

CHAPTER III

RESEARCH METHOD

A. Research Design

The method of this research is qualitative research. According to Furqon (2001, p. 39) the method of research is the common strategy that is used by research to get and collect the data needed in order to answer the research problems. Considering the goal, this study is included as qualitative descriptive design since it tries to describe a phenomenon of language behavior. In addition, one of the characteristics of qualitative study is the natural setting since its goal is to describe social phenomenon as it occurs naturally without manipulation. Brannen (1992, p. 4) points out that qualitative researcher begins with defining very general concepts which, as the research progresses, change their definitions. For the former, variables are the vehicles or means of the analysis while, for the latter, they may constitute the product or outcome. The qualitative researcher is said to look through a wide lens, searching for patterns inter-relationships between a previously unspecified set of concepts, while the quantitative researcher looks through a narrow lens at a specified set of variables.

Qualitative procedures stand in stark contrast to the methods of quantitative research. Qualitative inquiry employ different knowledge claims, strategies of inquiry and methods of data collection and analysis. Although the process are similar, qualitative procedures rely on text and image data, having unique steps in data analysis, and drawing on diverse strategies of inquiry (Creswell, 2003, p. 179).

The technique that will be used in this research is descriptive qualitative analysis. Krathwohl (1993, p.235) said that descriptive analysis has three main purposes of research are to describe, explain, and validate findings. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations

The researcher is aimed to describe, find out, and analyze the role of LiDS Educia in developing critical thinking skills. Such us, the management of LiDS Educia, the process of LiDS Educia to develop critical thinking skills, and the benefits of critical thinking skills.

B. Subject and Object of the Research

1. Subject of The Research

The subject of this research is the members of Lids Educia, Faculty of Tarbiyah and Teacher Training. LiDS Educia has three kinds of members. Young members, full member, and Executive. Young Members are students of the Faculty of Tarbiyah and Teacher Training who have followed the admissions procedure until they are appointed to be a young member conducted by LiDS Educia. Full Members are young members who have taken a series of stages to be confirmed as full members of the LiDS Educia. And Executives are full members who have appointed as a board of LiDS Educia for one year or until the Big convention implanted. The researcher choose 20 members, concist of the President and Executives of LiDS Educia as the subject of research.

2. Object

The object of this research is the role of LiDS Educia to develop critical thinking skills. The discussion of Role of LiDS Educia includes the management program, process to develop critical thinking skills, and benefits of critical thinking.

C. The Data and Sources of Data

1. Data

In this research data is collected by using the qualitative descriptive design. Occasionally, qualitative data could be much more than just words or text. It further analyzes photographs, videos, sound recordings, and so on. In this study the researcher needs some data to complete the research. Firstly, the researcher needs the management of LiDS Educia to analyze and describe it in the research. Secondly, the researcher needs process of critical thinking in LiDS Educia. Thirdly, the researcher needs the benefits that members got from joining LiDS Educia by using questionnaire that give to executive of LiDS Educia.

2. Sources of Data

The researcher needs three sources of the data that comes from the object of the data. Firstly, the researcher takes the data of the management of LiDS Educia by interview the president. Secondly, the data about the process of critical thinking in LiDS Educia by observation the activity. The last data about the benefits that members got from joining LiDS Educia by using questionnaire that given to executive and interview 3 members of LiDS Educia.

D. Techniques of Data Collection

In order to collect the data, the researcher will use some instruments. They are observation, interview, documentation and questionnaire.

1. Observation

This technique is used to observe the management program of LiDS Educia that develop critical thinking. Observing the management program such as, the activity process of work programs, the process of the activity that involves critical thinking.

2. Interview

This technique is used to collect the data from doing interview the president of LiDS Educia, about the practice of developing critical thinking skills, practice schedule, and benefits of critical thinking in answering the research question.

3. Questionnaire

Questionnaire is a technique of collecting data with a series of written questions for the purpose of gathering information from respondents. The purpose of using questionnaire aim to get the information about the benefits of joining LiDS Educia. The researcher chooses the executives of LiDS Educia members to be given questionnaire. The questionnaire has 15 items of open ended questionnaire with 1 item of closed questionnaire that ask about their own experience. The researcher will analyze the data of questionnaire with using Likert scaled. Here the questions:

- a. I just learn critical thinking after joining LiDS Educia

- b. In LiDS Educia, rehearsal activities are very useful to develop my critical thinking skill.
- c. After joining LiDS Educia, It easier for me to think critically
- d. Learning critical thinking skills in LiDS Educia helps me win competition.
- e. After joining LiDS Educia, I am not easier to believe on a information before check the truth
- f. After joining LiDS, I am not easy to judge and generalize something that understand very well.
- g. After joining LiDS Educia, I am easier to decide what is right for me.
- h. From LiDS Educia, I learn to see a problem from many viewpoints.
- i. All of rehearsal activities at LiDS Educia help me to develop my critical thinking
- j. After joining LiDS Educia, I am easier to solve every problems that I face
- k. Debate can develop my critical thinking
- l. Before debate, arranging argument developed my critical thinking skills.
- m. In debate, delivering argument developed my critical thinking
- n. Listening opposite team's argument in debate developed critical thinking
- o. Rebuttal developed my critical thinking
- p. In case buliding along with team developed critical thinking.
- q. I believe that LiDS Educia is a right place for student to develop critical thinking
- r. I believe that the role of LiDS Educia as organization is very big to develop critical thinking skills

- s. For achievement seekers in academic or nonacademic, LiDS Educia is best choice.
- t. I believe that LiDS Educia is giving more chance to develop critical thinking skills

To give drawing research result each variable, the researcher determined assessment category based on score that is got from questionnaire result. Here are the following of determining assessment category:

- a. Determining assessment weight for each choice that found on score weight. In this case, it is determined based on *likert* assessment scale.
- b. Calculating the score for each question item, that is by multiplying the score weight by the number of frequencies (number of respondent's answers each alternative answer to each question item).
- c. Determining the lowest and highest score, in this case the lowest values = number of respondents (number of respondents 20 executives of LiDS Educia, then the lowest score is 20). While the highest score, the lowest score is multiplied by the highest score $20 \times 5 = 100$, thus the lowest score is 20 and the highest score is 100.
- d. Because the alternative answers have five choices according to *Likert* scale, then the assessment category must also has five, scale that the next step to determine the interval distance can be done with the following calculation :

$$JI = \frac{(100 - 20)}{5}$$

= 16

Thus, the assessment criteria for each question item and assessment of the variables under study are in the table as follow:

Table 3.1 Percentage Category:

Category	Score
Very Highly Beneficial	81-100
Beneficial	61-80
Quite Beneficial	41-60
Less Beneficial	21-40
Almost not beneficial	0-20

4. Documentary

This is used to collect the data from all written reports available about LiDS Educia such as organization structures, management program of LiDS Educia, annual report of the organization, job description, documentations photos and videos, etc.

E. Analysis Procedures

Analysis procedure is next step after collecting data. According to Miles and Huberman (1989, p. 267), qualitative data is grounded, rich in description, and able to explain the process. However, because of its existence in the form of words, sentences, and paragraphs it is often difficult to distinguish between data and personal impressions. Preferably, for the data to give meaning then in the analysis done in the steps as follows. There are three steps of analysis procedure according to Ali & Asrori (2011):

1. Data reduction

In rare data reduction, researchers conduct data selection, focus data on the issues studied, and make efforts to simplify, perform abstraction, and make transformation. This means that in taking this step, the researcher chooses which ones are really data and which are personal, and the personal impressions are eliminated from the analysis process. In addition, in conducting the selection, categorization is also done between the data including less important category, although it does not mean that the data belonging to the less important category should be discarded. This categorization is solely intended for the purpose of strengthening the interpretation of the results of the data analysis.

The researcher focus data on the management program of LiDS Educia, the process of LiDS Educia in developing critical thinking, and the benefits of critical thinking for LiDS Educia members.

2. Data Display

Display data is the step of organizing the data in a information order that is solid or rich meaning so easily made conclusions. Display data is usually made in story or text form. The display is well-structured to enable the researcher to make it a way to get to the conclusion.

Data display in this research is the researcher provide the data of findings according with the theory. The findings data such us process of developing critical thinking and benefits of critical thinking.

3. Conclusion and Verification

Based on the results of data analysis, through data reduction and data display steps, the final step is to draw conclusions and verify the conclusions made. The conclusion made is the answer to research. Verification is an attempt to verify whether or not a conclusion has been made, or whether or not the conclusion is true.

The researcher draw and verify the conclusion of the management program of LiDS Educia according with process of developing critical thinking theory and the benefits of critical thinking for LiDS Educia members.