDA) on enhancing students' understanding of analyzing female masculinity in Western films, as well as its contribution to the development of argumentative essay writing skills. The data obtained from this questionnaire allows the researcher to evaluate how much MCDA assists students in building stronger arguments, using evidence from films, and thinking more critically about gender representation in media. Therefore, the questionnaire serves as an effective data collection tool to gain deeper insights into the learning process and outcomes.

This questionnaire consists of six questions divided into three main indicators, each with two questions. The first indicator is Understanding of Multimodal Critical Discourse Analysis (MCDA), which aims to measure how well students understand the basic concepts of MCDA and their ability to apply it to build arguments in argumentative essay writing. The second indicator is Critical Thinking and Female Masculinity Representation, which focuses on how well students can develop critical thinking through gender analysis in films, particularly how the representation of female masculinity in Western films influences their understanding of gender issues and related social constructs. The last indicator is Improvement in Argumentative Skills, which explores how the application of Multimodal Critical Discourse Analysis (MCDA) can strengthen the structure, logic, and use of evidence in students' argumentative essay writing, especially in connecting gender representation in films with critically constructed arguments. Through this questionnaire, the researcher can gain quantitative insights into the dynamics of learning. The questionnaire instrument grid can be found in Appendix 7.

The questionnaire used in this study consists of a series of questions developed based on this grid. These questions are designed to gather in-depth information, with each question tailored to the research focus to ensure the validity and comprehensiveness of the data collected. The questionnaire instrument can be found in Appendix 8.

4. Documentation

Additional data collection in this study includes various sources aimed at documenting the learning process, as well as the students' development in engagement and their ability to write argumentative essays. This additional data includes photographs taken during the learning process, which capture students' activities while discussing, watching films, and composing argumentative essays.

Additionally, the photos are used to document classroom dynamics and student interactions during the application of Multimodal Critical Discourse Analysis (MCDA). This data collection helps provide a more comprehensive view of the effectiveness of tactile learning, enriches the analysis of primary data, and strengthens the validity of the research findings regarding student engagement and their development of English vocabulary.

D. Data Collecting Technique

Data collection in this study aims to answer the research questions deeply and comprehensively through the use of primary instruments, namely interviews, observations, documentation, and questionnaires, which are carried out in the following systematic steps:

1. Schedule interviews with the students involved. Conduct face-to-face interviews to explore the students' experiences and views. Record the answers in detail and document the interviews with recording devices (if necessary). The instrument used is the Semi-structured Interview. The data obtained includes students' perceptions of the Multimodal Critical Discourse Analysis (MCDA) learning process, their experiences with the effectiveness of this method, and its impact on their ability to write argumentative essays and think critically.
2. Observe classroom learning activities. Record student engagement and the development of their skills in the context of applying Multimodal Critical Discourse Analysis (MCDA). Document activities with photos or videos as supporting evidence. The instrument used is an observation checklist. The data obtained includes the level of student engagement, their understanding of the MCDA concept, and student interactions during film discussions and argumentative essay writing.
3. Document student activities through photos, videos, or notes. Review relevant documents related to the implementation of the Multimodal Critical Discourse Analysis (MCDA) learning process in the classroom. The instruments used are

learning documents, photos, and videos. The data obtained includes evidence of MCDA-based learning implementation, such as photos of student activities and interactions.

4. Distribute questionnaires to students after the application of the learning method. Collect and analyze the questionnaire results to assess student engagement and the effectiveness of the learning using Multimodal Critical Discourse Analysis (MCDA). The instrument used is a Likert-scale-based questionnaire. The data obtained includes the level of student engagement and their opinions on the effectiveness of the MCDA method in enhancing critical thinking and argumentative writing skills.

The data obtained through the systematic steps and research instruments above can be presented in the following table:

Table 2. Overview of Data Collection

Type of Data	Instrument	Data Obtained
Students' perceptions	Interview guidelines	Students' experiences, views, and perceptions
Student involvement	Observation checklist	Level of participation, interaction, and analytical ability
Implementation evidence	Documentation	Photos, videos, and learning documents
Level of student Involvement	Questionnaire	Students' opinions about the MCDA method

E. Data Analysis

The data collected was analyzed using a systematic and structured analytical method, which includes organizing, processing, and interpreting the data to produce findings that are relevant and support the objectives and research questions of this study.

1. Quantitative Data

The analysis of quantitative data in this study was carried out systematically using a 5-point Likert scale as a tool to evaluate students' responses to various statements in the questionnaire. The aim was to obtain a clear and measurable picture of students' perceptions of the learning process, specifically related to the use of MCDA and the ability to write argumentative essays.

The initial step in the analysis process was to assign scores to each answer choice on the questionnaire. Each option in the Likert scale was given a numerical weight: “Strongly Agree” was given a value of 5, “Agree” a value of 4, “Neutral” a value of 3, “Disagree” a value of 2, and “Strongly Disagree” a value of 1. Next, the score for each statement was calculated by multiplying the weight by the number of respondents who selected it. The results of all responses were then summed up and divided by the total number of respondents to obtain the average score. This average score is used as a basis to assess the level of understanding, engagement, and effectiveness of the learning method applied. This process helps the researcher identify common patterns and trends among students regarding the learning intervention used in the study.

The percentage of student responses is calculated using the formula (Gay, 2012):

$$P = \frac{F}{N} \times 100$$

Explanation:

P	: Percentage
F	: Response Frequency
N	: Total Number of Respondents

After the tabulation process is complete, the data is then organized into a neat and systematic table format to make it easier for the readers to read and understand. Next, the data is analyzed by calculating the percentage of each response, and then classified into interpretive categories that align with the Likert scale. This classification follows the interpretation guidelines developed by Creswell (2004), which allows the researcher to assess the level of student responses in a more objective and structured manner.

Table 3. Interpretation Score

Percentage (%)	Interpretation
0%	None
1–25%	A Small Portion
26–49%	Almost Half
50%	Half
51–75%	Most
76–99%	Almost All
100%	All

After the data is tabulated, to make reading and comprehension easier, the tabulated data is displayed in a structured table. Following Creswell's (2004) criteria, the response percentages are evaluated using interpretive categories that have been adjusted to the Likert scale.

Interpretation Score Explanation:

0% 20% = Very Weak
 21% 40% = Weak
 41% 60% = Enough
 61% 80% = Strong
 81% 100% = Very strong

The data that has been analyzed is presented in detail to provide a

comprehensive understanding of the research findings.

2. Qualitative Data

The data analysis technique in this study uses a qualitative analysis approach. Qualitative data analysis is the process of categorizing, organizing, grouping, and interpreting the data collected during qualitative research. This process aims to uncover meanings, patterns, relationships, and themes that emerge from the data collected, which are typically in the form of narrative texts, interviews, observations, or documents (Bogdan & Biklen, 1992). This process is carried out through three main stages, namely:

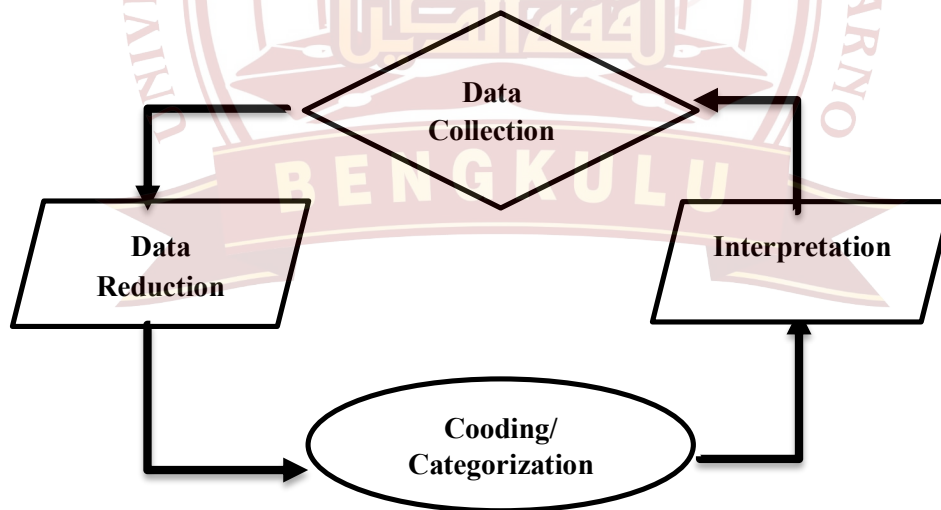


Figure 2. Spiral Model of Data Analysis Technique

The data analysis process in this study follows the approach of Bogdan and Biklen (1992), which includes the following systematic stages:

1. Data Collection

In the initial stage of this study, data were collected through semi-structured interviews with students, observations during the learning process, and documentation in the form of field notes, assignments, and student essays. All of this data relates to the implementation of Multimodal Critical Discourse Analysis (MCDA) in Western Films, aimed at evaluating its impact on critical thinking skills, argumentative essay writing skills, and student engagement in the learning activities. (Appendix 5)

2. Data Reduction

After the data is collected, the next stage is data reduction. This process involves selecting and simplifying raw data to focus on information that is genuinely relevant to the research objectives. Data that does not support the research focus will be set aside. This stage is crucial for ensuring the researcher can manage the data effectively and avoid excessive and unnecessary information.

3. Coding/Categorization

The third stage is the coding or categorization process, which involves grouping the data into smaller units based on themes, patterns, or categories that emerge during the reduction process. This process allows the researcher to organize the data systematically and identify relationships between aspects of the research. For example, the data could be coded into categories such as "the role of film in stimulating critical thinking," "student responses to the MCDA method," or "argument structure in student essays."

4. Interpretation/Making Meaning

The final stage is data interpretation, which involves drawing meaning and conclusions from the data that has been coded and categorized. In this stage, the researcher analyzes the relationships between categories and explains how the data answers the research problem. This interpretation provides a deeper understanding

of how MCDA-based learning through Western films influences critical thinking processes and student engagement in learning, as well as how this is reflected in their argumentative writing.

Each step follows the approach of Bogdan and Biklen (1992). The data analysis is carried out iteratively until comprehensive and accurate findings are obtained. This process ensures that the analysis proceeds systematically, academically, and in-depth.

