

CHAPTER III

RESEARCH METHOD

The researcher would like to discuss the study's method in Chapter III. Some materials are included as part of the study's methodology. These resources are as follow: research design, research setting, participant, data, data collection procedure, and data analysis.

A. Research Design

The research design is a plan or concept devised by the researcher for the course of action to be followed and also research design is a strategy to manage research settings in order to obtain valid data. To conduct useful research, a systematic way of doing well plans must be made to automatically answer valid research questions as well. The research for this study will be conducted using a qualitative approach. Because this study will investigate the phenomenon of Higher Order Thinking Skills and it will take a qualitative approach.

Qualitative research, according to Gary Anderson (2005), is a type of inquiry that looks at phenomena in their natural environments and employs a variety of approaches to interpret, comprehend, explain, and provide meaning to them. Furthermore, According to Sugiono (2016), qualitative research was the researcher not only decided their variables but also the entire social situation that to be research, they were: place, actor, activities that have interactions directly.

Descriptive qualitative is appropriate with this study since it is used to describe and analyze the teacher in designing Higher Order Thinking Skills

assessment, because the purpose of this study is to measure the quality of assessment in pre-service teacher lesson plan development and implementation, content analysis is a suitable research design. According to Cohen, L. (2007), content analysis is the process of summarizing and reporting textual data in the form of key content and messages. Furthermore, Ary (2010) state that content analysis is a research method used to determine the unique characteristics of textual or visual resources.

B. Research Setting

The researcher has taken the place in English Department of Tarbiyah and Teachers' Training Faculty at UIN Antasari Banjarmasin. This college is located on Jl. A.Yani km 4,5. The researcher will focus on pre service teacher in English department. There are some reasons why the researcher chooses this place to do this research. First, previously the writer did not find anyone who researched HOTS assessment for pre service teachers in this English department. Second, in this current situation, it is not possible to reach further places to conduct the research, which is why the researcher chose this place to facilitate the process of data collection.

C. Participant

In this research, the researcher choosed the pre-service teacher from Micro Teaching Program from the English Department in the academic year 2019 (7th semester). There are about 120 pre-service teachers but the researcher just takes a sample of about 8 participants to borrow their lesson plan to be used as research material. Purposive sampling is used by the researcher in this study to

collect the sample. According to Ika Lenaini (2021), Purposive sampling is a non-random sampling method in which researchers ensure the citation of illustrations through a method of determining a special identity that fits the research objectives so that they are expected to respond to the research case.

Students participating in micro-teaching created a lesson plan document with six lesson plans per each student. Following the reduction of data related to document completeness, one lesson plan document for each student is used as the final data in this study. The human instrument is the primary research instrument in this study, so the researcher collected data in student lesson plans, analyzed the data, and drew conclusions.

D. Data

1. Data

The information gathered for this study:

- a. The use of HOTS in the lesson plan, which is more specifically in the assessment.
- b. To find more precisely about the quality of the preparation and implementation of lesson plans for English Department students (Pre-Service Teachers) who have taken Lesson Plan and Micro Teaching courses.

The Micro Teaching Program students in the English Department during the 2019 academic year served as the study's data source. To find out the data, the researcher used the information contained in the lesson plan document that was created by students who engaged in microteaching with ten documents. All

documents from the lesson plan were used as the research's final set of data after the data on the document's completeness was reduced. Moreover, the researcher will also interview pre-service teachers and will find the consistency of their understanding of HOTS.

E. Technique of Data Collection

To carry out the conclusions of this investigation, data is required. The following instruments would be used to collect the data:

1. Documentary

The researcher collected qualitative materials during the research procedure. The lesson plan of an English pre-service teacher is one of the materials used in this study. There are about 10 lesson plans in the mid-test of the micro teaching program that will be used.

2. Interview

Semi-structured interviews used in this study. The researcher prepared and produced questions depending on the study question during this phase. An interview was done to look at the lesson plan that was produced by an English pre-service teacher for the assessment of HOTS.

F. Data Analysis

The flow model was used to examine the data (Miles and Huberman, 1984, cited in Sugiyono, 2010). Data reduction, data display, and conclusion formulation or verification is the three primary processes in data analysis. The following is a description of data analysis.

1. Data reduction

If the data from the interview and the result of checking the teacher's lesson plan did not pertain to the research study at this point, the data from the interview and the result of checking the teacher's lesson plan will be reduced at this point. The researcher entered and categorized the data gathered during the interview and test to process it.

2. Data Display

After the data has been reduced, the next phase in the data analysis process is to display or exhibit the data. The result of an interview is the most common way to deliver data in qualitative research. It will be easier to understand what is going on and plan the next steps based on what is known if data is displayed. The researcher displayed the selected data in the form of a table and description after limiting the data about the teacher's lesson plan. The data will be thoroughly described by the researcher.

3. Conclusion Drawing/Verification

Withdrawal conclusion and verification is the third step in qualitative data analysis. Conclusions may or may not answer the formula for a problem that was defined from the start, because difficulties and study questions are transient and will change once researchers are in the field. When researchers return to the field to collect data, the early results are supported by valid evidence that is consistent, and the conclusions are credible.

In a summary, the steps in data analysis are as follows: 1) The data is gathered by the researcher through documentation and interview results. By referring to the research problem, the researcher then selects, identifies, and

concentrates on the data. 2) After collecting the information, the researcher organizes it into meaningful sentences. 3) The conclusion is reached when the data has been displayed. Furthermore, open-ended questions are used throughout the interview to ensure data quality. The narrative text analyzes the documentation and documentation results in order to make them more understandable and particular.