

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

A qualitative descriptive approach is employed in this study. According to Rusli (2021) descriptive study is a type of research that aims to describe events that are now occurring, including both natural and artificial phenomena. Sampling, data collecting, analysis, and re-presentational approaches are usually combined in an eclectic yet rational and well-considered manner in descriptive qualitative research (Sandelowski, 2000).

Sukardi (2014) in Rusli (2021) states that the following approaches were used in this descriptive qualitative study:

- 1) Determine which important problems need to be solved using qualitative descriptive techniques. The purpose of this study is to identify the critical thinking disposition scale that arose from the implementation of the contextual teaching and learning strategy in English language instruction in schools, as well as the CTL activities that were completed by both instructors and students.
- 2) Clearly defining and limiting the issue. Two questions were developed for this study by the researcher: 1) the measures of students' Critical Thinking dispositions during English language instruction employing contextual teaching and learning. 2) The use of contextual teaching and learning by teacher

and students to emerge students' critical thinking disposition while they learn English.

- 3) Identify the purposes and advantages of the study. If students' critical thinking dispositions are successfully revealed by contextual teaching and learning (CTL), this method can still be utilized for ongoing learning in the classroom. This research yields crucial information about the scales of students' critical thinking dispositions when they are learning English.
- 4) Perform literature reviews on relevant topics. In this study, the researcher looked at data on the critical thinking dispositions of the students as well as the CTL method from books and other periodicals.
- 5) Establish the framework for thought and research questions. For this study, the researcher has established the following queries: 1) What are scales of students' Critical Thinking dispositions when they are learning English by using contextual teaching and learning? 2) What are the Teacher's and students' activities in using Contextual Teaching and Learning for Students' Critical Thinking Dispositions in Learning English?
- 6) Create research methodologies. The researcher employed descriptive qualitative research methodologies in this investigation. The researcher employed interview guidelines and observation sheets as the tool.

- 7) Be applied, comprising the selection of the population, sample, sampling strategy, tools for selecting data collectors, data analysis, and data interpretation. The researcher employed data analysis procedures in this study, including data presentation, data condensation, and conclusion drafting and verification.
- 8) Gather, arrange, and evaluate information utilizing pertinent qualitative research methods. The researcher employed data analysis procedures in this study, including data presentation, data condensation, and the creation and verification of conclusions.

## **B. Research Setting**

SMP Islam al Mumtaza served as the subject of this study. In Banjarmasin, Kalimantan *Selatan*, it can be found on *Jalan Surgi Mufti, Kec. Banjarmasin Utara*. This school was chosen by the researcher because the English teacher and students carry out CTL activities to bring out students' critical thinking dispositions. Besides that, the school was just established, therefore the researcher was interested in finding out what teaching methods were used by the teacher in this new curriculum era. Starting in January 2024 and ending in March 2024, the researcher worked on the research for around two months.

### **C. Participant**

Fourteen students from SMP Islam Al-Mumtaza and an English teacher participated in this research. In addition to looking at the CTL activities that instructors and students completed, the researcher also investigated how the students' critical thinking disposition scale changed as a result of the contextual teaching and learning approach's use in English class.

A number of factors, including the following, were used to identify research participants with the criteria namely; Took an English class, students are active in the class (ask questions, give opinions, discuss and do the group assignment from the teacher), students and the teacher implementing the CTL approach method in the classroom, the teacher has been teaching English material since 2021, and students have a sufficient critical thinking disposition scale.

In this study, participants were marked with the code "P", namely participant 1 (P-1), participant 2 (P-2), participant 3 (P-3), participant 4 (P-4), participant 5 (P-5), and participant 6 (P-6).

### **D. Techniques of Data Collection**

In this research, the researcher interviewed students and observed the Teacher's and students' activities in using Contextual Teaching and Learning

for Students' Critical Thinking Dispositions in English at the class of 8 SMP Islam Al-Mumtaza to demonstrate the activities in using Contextual Teaching and Learning for Students' Critical Thinking Dispositions in Learning English.

Based on the objectives of this study, important data were collected using a qualitative design through a sequence of procedures as follows: (1) CTL implementation process in the classroom (2) researcher's observation (3) distribution of interview to students.

## **E. Research Instrument**

### **A. Interview guideline**

The researcher conducted interviews with six interviewees, conducts in-person interviews with participants. The purpose of these interviews is to elicit views and opinions from the participants by unstructured, mainly open-ended questions that are few in number (Cresswell, 2018).

The researcher used interview guidelines for data collection tools. The researcher wanted to describe the scales of students' Critical Thinking dispositions when they are learning English by using contextual teaching and learning, and also explore the Teacher's and students' activities in using Contextual Teaching and Learning for Students' Critical Thinking Dispositions in Learning English by interviewing students about critical thinking disposition at the 8 class of SMP Islam

Al-Mumtaza. This answers the questions from research questions number one and two by interviewing six students.

Table 3.1 List of Interviews

No	Date	Participant
1	Tuesday, January 16, 2024	The student
2	Thursday, January 18, 2024	The students
3	Tuesday, January 30, 2024	The student
4	Thursday, February 1, 2024	The student

## B. Observation sheet

To answer the second research question, the best way to get the first data is to observe. So, the researcher uses it to look at the teacher's activities of CTL methods, especially in bringing out students' critical thinking dispositions. R. B. Johnson (2014) said that because people occasionally don't do as they say, observation is a crucial activity for learning information about people.

In addition, a researcher observed the Teacher's and students' activities in using Contextual Teaching and Learning for Students' Critical Thinking Dispositions in English at the class of 8 SMP Islam Al-Mumtaza to demonstrate the activities in using Contextual Teaching and Learning for Students' Critical Thinking Dispositions in Learning English.

Table 3.2 List of Observations

No	Date
1	Tuesday, January 16, 2024
2	Thursday, January 18, 2024
3	Tuesday, January 30, 2024
4	Thursday, February 1, 2024
5	Tuesday, February 13, 2024

## F. Data Analysis

Miles, Huberman, and Saldana (2014) Consider the three corresponding flows of activity that comprise analysis: (1) data condensation, (2) data display, and (3) conclusion drawing/verification.

In this study, researcher used Miles, Huberman, and Saldana (2014) model for analyzing data. Data analysis model by Miles, Huberman, and Saldana (2014) carried out with the following steps:

### 1) Data Condensation

The process of condensing data, which strengthens the data, is the process of concentrating, streamlining, abstracting, and/or transforming the data that are present in the written-up field notes, interview transcripts, documents, and other empirical materials that make up the full corpus (body).

In this study, data condensation was carried out by direct observation and interviews of the teacher and students 8 Grade of SMP Islam Al-Mumtaza, thus as to produce data that had been selected and simpler.

## 2) Data display

The development and application of views are integral to analysis, much like data condensation. It is possible to classify the process of designing the display as an analytical activity.

## 3) Drawing and verifying Conclusions

Concluding and confirming the analysis of the activity flow is the third step. From the very beginning of data collection, the qualitative analyst interprets what is meant by noting patterns, explanations, causal flows, and propositions.

After presenting the data on CTL and critical thinking abilities that were collected from the teacher and eighth-grade students at SMP Islam Al-Mumtaza, the researcher came to some conclusions about what are scales of students' critical thinking Dispositions when learning English through CTL. The researcher verified the data thoroughly and ensured that the data were reasonable, strong, confirmed, and valid.