

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a qualitative approach with a descriptive design. It examines the quality of a relationship, activity, circumstance, or variety of materials. Qualitative research approaches are used to aid in the comprehension of non-numerical data, such as audio or text recordings. As a result, you may use qualitative methods to answer questions that cannot be answered using quantitative methods, such as understanding concepts, opinions, or experiences (Douwe, 2023). The qualitative descriptive research approach is a technique for conducting research on previously published literature both national and international in order to uncover knowledge or theories. The researcher looks for similarities, identifies differences, offers perspectives, and summarizes and integrates them into a new concept during the review process (Waruwu, 2024). This implies that qualitative research focuses more on providing a holistic description of a specific activity or scenario than on comparing the effects of particular treatments or explaining people's attitudes or actions.

This study explores and understands reading habits and factors that influence low interest in reading English texts

among eighth grade students at SMPN 12 Kota Bengkulu. A qualitative approach was chosen because it focuses on experiences, subjective meanings, attitudes, and social processes that influence students' reading behavior.

B. Data Sources

1. The data sources used in this study are:

a. Primary Data

Primary data is data generated directly by the researcher. The researcher collects data directly for the specific purpose of answering the research questions being investigated and tailors it specifically to address those questions (Sulung & Muspawi, 2024). The primary data for this research were obtained directly from field collection, including: in-depth interviews with students, participant/non-participant observation of reading activities in the classroom/library, and documentation.

b. Secondary Data

Secondary data refers to data that is previously collected by others or organizations for their own research purposes but that the researcher reuses to analyze or draw new insights. The researcher does not obtain this data directly from their current study but rather from pre-existing sources. (Agustini et al.,

2025). This research uses secondary data that was not obtained directly from the interaction between teachers and students, but from school documents and archives, including: teaching materials, student worksheets, student assessment results, attendance lists, and documentation of the learning process.

2. Research Location & Time

The research was conducted at SMPN 12 Kota Bengkulu, which is located Jl. Kuala Lempuing RT.11 Kel. Lempuing. Data collection took place over approximately one month, from July 14 to August 14, 2026.

3. Research Subject

The research subject is an individual who is the source of data in a study and is directly involved in the phenomenon being studied. In qualitative research, subjects are selected because they have experience and knowledge relevant to the focus of the study. Research subjects can be individuals or groups who have experience, perceptions, or views related to the research topic so that they are able to provide the information needed to understand the phenomenon being studied in depth (Suyitno, 2018).

The research subjects in this study were 10 grade-eight students at SMPN 12 Kota Bengkulu who had low

interest in reading English texts. They were selected because they represented the specific case examined in this study, namely the reading habits of students with low interest in reading English texts. The study employed a qualitative case study design to obtain an in-depth understanding of the students' reading habits and the factors related to their low interest in reading English texts within the context of grade eight at SMPN 12 Kota Bengkulu.

This study employed a purposive sampling technique, which involves selecting specific types or groups to include in the final sample. Miles, Huberman, & Saldaña (2014) state that purposive sampling used to select cases rich in information for in-depth study. It is used to select subject with specific characteristics, namely students who showed low interest in reading English texts. This method was applied to ensure that the data obtained were more relevant and in-depth in line with the research objective, which is to explore reading habits among a specific group of students. Therefore, subject selection was not conducted randomly but based on predetermined criteria to obtain rich information aligned with the research focus.

C. Research Instrument

Research instruments are essential tools used to collect data in a systematic, accurate, and accountable manner. In this study, the instruments were adapted to a qualitative approach, focusing on exploring the reading habits of students with low interest in reading English texts. The instruments helped capture students' behaviors, attitudes, challenges, and contextual factors influencing their reading activities.

1. Interview

Interviews as a data collecting technique conducted in person to get responses or information that would be used in the study (Ratnaningtyas et al., 2023). In this study, interviews were conducted with students' who had little interest in reading English text. The interview aimed to determine students' perceptions of reading activities, the obstacle they faced, the reading strategies they commonly used, and their reading habits. The interview questions were semi structured so that they could be developed according to the respondents' answer.

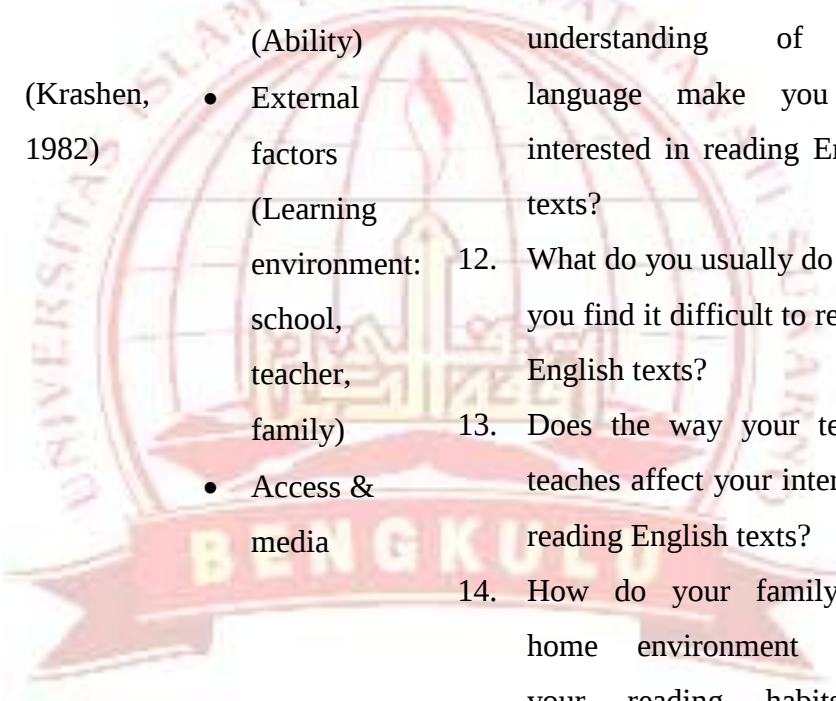
a. Respondent Identity

1) Initial Name

b. Interview Question List

No.	Aspect	Indicator	Question
1.	Reading	• Frequency of	1. How often do you read

Habits	reading English texts	English texts in your daily or school activities?
(Verplanken & Orbell, 2003)	• Duration of reading • Types of reading • Purpose of reading • Reading behavior	2. How long do you usually spend reading English texts? 3. What type of English texts do you read most often? (e.g., textbooks, stories, social media, etc.)? 4. What are your reasons for reading English texts? (e.g., for assignments, entertainment, or others) 5. What do you usually do when you find difficult words or sentences in English texts?
2. Reading Interest	• Interest in reading English text • Motivation to read • Lack of interest in reading • Reading difficulties	6. Do you like reading English texts? Why or why not? 7. What makes you want to read English texts? 8. What makes you feel less interested in reading English texts? 9. What difficulties do you most often encounter when trying to understand the content of an
(Wigfield & Guthrie, 2000)		

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- Attitude toward reading
 - English texts challenging for you?
10. How do you feel when your teacher asks you to read English texts in class?
- 3 Influencing Factors (Krashen, 1982)
- Internal factors (Ability)
 - External factors (Learning environment: school, teacher, family)
 - Access & media
11. Does difficult English vocabulary or a lack of understanding of the language make you less interested in reading English texts?
12. What do you usually do when you find it difficult to reading English texts?
13. Does the way your teacher teaches affect your interest in reading English texts?
14. How do your family and home environment affect your reading habits or interest?
15. Do book, library, or smartphone make you more interested in reading? Explain.

c. Observation Checklist

This instrument is used to directly observe students' reading behaviors, classroom reading activities, and environmental factors that influence students' reading interest.

a. **General Data**

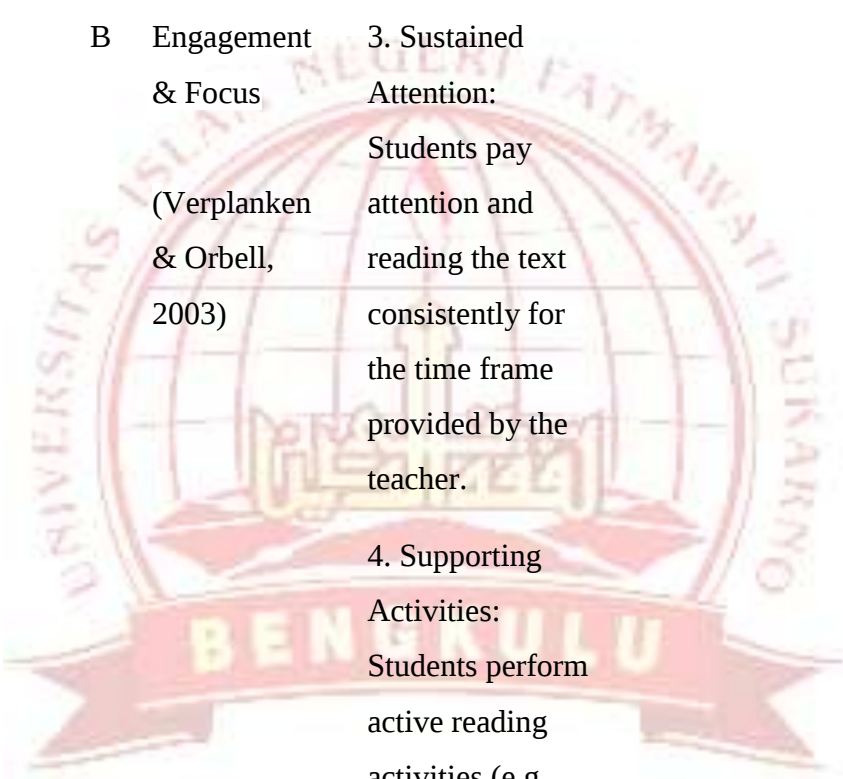
Name School:

Subject: English

Class: Grade ...

Observation Time: ...

No	Theoretical Dimensio	Indicator	Ye s	N o	Note
A	Automaticity & Readliness (Verplanken & Orbell, 2003)	1. Initial Preparation: Students should immediately prepare English book/text as instructed the reading assignment was given by the teacher.			

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2. A Smooth Start:
Students get right
to work reading
without
procrastinating
- B Engagement & Focus (Verplanken & Orbell, 2003)
3. Sustained Attention:
Students pay
attention and
reading the text
consistently for
the time frame
provided by the
teacher.
4. Supporting Activities:
Students perform
active reading
activities (e.g.,
underlining cross
out, underline
difficult words, or
(taking notes).
- C Avoidance
5. Distraction:

Behaviors	Students do Non-academic
(Krashen,1982; Groomes,2010)	activities during reading sessions (for example: drawing, daydreaming, chatting, bothering friends, or playing with things in (table).
	6. Over-Reliance: Students rely on passive assistance from others or tools (e.g., copying a friend's answer, depending on entirely on Google Translate without (try reading it yourself).
D Affective	7. Signs of

Filter/
Emotional
Response
(Krashen,
1982)

Anxiety/Frustration: Students shows signs of anxiety or confusion when asked to read (for example: restless, looking down, complaining about difficult words).

8. Passive

Participation:

Students choose remain silent/avoid answering when the teacher asks volunteers to read aloud

or answer questions about the text.

d. Documentation Checklist

Documentation is used to obtain written or visual data that support related to students reading habits.

Types of Documents Collected:

1. English reading materials used in class
2. Photos of reading activities in the classroom
3. Class schedule and attendance list

e. Data Validity Instrument

To ensure the validity and appropriateness of the research instruments, the researcher followed a systematic validation procedure. The instruments consisted of a semi-structured interview guide for students and teachers and an observation checklist. The validation process began with consultation with the second supervisor, followed by consultation with the first supervisor and expert validation. Afterward, the revised instruments were tried out with non-participants before being finalized for the actual data collection.

First, the researcher consulted the research instruments with the second supervisor on May 14, 2026. The consultation focused on the relevance and clarity of the interview questions and observation indicators in relation to the research objectives and research questions. The second supervisor provided suggestions to improve the wording and ensure that the questions were clear, simple, and easy for the

participants to understand. Based on these suggestions, the researcher revised the instruments before proceeding to the next stage.

Following the consultation with the second supervisor, the researcher consulted the revised instruments with the first supervisor on May 20, 2026. The first supervisor reviewed the instruments to ensure that the questions and observation indicators were appropriately aligned with the research questions. In particular, the feedback concerned the organization and relevance of questions related to students' reading habits, reading interest, and factors influencing their low interest in reading English texts. Accordingly, the researcher revised the instruments based on the supervisor's suggestions.

After consulting both supervisors, the researcher proceeded to expert validation on May 20, 2026. The instruments were validated by DR, a lecturer at UINFAS, who evaluated their relevance, clarity, language appropriateness, and alignment with the research objectives. The validator examined the semi-structured interview questions and observation checklist to determine their suitability for collecting data in the research context. Based on the validator's recommendations, the researcher made the necessary revisions. Once the revisions were completed, the instruments were considered appropriate for the try-out stage.

Subsequently, the researcher conducted a try-out of the interview questions on May 22, 2026, involving three non-participants identified by the initials DY, KV, and RA. They were selected because they had characteristics similar to those of the intended research participants but were not included in the actual study. The try-out aimed to determine whether the interview questions were clear, understandable, and appropriate for eliciting information about students' reading habits and interest in reading English texts. During the try-out, the researcher observed the participants' understanding of each question and identified any questions that might be confusing or difficult to interpret. The results indicated that the questions were generally understandable and able to generate information relevant to the research focus. Therefore, the try-out served as a final check of the clarity and accessibility of the interview questions before their implementation in the actual research.

Finally, the researcher finalized the instruments by reviewing all revisions based on the supervisor consultations, expert validation, and try-out results. This final review was conducted to ensure that the interview questions and observation indicators were clear, relevant, and consistently aligned with the research questions. Consequently, the final instruments consisted of a semi-structured interview guide and an observation checklist, which were subsequently used

to collect data from the selected eighth-grade students at SMPN 12 Kota Bengkulu. Through this systematic validation process, the researcher ensured that the instruments were appropriate for exploring students' reading habits and identifying the factors contributing to their low interest in reading English texts. In addition, the use of interviews, observations, and documentation strengthened the credibility of the research findings through methodological triangulation.

D. Data Collecting Technique

The instruments used include:

1. A screening questionnaire

A screening questionnaire is a questionnaire used by researchers in the early stages of a study to identify and select potential subjects or respondents who meet the study's criteria. Dörnyei (2003) explains that screening questions are used to determine whether potential respondents meet specific, predefined criteria before they are included in the study. Thus, screening questions help researchers determine respondent eligibility.

- a. **Reading Interest Screening Questionnaire and English Language Test**

Instructions:

Check the box (✓) next to the option that best describes your situation:

SA: Strongly Agree (4) | **A:** Agree (3) | **D:** Disagree (2) |

SD: Strongly Disagree (1)

No	Interest Indicators	Statements (Items)	Nature of Statement	SA	A	D	SD
1.	Feeling of Pleasure	I feel happy and enjoy reading English texts in class and at home.	Positive (+)				
2.		I feel bored and unmotivated when the teacher asks me to read English texts.	Negative (-)				
3.	Willingness & Attention	I am interested in looking up the meanings of English words I don't understand while reading.	Positive (+)				
		I often lose focus	Negative (-)				

- and pay little attention to the content when assigned to read English texts.
5. Involvement & Habit Without being asked by the teacher, I voluntarily read English stories, articles, or texts. Positive (+)
6. I'm only willing to read English texts if I'm forced to or just to get a good grade on the assignment. Negative (-)
7. Perceived Utility I feel that reading English texts provides me with a lot of useful knowledge and new vocabulary. Positive (+)
8. I feel that learning and reading Negative (-)

English texts is of
no use to me in
my daily life.

b. Scoring & Categorization

1. Item Scoring

Positive Items (+): SA = 4, A = 3, D = 2, SD = 1

Negative Items (-): SA = 1, A = 2, D = 3, SD = 4

2. Calculation of Total Score

Minimum total score = 8 (8 items $\times$ 1)

Maximum total score = 32 (8 items $\times$ 4)

Score Range = 32 – 8 = 24

Class Interval Length (i) = Range / {3 Categories} =
8

c. Table of Reading Interest Categories

Total Score Range	Total Score Range	Action/Description
8 – 15	Low Interest	Selected as research subjects (purposive sampling)
16 – 23	Moderate Interest	Not selected as a subject

24 – 32 High Interest Not selected as a subject

(Source: Sudijono,

A. (2012).

2. Semi-structured interview is designed to obtain in depth information from student regarding reading habits and the factors affecting students low interest in reading. Interviews are semi-structured, allowing flexibility for deeper exploration based on participants responses. The researcher chose this approach because it is consistent with the concept of semi-structured interviews proposed by Patton (2002), who states that semi-structured interviews allow researchers to use pre-planned questions while still adjusting the order, form, and depth of the questions according to the interview situation.
3. Observation, is an activity with the goal of gaining and comprehending a phenomena from the viewpoint of science and prior ideas, as well as acquiring some knowledge in order to pursue a specific study (Ratnaningtyas et al., 2023).

Based on the observation during English reading activities, the students demonstrated reading habits characterized by limited automaticity, inconsistent focus, and low independent engagement. Most students prepared their books after receiving instructions from

the teacher, but some delayed reading by talking, looking around, or engaging in other activities. Their attention was also inconsistent, particularly when they encountered difficult vocabulary or sentences. Although some students underlined words, took notes, or marked important information, these activities were generally performed after teacher instructions rather than initiated independently.

The observation also showed that some students displayed avoidance and dependence on external assistance. They sometimes chatted, played with stationery, or looked away from the text, while others immediately asked friends or used translation tools when encountering unfamiliar words. Some students also showed confusion, frustration, and passive participation when asked to read aloud or answer questions. Overall, the students tended to engage in English reading mainly when required by the teacher or for academic tasks, indicating limited independent reading engagement and inconsistent reading habits.

E. Data Analysis

Data analysis was conducted using the thematic analysis model by Braun & Clarke (2006;2022) . This model consist of six main stages, namely:

1. Familiarizing your self with your data

At this stage, the researcher reads and reviews the data repeatedly to gain a deep understanding of its content. This process is carried out actively by seeking meaning, patterns, and initial ideas that emerge from the data, such as interview transcripts. This activity is important because it serves as the foundation for the subsequent analysis process.

2. Generating initial codes

This stage involves the process of assigning codes to key parts of the data. The researcher identifies data segments relevant to the research focus and then groups them into specific codes. These codes serve as the basic units for systematically organizing the data.

3. Searching for themes

Once the coding process is complete, the researcher begins grouping similar codes into themes. Themes are broader patterns of meaning related to the research questions. At this stage, the researcher begins observing relationships between codes and forming larger categories

4. Reviewing themes

At this stage, the researcher re-evaluates the identified themes by examining their alignment with the data. Irrelevant or weak themes will be revised,

combined, or deleted. This process aims to ensure that each theme is consistent and that there are clear distinctions between them.

5. Defining and naming themes

This stage aims to clarify the meaning of each theme. The researcher defines the core of each theme and determines an appropriate name to ensure it is easily understood. Each theme must describe a specific aspect of the data and contribute to answering the research question.

6. Producing the report

The final stage is compiling the analysis results into a research report. The researcher presents the identified themes accompanied by data excerpts as evidence. The analysis results are explained systematically and logically, and linked to theory and previous research, resulting in a scientific and convincing report.

Based on the analysis of the data above, the researchers conducted a thematic analysis in six stages. Through stages such as coding, grouping, and ongoing interpretation, they successfully identified significant patterns and themes regarding students' low interest in reading english texts. The iterative analysis process

ensured that the results were carefully reviewed and remained consistent with the data, thereby enhancing the validity and reliability of the research findings. Ultimately, this method provided a comprehensive and accurate picture of the situation faced by students at SMPN 12 Kota Bengkulu.

