

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design of this study is a case study research. Case study is a strategy that is widely use because invertigators have little control over an event, and when the focus in on contemporary phenomena in some real life. Case studies use direct observation of the events studied and interviews that aims to understand the learning process in a real and natural way. The main characteristic of a case study is a deep understanding of the case which can be in the form of a concrete entity, it can also be in a more abstract form, for example, decision processes, communities and correlations (K. Yin, 2014). The researcher in this study used case study research because this method was designed to help the researcher observe teacher strategies and the context of the social environment in learning. This method help researcher to describe teachers' strategy and challenges when using HOTS in teaching reading comprehension during the learning process.

B. Research Settings

The Researcher conducted this research at SMAN 1 Sungai Loban from 6th February until 6th April, because this school was applying Higher Order Thinking Skills, especially in learning English. Therefore, the researcher wants to find and describe the teachers' strategies and the

challenges of using higher-order thinking skills in Teaching Reading Comprehension.

C. Participants

In this research, the researcher took three English teachers who use strategy in using higher-order thinking skills in teaching reading comprehension. The researcher use purposive sampling related to the purpose and criteria that have been determined.

D. Data

Maulidina 2020 state that “Data is fact that meaning and can be arranged in such a way that it can be a form and used for various purposes” (p. 38). The data of this research are the results from observation and interviews to complete the data about strategy in teaching reading comprehension. Data obtained from (1) English teachers’ strategies of using higher-order thinking skills in teaching reading comprehension through higher-order thinking skills. Then, (2) Interview English teachers to describe teacher challenges using higher-order thinking skills in teaching reading comprehension.

E. Technique of Data Collection

To collect the data, the researcher employed two instruments. The instrument used in this research were observation, interview, and documentation to collect the data

1. Observation

Observation is a systematic and continuous process from natural activities to produce facts. The stages in making observations are choosing a location, determining roles, designing observation and recording protocols, recording various activities in the field (Creswell, 2015). The observations made in this study aim to help researchers find information while direct observation about teachers' strategies in reading comprehension through higher-order thinking skills.

2. Interview

Interviews were conducted to obtain deeper information and ensure accurate data and appropriate data sources (Prasanti, 2018). After doing the observation, to make the evidence more valid the researcher did interviews. Interviews were conducted with the three teacher of the school to describe the challenges that the teacher using higher-order thinking skills in teaching Reading comprehension.

F. Data Analysis

This researcher analyzed the data with data reduction, data display, and conclusion. The data about the student's learning process, how the teacher strategies and challenges of using HOTS in teaching reading comprehension.

1. Data Reduction

Data reduction is the process of reducing data if the research obtained is more from the research process; data reduction helps researchers to edit data, summarize it and make the data neat (Miles, Huberman, and Saldana, 2014). The researcher use data reduction to reduce excess data obtained from observations, and interviews made by the researcher.

2. Data Display

Data display is the process of presenting data that are systematically arranged and easy to understand so that it can produce conclusions. Miles, Huberman, and Saldana (2014) state that “Data Display helps us to understand what is happening and to do something-either analyze further or take action based on that understanding” (p 31). Data display helps the researcher to display data that has been reduced from observation and interviews that have been carried out.

3. Drawing and Verifying Conclusions

Miles, Huberman, and Saldana (2014) assert that drawing conclusions is our view to describe the meaning, structure, and process of the topic in this research. Verification is the data that has been displayed must be correct and valuable. The researcher has used drawing a conclusion as the last method to describe the

comprehensive documentation and make verifying from data reduction results while the process of using Higher Order Thinking Skills.