

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed qualitative content analysis as its research type, using a descriptive qualitative approach, as suggested by Creswell (2019). Qualitative content analysis was selected because the study systematically examined and categorized reading comprehension questions contained in a textbook based on predetermined analytical frameworks. Numerical frequencies and percentages were used to support the descriptive interpretation of the findings rather than to conduct statistical hypothesis testing.

B. Data Resources

The data used in this study is a textbook entitled *Bahasa Inggris: Life Today Textbook* for grade 12 of Senior High School and developed in accordance with the Independent Curriculum for compulsory English subjects. Published in 2022 by the Center for Books, the Standards Agency, Curriculum, and Assessment of Education, Ministry of Education, Culture, Research, and Technology (Kemdikbudristek).

This research focuses on the analysis of reading comprehension in reading text. This learning material is divided into four main units, each of which focuses on a specific type of text and current global issues. Unit 1 presents texts on the theme of environmental awareness and renewable energy through readings entitled "The Breakers of Limitations from Gurung Mali", "Kilion and His Bright Amdui Village", and "The Boy Who Harnessed the Wind". Unit 2 focuses on texts that

discuss financial literacy and digital transactions through the topic of electronic money entitled "Cashless society: What do we gain and lose when cash is no longer king?", "E-payments – why, when and how to use them", and "Does Spending Without Using Physical Cash Make People Spend More?". Unit 3 presents texts that discuss issues of internet ethics, digital security, and cyberbullying through readings "Are Social Media Platforms Safe?", "Why You Shouldn't Overshare Personal Information on Social Media Sites", and "The increased conflicts and online propaganda...". Meanwhile, Unit 4 presents texts on climate change and environmental sustainability with the topics "Do We Need to Stop Eating Meat?", "Environmental Impact of Online Shopping", and "Renewable Energy vs Fossil Fuels Arguments".

C. Instrument of the Research

In this qualitative research, the primary instrument was in this qualitative research, the researcher, who acted as the main instrument in collecting and analyzing data. The researcher actively interpreted and analyzed the textbook's reading comprehension questions. To help the analysis process, the researcher used a coding sheet:

Table 3. 1 Coding Sheet

No.	Reading Question	Cognitive Skill	Sub Skill	Reason

The researcher analyzed the distribution of the cognitive levels in Barrett's and then compared it with revised Bloom's by calculating the percentages of each cognitive level based on the following formula:

$$P = (n/N) \times 100$$

P: Percentage

n: Number of questions in one level of Barrett's Taxonomy

N: The total number of questions

D. Technique of Data Collection

The data in this study were collected using a coding sheet, which is appropriate for qualitative research involving textbooks. The main document analyzed is the *Bahasa Inggris: Life Today* textbook.

The process of data collection involved the following steps:

1. Identifying all reading comprehension questions in the textbook, including reading passages, instructions, and comprehension questions.
2. Classifying the reading comprehension questions according to the cognitive levels in Barrett's Taxonomy: literal, reorganization, inferential, evaluation, and appreciation.
3. Recording and organizing the data into a coding sheet to facilitate systematic analysis.

E. Technique of Data Analysis

The data analysis in this qualitative research followed the interactive model proposed by (Miles et al., 2014) .

1. Data Condensation

The researcher selected reading comprehension questions that met the inclusion criteria and excluded activities unrelated to reading comprehension.

2. Data Display

The selected questions were coded and displayed in tables according to Barrett's Taxonomy and Anderson and Krathwohl's Revised Taxonomy. Frequencies and percentages were calculated to describe the distribution of the identified categories.

3. Conclusion Drawing and Verification

The researcher interpreted the patterns identified in the data, compared the two taxonomic frameworks, examined the distribution against the criterion adopted in the study, and verified the classifications through expert validation.

F. Trustworthiness

To ensure the validity and reliability of the findings in this qualitative study, the concept of trustworthiness proposed by Lincoln & Guba (1985) is applied. Trustworthiness consists of four essential criteria: credibility, transferability, dependability, and confirmability.

1. Credibility

In this study, credibility is ensured through ongoing engagement with textbooks, consistent use of coding sheet tables based on Barrett's Taxonomy, and evaluation discussions with academic advisors and experts to ensure the appropriateness of categorization.

2. Transferability

Transferability refers to the extent to which the findings can be applied to other contexts. This was achieved by providing a detailed description of the research setting, including the textbook analyzed, *Bahasa Inggris: Life Today*.

3. Dependability

Dependability emphasizes the stability and consistency of the research procedures. The data collection and analysis process were documented clearly, allowing other researchers to follow or replicate the procedure under similar conditions.

4. Confirmability

Confirmability ensures that the findings are shaped by the data and not by the researcher's biases. In this study, confirmability was maintained by keeping analytic notes and an audit trail of decisions made during the coding and categorization of reading comprehension questions.