

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a qualitative case study design to explore how extensive reading through drama texts contributed to the development of university students' critical gender literacy and argumentative essay writing. A qualitative case study was selected because it enabled the researcher to examine the phenomenon in depth within its real-life educational context. Referring to Ellinger and McWhorter (2016), a case study design emphasizes the importance of theoretical grounding, systematic data collection procedures, and careful analysis and presentation of findings. This approach is relevant for the present study because it allows the researcher to examine students' experiences, engagement, understanding of gender issues, and the ways in which critical gender literacy is reflected in their argumentative essays. The relevance of the case study approach is also supported by contemporary research, such as Perotti et al. (2025), which demonstrates the use of case studies to examine complex phenomena such as organizational collaboration.

B. Population and Sample

1. Populasi

The population in the study refers to the entire element, individual, or unit that is the target of the study and becomes the basis for drawing conclusions. Barreiro and Albandoz (2001) explained that the population includes all research objects that have certain characteristics according to the purpose of the study. Imberg et al. (2025) added that populations can be whole data or scenarios, i.e all input–output pairs of N units that include possible analyses. In biology, Wang (2025) defines a population as a group of individuals of the same species within a given region. In general, population is a generalized area of research results (Kaajalaakso et al., 2025). In this study, the population includes 4th semester students of TBI Uinfas Bengkulu which consists of 4 classes. In this study, the population includes all 4th semester students of TBI UIN FAS Bengkulu which totals 75 people and is divided into four classes.

Table 3. 1

Population in Research

No	Classes	Male Students	Female Students	Number of Students
1.	Class A	1	15	16
2.	Class B	3	17	20
3.	Class C	4	15	19
4.	Class D	4	16	20
Total students				75

2. Sample

A sample is a part of a population that is selected through certain techniques in order to be able to represent the characteristics of the population as a whole. According to Barreiro and Albandoz (2001), samples are partial elements taken from the population for research purposes. This is in line with Imberg et al. (2025) who stated that the sample is a unit that is actually observed and analyzed in the study. The selection of the sample aims to represent the target population, so that each member of the population ideally has an equal opportunity to be selected (Stratton, 2023). Thus, samples must have similar characteristics with the population so that the results of the study can be generalized scientifically (Kaajalaakso et al., 2025).

In this study, the total sampling technique was used, which is a sampling method that involves all members of the population as research respondents. Gay et al. (2012) stated that total sampling is the right choice if the population is less than 100 people because it can minimize bias while producing more accurate and comprehensive data. The population of this study consists of 75 students in the 4th semester of the TBI Study Program of UIN Fatmawati Sukarno Bengkulu spread across four classes. Therefore, the entire population is used as a sample so that the results of the study describe real conditions without ignoring variations between individuals.

C. Research Instrument

In collecting data for this study, the researcher used several instruments, namely: observations, writing test, and interviews. The instruments of this research can be explained in detail as follows:

1. Observations

Research instruments are important components in the data collection process because they are used to obtain information that is relevant to the objectives of the study. In the research entitled “*From Extensive Reading to Critical Writing: Promoting Critical Gender Literacy of Drama Text In University Students' Argumentative Essay Writing,*” one of the instruments used is observation. The observation instrument was chosen because it is able to provide a direct description of students' activities during the learning process. Through observation, the researcher can identify students' involvement in reading drama texts, discussing gender issues, as well as their critical thinking and argumentative writing skills during extensive reading activities in the classroom in a systematic and in-depth manner.

The observation instrument blueprint was developed based on indicators that are relevant to the research objectives and classroom learning activities. The observation instrument blueprint can be seen in Appendix 11 concerning the Observation Instrument Blueprint. The blueprint consists of six main indicators observed in the study, namely extensive reading activities, discussion participation, critical gender literacy, argumentative skills, writing engagement, and learning interaction. Each indicator has sub-indicators describing students' behavior during the learning process, such as the ability to identify gender stereotypes in drama and the ability to express critical opinions logically. The data collection technique was conducted through classroom observation using a checklist scale in order to make the data recording process more systematic and well-directed during the learning activities.

The observation instrument was used to obtain data regarding students' activities and participation during the extensive reading and argumentative essay writing learning process in the classroom. The observation instrument can be seen in Appendix 13 concerning the Observation Instrument. The instrument was in the form of a checklist observation sheet consisting of 10 statement items. Each item was designed to observe students' involvement in reading drama texts, understanding gender issues, expressing critical arguments, using evidence from the text, and participating in argumentative essay writing activities. In addition, this instrument was also used to examine students' interactions with the lecturer and classmates during the learning process so that the data obtained would be more objective and in accordance with the actual classroom conditions.

The observation instrument in this study was not revalidated by the researcher because it was adapted from an instrument previously developed by experts, namely Waring and Puripunyanich (2025). The instrument was selected because it is relevant to the focus of the study on extensive reading, critical gender literacy, and argumentative essay writing. In addition, the observation instrument had already been used in academic research and was therefore considered appropriate and relevant for use in this study. The researcher only made adjustments to several parts of the language and learning context to make the instrument more suitable for the characteristics of university students and the objectives of the study conducted in the context of masculinity-themed drama learning in higher education.

Based on the explanation above, it can be concluded that the observation instrument plays an important role in supporting the research data collection process. The observation instrument blueprint helps the researcher determine the aspects to be observed during the learning process, while the observation instrument is used to obtain factual data regarding students' activities in the classroom. The use of an instrument adapted from Waring and Puripunyanich (2025) also provides a strong theoretical and methodological foundation for this study. Therefore, the observation instrument is expected to produce valid, objective, and relevant data to support the research on the development of students' critical gender literacy through extensive reading of drama and argumentative essay writing activities.

2. Writing test

The test instrument is one of the important tools in research used to measure the abilities and learning outcomes of research participants objectively. In the study entitled *"From Extensive Reading to Critical Writing: Promoting Critical Gender Literacy of Drama Text In University Students' Argumentative Essay Writing,"* the researcher used a writing test to identify the development of students' argumentative essay writing skills after participating in extensive reading activities using masculinity-themed drama. The test was used to identify students' abilities in understanding gender issues, developing critical arguments, and reflecting critical gender literacy in their argumentative writing. Therefore, the test instrument became an important part of obtaining relevant and measurable research data.

The blueprint of the writing test instrument was developed based on indicators that are relevant to the research objectives and research questions that had been formulated. The blueprint of the writing test instrument can be seen in appendix 14

concerning the Writing Test Instrument Blueprint. The blueprint consists of several main indicators, namely the ability to understand the content of the drama, the ability to identify gender issues, the ability to create a thesis statement, the ability to develop arguments, the ability to analyze masculinity, the ability to provide critical evaluation, and the ability to organize essays, grammar, and vocabulary. All of these indicators are connected to the research variables such as extensive reading, critical literacy, critical gender literacy, critical thinking, and writing skill in the form of a writing test instrument.

The writing test instrument was used to obtain data regarding students' abilities in writing argumentative essays after participating in extensive reading activities based on masculinity-themed drama. The test instrument can be seen in Appendix 21 concerning the Writing Test Instrument. The instrument was in the form of an argumentative essay writing test consisting of three essay topic items. Students were asked to write an essay consisting of 300–500 words based on the drama they had previously read. The three essay topics focused on analyzing the representation of masculinity, reflecting on gender inequality or equality in the drama, and discussing the influence of extensive reading on students' understanding of gender issues. This instrument was used to assess students' critical thinking and argumentative writing skills in a systematic and in-depth manner.

The writing test instrument in this study was not revalidated by the researcher because it was adapted from an instrument previously developed by experts, namely Gaudeau et al. (2026). The instrument was selected because it is relevant to the focus of the study on argumentative writing, critical literacy, and critical gender literacy in English language learning. In addition, the instrument had already been used in academic research and was therefore considered appropriate and suitable for use in this study. The researcher only made several adjustments to the learning context and drama themes so that the instrument would be more suitable for the characteristics of university students and the objectives of the study regarding the development of critical gender literacy through extensive reading of drama in higher education.

Based on the explanation above, it can be concluded that the writing test instrument plays an important role in supporting the research data collection process. The blueprint of the writing test instrument helps the researcher determine the aspects of ability to be measured in students' argumentative essay writing, while the test instrument is used to obtain data regarding students' critical thinking skills, gender analysis, and

argumentative writing abilities. The use of an instrument adapted from Gaudeau et al. (2026) also provides a strong theoretical and methodological foundation for this study. Therefore, the test instrument is expected to produce valid, objective, and relevant data to support the research on the development of students' critical gender literacy through extensive reading of drama and argumentative essay writing activities.

Table 3.2
Writing Test Assessment Rubric

Assessment Aspect	Indicator	Score 1	Score 2	Score 3	Score 4
Thesis Statement	Clarity of the thesis and argumentative position	Unclear	Less clear	Clear	Very clear
Argument Development	Development of ideas and logical reasoning	Weak	Fair	Good	Excellent
Critical Gender Analysis	Analysis of gender issues and masculinity	Very poor	Poor	Good	Highly critical
Evidence from Drama	Use of evidence from the drama to support argument	Irrelevant	Less relevant	Relevant	Highly relevant
Grammar & Vocabulary	Accuracy of grammar and vocabulary use	Many errors	Some errors	Few errors	Excellent
Organization	Structure and organization of the argumentative essay	Disorganized	Less organized	Organized	Very well organized

(Taken from Brown, 2004)

The writing test was assessed using an analytic writing rubric adapted from Brown (2004). An analytic rubric evaluates students' writing performance through

several specific criteria rather than providing a single overall score. The rubric in this study consisted of six aspects: Thesis Statement, Argument Development, Critical Gender Analysis, Evidence from Drama, Grammar and Vocabulary, and Organization. These criteria were selected to assess not only students' general writing ability but also their critical understanding of gender and masculinity issues reflected in their argumentative essays based on drama texts.

3. Interview

The interview instrument is one of the important instruments in research used to obtain in-depth data regarding the experiences, opinions, and understanding of research participants. In the study entitled *"From Extensive Reading to Critical Writing: Promoting Critical Gender Literacy of Drama Text In University Students' Argumentative Essay Writing,"* interviews were used to explore students' understanding of gender literacy after participating in extensive reading activities involving masculinity-themed drama. Through interviews, the researcher was able to obtain information regarding students' perceptions of gender issues, learning experiences during the instructional process, and students' critical reflections in understanding gender representation in drama and argumentative essay writing in a deeper and more contextual manner.

The interview instrument blueprint was developed based on indicators relevant to the objectives and focus of the study. The interview instrument blueprint can be seen in Appendix 22 concerning the Interview Instrument Blueprint. The blueprint consists of five main indicators, namely extensive reading experience, critical gender literacy, argumentative writing, drama-based learning, and learning impact. Each indicator contains sub-indicators used to explore information regarding students' opinions about reading drama, understanding gender issues, difficulties in writing argumentative essays, responses to the use of drama in learning, and changes in students' ways of thinking after participating in the learning activities. The type of questions used in this interview was semi-structured interview in order to obtain more flexible and in-depth data.

The interview instrument was used to obtain data regarding students' experiences and understanding of critical gender literacy after participating in extensive reading activities based on masculinity-themed drama. The interview instrument can be seen in Appendix 23 concerning the Interview Instrument. The instrument was in the form of a semi-structured interview guideline consisting of 13 interview question items. These questions were designed to explore students' perceptions regarding the use of

drama in extensive reading, understanding of gender issues, difficulties in writing argumentative essays, the use of evidence from drama texts, and the benefits gained during the learning process. In addition, the interview was also used to identify changes in students' ways of thinking regarding gender equality and critical literacy in a deeper and more reflective manner.

The interview instrument in this study was not revalidated by the researcher because it was adapted from an instrument previously developed by experts, namely Batchelor and Rushek (2024). The instrument was selected because it is relevant to the focus of the study on critical literacy, gender literacy, extensive reading, and argumentative writing in English language learning. In addition, the interview instrument had already been used in academic research and was therefore considered appropriate and relevant for use in this study. The researcher only made several adjustments to the language and learning context so that the instrument would be more suitable for the characteristics of university students and the objectives of the study regarding the development of critical gender literacy through masculinity-themed drama learning in higher education.

Based on the explanation above, it can be concluded that the interview instrument plays an important role in supporting the research data collection process in a deep and contextual manner. The interview instrument blueprint helps the researcher determine the aspects to be explored during the interview process, while the interview instrument is used to obtain data regarding students' experiences, perceptions, and critical reflections related to gender literacy and argumentative writing. The use of an instrument adapted from Batchelor and Rushek (2024) also provides a strong theoretical and methodological foundation for this study. Therefore, the interview instrument is expected to produce valid, relevant, and supportive data for the research on the development of students' critical gender literacy through extensive reading of drama and argumentative essay writing.

D. Data Collecting Technique

The data collection techniques in this study were carried out systematically using observation, writing tests, and interview to obtain in-depth data regarding student' critical gender literacy.

1. The first stage of data collection was conducted through an observation instrument during the extensive reading learning process in the classroom. The researcher used an observation checklist sheet consisting of 10 statement items to observe students'

activities in reading drama texts, discussing gender issues, expressing critical opinions, and participating in argumentative essay writing activities. The data were collected by directly observing students' activities during the learning process and giving checklist marks on each indicator that appeared. The data obtained were in the form of students' behavioral and participation data related to extensive reading, critical gender literacy, argumentative skills, and classroom learning interactions.

2. After the extensive reading learning process had been completed, the researcher collected data using a writing test instrument. Students were asked to read a masculinity-themed drama and then write a 300–500-word argumentative essay based on the provided topics. The data collection process was conducted by providing three essay topics related to the representation of masculinity, gender equality or inequality, and the influence of extensive reading on the understanding of gender issues. The data obtained were students' argumentative essays that reflected their ability to understand the content of the drama, develop critical arguments, analyze gender issues, and reflect critical gender literacy in their writing.
3. The final stage of data collection was conducted through semi-structured interviews using an interview instrument consisting of 13 interview questions. The interviews were conducted with students after they had participated in extensive reading activities and completed argumentative essay writing tasks. The researcher asked questions regarding students' experiences in reading drama, understanding gender issues, difficulties in writing argumentative essays, the use of evidence from drama texts, and changes in students' ways of thinking related to gender equality and critical literacy. The data were collected through direct question-and-answer sessions and were recorded or noted during the interview process. The data obtained were qualitative data regarding students' perceptions, experiences, critical reflections, and understanding of critical gender literacy through drama-based learning.

E. Data Analysis

The data analysis in this study was conducted to examine how extensive reading activities using masculinity-themed drama contributed to students' critical gender literacy and argumentative essay writing. The data were obtained from three instruments: classroom observation, semi-structured interviews, and students' argumentative writing tests. The observation and interview data were analyzed using Thematic Analysis adapted from Braun and Clarke (2006), while the writing test was analyzed using an analytical writing rubric and qualitative interpretation of students' written arguments.

Qualitative data in this study were analyzed using Thematic Analysis. Thematic analysis was chosen because it is able to provide an in-depth understanding of respondents' experiences, needs, and perspectives in a systematic and flexible way (Braun & Clarke, 2006). According to Braun, V. and Clarke, V. (2022), Thematic Analysis is a qualitative data analysis method used to identify, analyze, and interpret

patterns or themes within research data. This analysis helps researchers understand the meanings, experiences, perspectives, and social realities of research participants comprehensively and systematically. In this study, thematic analysis was used to explore the development of students' critical gender literacy through extensive reading activities using masculinity-themed drama and argumentative essay writing.

The qualitative data analysis in this study were obtained from classroom observations, semi-structured interviews, and writing test results in the form of students' argumentative essays. All of the data were analyzed using Thematic Analysis adapted from Braun and Clarke (2006). Thematic analysis was used to identify, analyze, and interpret patterns or themes related to the development of students' critical gender literacy through extensive reading activities using masculinity-themed drama and argumentative essay writing. This analysis focused on students' experiences, classroom participation, critical responses, argumentative writing abilities, and students' perceptions regarding gender issues that emerged during the learning process.

Chart 3.1



1. Familiarizing the Data

The researcher read and reviewed all observation notes and interview transcripts repeatedly in order to gain a comprehensive understanding of the collected data. At this stage, the researcher identified important information related to students' participation in extensive reading activities, understanding of gender issues,

critical thinking argumentative responses, and classroom interactions during the learning process.

2. *Generating Initial Codes*

After becoming familiar with the data, the researcher generated initial codes by identifying important words, phrases, and statements found in the observation results and interview transcripts. The coding process focused on information related to critical gender literacy, students' responses toward masculinity-themed drama, classroom engagement, critical argumentation, gender stereotypes, and students' reflections on gender equality.

3. *Searching for Themes*

The researcher then grouped similar codes into broader categories or themes based on recurring patterns found in the data. The themes were related to students' experiences in extensive reading, awareness of gender issues, development of critical thinking, participation in classroom discussions, and changes in students' perspectives regarding masculinity and gender equality.

4. *Reviewing Themes*

After the themes had been identified, the researcher reviewed and re-examined all themes to ensure that they accurately represented the data and were relevant to the research questions. At this stage, similar themes were combined, revised, or removed in order to strengthen the consistency and validity of the findings obtained from observations and interviews.

5. *Defining and Naming Themes*

The researcher defined the meaning of each theme and provided clear names that reflected the focus of the data analysis. Each theme was interpreted descriptively and connected to the concepts of critical literacy, gender literacy, extensive reading, and argumentative writing discussed in the study.

6. *Writing The Findings*

In the final stage, the researcher presented and interpreted the findings in narrative form. The findings were supported by observation results and interview excerpts to provide a deeper explanation of how extensive reading activities using masculinity-themed drama contributed to students' critical gender literacy and argumentative writing development.