

CHAPTER III

RESEARCH METHOD

This chapter present the methodology of the research. The methodology include: research design, research setting, participants, data and source of data, techniques of data collection and data analysis. More information delivered in explanation below.

A. Research Design

This study uses a qualitative approach. According to Creswell (Creswell, 2014, p. 8), qualitative methods are a way of understanding research that is based on different research methodological traditions that investigate social or humanitarian problems. To investigate the everyday and extraordinary lives of individuals, groups, societies, and organizations, qualitative research is conducted through intensive and/or sustained interactions with subjects in naturalistic settings (Miles & Huberman, 1994, p. 5). Data analysis conducted by researchers should be inductive or qualitative, and findings will emphasize importance and purpose rather than generalizations. Descriptive qualitative is

In this study, the researcher tested teachers' strategies for implementing higher order thinking skills at Al-Mumtaz Islamic Junior High School. In connection with this statement, the researcher uses a qualitative descriptive approach because the data to be studied is the approach used by teachers in teaching reading skills. The research aims to describe factual data that supports the theories of several experts.

B. Research Setting

This research took place in Islamic Junior High School of Al- Mumtaz. The place located in Jl. Malkon Temon Komplek Buana Permai RT 10 Blok Jamrud VI, Surgi Mufti, North Banjarmasin, South Kalimantan 70123. The reason to choose this place because this school using HOTS for their teaching learning process since along than other school in Banjarmasin. The researcher took time around two months in conducting this research.

C. Participants

The subject of this research was one English teacher at Islamic Junior High School of Al-Mumtaz. The researcher applied to the VIII grade, which consists of 15 students. The researcher chooses the teacher that teach VIII grade because their higher grade than grade VII. And grade IX is more focus in studying for preparing examination. So, the researcher choose grade VIII

D. Data and Source of Data

Data is a fact that has meaning and can be arranged in such a way that it can be a form and used for various purposes. Sources of data come from observation, interviews, and documentation. The researcher doing the observation to the school to prove the validity of the data. The researchers conducted several interviews with teachers that the research could clarify previous data and the data could also be accounted. Field notes, photos, video recordings, personal documents, memos, and others are used by researchers as sources of data

documentation. This research data describes how teachers teach reading subjects in the classroom.

The subject from which data can be obtained is called the data source, according to Arikunto (2006:129). Words and actions are the main data sources in qualitative research. Apart from that, observations, interviews and documents are additional data. An English teacher who teaches in one of the classes at Pondok Pesantren Middle School is the source of data collected by researchers. Researchers record teaching and learning activities to obtain data. Recording is then done using a note-taking technique.

E. Technique of Collecting the Data

Data collection techniques are used to obtain the required data from many sources over a long period of time. The tool for collecting data in qualitative research is the researcher himself, with or without the help of other people. Researchers, however, need tools such as documentation, field notes, and recordings to conduct this research. Researchers use various techniques to collect information. Observations and interviews were used. Creswell (2014: 266) and Gay (2009: 413-123) say that data collection aims to limit research, obtain information through structured and unstructured observations and interviews, visual materials, documentation, and efforts to create protocols for recording and note-taking. Because the main aim of research is data collection, data collection techniques are the most strategic step in research. The technique of collecting the data used in this research are observation, interview and documentary which explained below.

a. Observation

Creswell (2014:239) defines qualitative observations as "researchers writing field notes about the actions and habits of people at the research location." Researchers disguise their participation as volunteers during this process. The researchers employed both direct observation and passive participation observation. The researcher travels to where the person being observed is doing something, but they do not participate in their activity. As a result, researchers make observations in order to find data that may be used for analysis.

The purpose of the observation is to find out how teachers apply HOTS in teaching reading. In this study, researchers looked at how teachers taught reading. Researchers record teaching and learning activities to obtain data. Recording is then done using a note-taking technique. The researcher has done the following:

- a. The researcher prepared materials for observation, such as pens, paper, and recording equipment;
- b. The researcher went to the classroom to see how the English teacher taught. This method was used to collect data about teachers' approaches to implementing Higher Order Thinking Skills when teaching reading to Al-Mumtaz students in eighth grade.

2. Interview

According to Ary, Jacobs, and Sorensen (2010:217), qualitative interviews occur when researchers ask open and general questions to one or more subjects and record their responses. An interview is a discourse that takes place between two or more people conducted through an interviewer with the aim of obtaining relevant information from a trusted source.

In this study, researchers interviewed English teachers at Al-Mumtaz Middle School in eighth grade. Researchers succeeded in obtaining the data and information needed to answer the second research question about the problems teachers face when using teaching approaches that can increase students' HOTS in teaching reading. This data and information was obtained from the interview. In addition, the purpose of this research interview is to collect data collected from observations made during the teaching and learning process. Apart from that, interviews were also conducted to ensure that the data obtained was truly accurate.

F. Data Analysis

Proper data analysis can be an important consideration in research. Because the data is qualitative, this research uses the interactive data analysis model proposed by Miles and Huberman (as quoted in Sugiono, 2015, p. 337). Data analysis consists of three main components: data reduction; display data; and draw and verify the conclusions that can be drawn.

Data analysis in this research was carried out by reducing, displaying, drawing conclusions and verifying. In the research field, data is analyzed

continuously through reduction: summarizing all information obtained from primary data and secondary data, selecting the main things that can be used as data based on research questions, and focusing on the main topic of the problem; displaying data: logistically-systematically compiling and displaying Teacher Strategy data in the Implementation of HOTS; Data verification: drawing conclusions from research questions and using observations and interviews to verify.

After the field research was completed, the data was analyzed descriptively-qualitatively. First, interviews with main and additional informants reveal specific facts, and then general facts are conveyed about the observed phenomena in the field. Thus, the research findings can be concluded.

This activity is the third component of qualitative analysis analysis. Drawing conclusions means thinking about the meaning of the data described and how it impacts the current question (Miles & Huberman, 1994). Verification, which is critical to drawing conclusions, requires reviewing the data as many times as necessary to verify or double-check the resulting conclusions. In this step, the researcher draws conclusions and verifies them after condensing and presenting the data. Starting from data collection to data analysis, taking into account the research problem formulation. After conclusions are drawn, field notes, arguments, and observations are returned for verification.