

CHAPTER III

RESEARCH METHOD

A. Research Design

The qualitative-descriptive method was applied in this study. The goal of this methodology is to describe and explain the research. Research using descriptive data but excluding statistical methods is referred to as qualitative research. The goal of qualitative research is to examine people and events in their natural environments (Mackey, 2005). Many types of data, including interviews, observations, and documents, are collected through qualitative research (Creswell, 2009). To gather a variety of data relating to the problem statement, the researcher traveled directly to the research site. The interactions that take place in naturalistic settings were studied by the researcher. Because the researcher examined how viewing a short movie affected students' critical thinking, the research was classified as qualitative.

B. Research Setting

This research takes places in MA Al-Istiqomah, located on Pekapuran Raya No. 01 Rt 42, Pemurus Baru, Banjarmasin Selatan. The researcher choose this place because the school was the place where the researcher did teaching practice for about a month so the researcher have analyzed teaching and learning activities in the school and have analyzed how the teaching and learning activities of students' in the classroom, so the

researcher get an idea of how the problems faced by students' when learning in class and the media in the classroom also support the researcher to did the research in that school, in MA Al-Istiqomah using television in the learning process and this is in accordance with what researcher need, playing short movie to improve students' critical thinking. The researcher conducted three observations and an interview in this research.

C. Participant

During data collection, the participant in this study is one English teacher at MA Al-Istiqomah. The researcher chose the tenth grade English teacher in this research because the teacher fit the criteria that the researcher needed in this research. The teacher taught critical thinking skill by using short movie media during the learning process.

D. Technique of Data Collection

Both observation and interviews were used to get the qualitative data. They came in the form of interview transcripts and field notes. This section covers how the researcher gathered the data and the instruments utilized in the research's data collection techniques. Following the study's primary objective, the researcher proceeded directly to the field to investigate data. The data gathered needed to be representative in order to yield information that was pertinent to the issues covered in the study.

1. Observation

The act of studying natural phenomena and objects is known as observation in research. The researcher employed non-participant observation in this study. The information gathered with this method is behavioral data in the sense that it is the outcome of observations of the individuals' behavior, not their opinions. Lack of involvement and communication with the research topic is one of the hallmarks of the non-participant approach (Hardani et al., 2020). The researcher made notes regarding the research site, the circumstances in the classroom, and how the teacher used the movie in the classroom.

After collected the data, the researcher examined how the implementation of playing a short movie to improve students' critical thinking. Following that, the researcher found the implementation of playing a short movie to students' and also what the teacher' technique in improving students critical thinking by playing a short movie.

2. Interviews

Interview is a qualitative research method that relies on asking questions in order to collect data. The adoption of this technique shows that communication between the researcher and the research topic occurred. The data gathered from observation is supported by the interviews. Non-structural interviews were utilized by the researcher. Non-structural interviews give researchers the option to choose the range of

data to be examined, allowing them to modify or add to the questions that will be posed to the research respondents.

The interview was held by the researcher in order to gather information for the first and second research question. The interview was carried out as well in order to corroborate the research's data. This is due to the fact that the interview permits the English teacher to give an answer in more detail to questions on how the implementation of playing a short movie in improving students' critical thinking and also what the teacher' technique in improving students critical thinking by playing a short movie.

E. Data Analysis

The three stages of theory, according to Miles et al. (2014), are as follows:

1. Data Condensations

The method of selecting, concentrating, simplifying, abstracting, and altering the data that appear in written-up field notes or transcriptions is known as data condensation. After the fieldwork is over, the data condensation or transformation process continues until a final report is ready. The following will provide more information regarding the data condensation process:

a. Selecting

According to Miles (2014), the researcher must be selective when choosing which variables to focus on, which relationships to focus on, and consequently, which data to gather and evaluate.

b. Focusing

Pre-analysis takes the form of focusing data. Researchers concentrate on information relating to the creation of research problems at this point. The data selection stage is carried over into this stage. The framing of the problem is the only constraint for the researcher.

c. Abstracting

The goal of abstraction is to condense the essential ideas, procedures, and propositions into a manageable number of words. On this page, the data that have been gathered are examined, particularly those that have also been evaluated in terms of the accuracy and sufficiency of the data.

d. Simplifying and Transforming

The data used in this study are further condensed and altered using a variety of techniques, such as careful selection, summarizing a brief description, grouping data into a single, more general pattern, etc.

The purpose of the data condensation is to determine how to best use a short movie to enhance students' critical thinking skills.

From the data gathered through observation, the researcher selected a few key pieces of information. Additionally, the researcher included some details from the interview to support the data and address the second question regarding the teacher's techniques for enhancing students' critical thinking skills through the use of a short movie.

2. Data Display

The second crucial phase of analysis activity is data display. In general, a display is an organized, condensed collection of information that facilitates decision- and action-making. By watching displays, we can grasp what is happening and take action—either by doing more study or acting based on what we have learned. In this stage, the researcher compiles and organizes data from interview and observations to draw a conclusion. After that, the researcher gathers information about how teacher' use short movie to enhance students' critical thinking skills and the techniques teacher' employ to achieve this goal.

3. Conclusion Drawing

The third stream of analysis work involves coming to and validating conclusions. As soon as the data is gathered, the qualitative analysis begins to interpret what the data means. It searches for patterns, explanations, plausible arrangements, accidental flows, and hypotheses. The results of the data collection method and the data sources have been interpreted by the data in this step. In this stage, the researcher looks for the significance of each symptom and the information gathered from the

field. In the last stage, the researcher draws conclusions based on how an English teacher's use of a short movie and the techniques for enhancing students' critical thinking skills led to positive outcomes. From the data gathered through observations and interview, the researcher selected a few key points. Subsequently, the researcher compiled and rephrased the information gleaned from field notes and interview transcripts. In this step, explain how the teacher implementation of playing a short movie to improve students' critical thinking and the teacher' techniques to improve students' critical thinking by playing a short movie.