

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher presents the research design, subject of the research, research instrument, data collection, data analysis, and validity of the research.

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

Qualitative research is a study to investigate and understand the meaning individuals or groups assume to be a social or a human problem (Creswell, 2003). It is used to find out and know why and how a social phenomenon happens. In addition, Sutopo and Arief (2010) stated that the aimed of qualitative research is at doing a description and comparison of a phenomenon, event, social activity, attitude, draw close of every part of particular group. This sort of research was once inductive, the spot realities at the area would be the fundamental stockpile of the peculiarity and issues in the editorial cycle.

In this way, it very well may be presumed that expressive subjective endeavoring to portray a social peculiarity looking like words. The foremost cause of descriptive research is to describe the state of view as it exists today. Simply stated, this is a fact-finding investigation. In descriptive research, conclusions can truly be accepted, however, it doesn't construct a cause-and-effect relationship.

In this research, the researcher uses the descriptive qualitative method because this research is focused on a certain phenomenon in the school environment. In this case, the phenomenon is the activities of critical thinking towards reading comprehension at SMAN 8 Kota Kediri. It is focused in describes the implementation of critical thinking words on the teaching learning activities through reading comprehension based on the revised Bloom's taxonomy criteria at SMAN 8 Kediri. The researcher uses a descriptive and qualitative design to make it logically easy to understand and efficient to the study's view.

### **B. Subject of Study**

The setting of this study will be at SMA Negeri 8 Kota Kediri. The subject of the study of this research are the teacher who taught *Bahasa Inggris Lintas Minat* at SMAN 8 Kota Kediri in eleventh grade on the academic year of 2021/2022.

### **C. Data Collection**

In this research, the writer use an instrument in collecting the data. The instrument was observation. To get the data as stated above, the writer had arranged the instruments properly. Observation endeavor to get a thorough image of a circumstance and the product of those observations was noted or account. The motivation behind direct observation was to decide a specific conduct that is available. The observation is normally, which is done specifically distinguishing of one or the other conduct of interest and

formulating a precise system for recognizing arranging and recording the conduct in a characteristic or an invented circumstance (Ary et al., 2010). In this research, observation focus on English's teacher's questions activities of critical thinking towards reading comprehension that SMAN 8 Kota Kediri teacher's was done in the teaching learning process. The researcher will be conducted twice observation in every class of eleventh grade science major 1-3 towards the teacher of *Bahasa Inggris Lintas Minat*. The researcher will joins the classroom activities that was done by the English teachers to find the data.

#### **D. Research Instrument**

The research instrument is the researcher used a tool or facility to collect the data. In this research, researcher utilized some kinds of instrument. First the instrument in this research is the researcher as the main of the instruments (Creswell, 2003). Another instrument can be form of non-participant observation, indicator of critical thinking based revised Bloom's taxonomy. According to Gorman & Clayton (2004), observation is a study process that records a phenomenon or behavior observed in the natural environment. On the other hand, Sugiyono, (2015) stated that a passive participant or non-participant observer means that the researcher is present at the scene of action but did not interact or participate.

This instrument was used to get the data about the activities of the teacher and the students in the process of teaching English. The researcher

observed whatever was done by the English teacher related to the implementation critical thinking towards reading comprehension in teaching English at SMAN 8 Kota Kediri. This observation was done using the researcher observing the learning process conducted by the teachers directly. The purpose of this observation was to make sure the facts are valid according to the indicator of critical thinking based on revised bloom's taxonomy.

## **E. Data Analysis**

This research uses qualitative data analysis techniques. Data analysis is the process of processing data to find useful information that can be used as a basis for decision-making for the solution of a problem. According to Miles et al., (2014) suggest that qualitative data processing techniques can be carried out through three stages, namely data reduction, data display, and conclusion drawing/verification.

### **1. Data Reduction**

Data reduction is a sensitive thinking process that requires high intelligence, flexibility, and depth of insight. Data reduction is a shape of assessment that sharpens, classifies, directs, discards unnecessary, and organizes data in such a way that conclusions can be drawn. This means that the researcher summarizes or selects only the important things to provide a clear picture and make it easier for researchers to collect further data. In this study, the researcher obtained data from interviews with the

teachers about the implementations, the strategies, and the social media used by the teacher to teach reading in virtual classrooms.

## **2. Data Display**

Data display is an activity when a set of information is compiled, thus giving the possibility of concluding. According to Miles et al., (2014), the most frequently used to present data in qualitative research is narrative text. Presentation of data makes it easy for us as researchers to understand what is happening, and plan further work based on what has been understood. In this study, the researcher displayed data using an essay, this is the most commonly used display in qualitative research.

## **3. Conclusion Drawing/Verification**

Drawing conclusions are the results of the analysis that can be used to take action. This stage aims to find the meaning of the data collected by looking for relationships, similarities, or differences to conclude answers to existing problems. The initial conclusions put forward are still temporary and may change if no supporting evidence is found at the next stage of data collection. But if the conclusions put forward at an early stage are supported by valid evidence, then the conclusions generated are credible. Verification is intended so that the assessment of the suitability of the data with the intent contained in the basic concept of the analysis is more precise and objective. At the conclusion drawing stage, the researcher begins to see and examine all the data, then connects all the data to get the results and conclusions from the research.

## E. Validity of Research

Data that is extracted, collected, and recorded in things to do research ought to be ensured its accuracy and truth. According to Creswell & Miller (2000), validity is one of the strengths of qualitative research and is based definitely on figuring out whether or not the findings are correct from the element of the researcher, the participant, or the readers.

According to Flick (2014), Triangulation consists of researchers taking different views on trouble or in answering research questions. Triangulation can be utilized at quite a few phases of a qualitative research project. For example, numerous sub-projects can be pursued and their effects can be linked, compared, used as complementary information, etc. Creswell (2003) stated that triangulation of data, data will be collected through multiple sources to include interviews, observations, and document analysis. There are four methods of triangulation according to Creswell (2003) which are data triangulation, expert, investigator, and theory.

This research is descriptive qualitative. So the researcher decides that this research uses triangulation for validating the data, that is uses triangulation experts, where the expert will validate and correct the data. The expert validator of this research was Dr. H. Imam Baehaki, S.Pd, M.Pd who have been taught in *Fakultas Keguruan dan Ilmu Pendidikan* or *FKIP* at *Universitas Islam Kadiri*.