CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

The method used in this research is descriptive qualitative. According to Creswell, a qualitative research study is needed to explore this phenomenon from the perspective of distance education students[1] . It can be said, that qualitative research reveals phenomenon from an educational perspective. Qualitative research is a research that is aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others" experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. The researcher used test and interview to describe phenomena and summarize. The aim of using test and interview for descriptive research is to know how are the students' ability in answering

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[1] John W. Creswell, *Research Design: Qualitative, Quantitativeand Mixed Methods Ap*proaches, 4 rdEd (New Delhi: Sage Publications, 2012), 16.

reading question with high order thinking skill and how students' response in answering reading question with high order thinking skill.

Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.[2]

In this research, the researcher used test or reading test at the eighth grade of MTs Satu Atap Balaraja. The researcher also used interview to complete the data. The questionnaire used used is unstructured interview.

A. Place and Time of Research

1. Place of research

The research will conduct at the eighth grade of MTs Satu Atap Balaraja. It is located at Jl. Kramat Iwul Balaraja Tangerang District-Banten.

2. Time of research

This research was carried out from 18th January up to 22th January 2021. After getting an agreement of the school principal and the consult to an English teacher who teach at the eighth grade of MTs Satu Atap Balaraja.

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[2] Geoffrey Marczy, David DeMatteo and David Festinger, *Essentials of Research Design and Methodolog*y (USA: John Wiley & Sons, Inc. 2005), 16

B. Population and Sample

1. Population

Population is a whole object which will be researched. Population often called universe.[3] The population in other words, is the group of interest to the researcher, the group as whom the researcher would like to generalize the result of the study.[4]

The population of this research is the students in Eighth Grade of MTs Satu Atap Balaraja. They were distributed into three classes and each class consists of 30 students. So, the total numbers of population were 90 students.

2. Sample

A sample in a research study refers to any group on which information is obtained. Sampling refers to the process of selecting these individuals.[5] Sample is a part of the population that become object research (sample literally means example) in the determination / sampling of the population have a rule, which is a representative sample (representing) of the population.

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[3]Syahrum and Salim, (2016).*Metodologi Penelitian Kuantitatif*, (Bandung: Ciptapustaka Media), p.113

[4]Jack Fraenkel and Norman E. Wallen, (2013). *How To Design and Evaluate Research in Education*. (Singapore: McGraw Hill), p. 73

[5]Fraenkel, *How To Design and Evaluate Research in Education*,72

In selecting the sample of the research, the writer used random sampling technique because the number of the population is big enough. The writer took one class is 8.2 class.

C. Instrument

1. Test

Test consist 30 items reading narrative question. The test is done with the aim to know students' ability in answering reading narrative question with High Order Thinking Skill.

In this study, the researcher will uses 30 question in reading comprehension test. The researcher uses "multiple choices" test. Based language assessment theory by Brown, especially in reading, there are some criteria that were commonly used in measured students reading comprehension. They are[6]:

a. Main Idea (topic).

b. Expression/idiom/phrases in context.

c. Inference (implied detail).

d. Grammatical features.

e. Detail (scanning for a specifically stated detail).

f. Excluding facts not written (unstated detail).

g. Supporting ideas.

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[6] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Person Education, 2004), 206.

h. Vocabulary in context.

The researcher prepared the instrument in the form of multiple choice questions. The specification of test as follows:

Table 3.1

Specification Reading Comprehension Test

No	Aspect	Indicator	Item Number
1	Inference (implied detail)	Students can make an inferred from the passage.	2, 5, 8, 11, 14, 17, 20, 23, 26, 29
2	Detail (scanning for a specifically stated detail)	Students can analysis a specifically stated detail.	1, 4, 7, 10, 13, 16, 19, 22, 25, 28
3	Excluding facts not written (unstated detail)	Students can scan for unstated detail.	3, 6, 9, 12, 15, 18, 21, 24, 27, 30

2. Interview

In conducting the research, interview was also used by researcher. The type of interview that researcher used is unstructured interview. Unstructured interview will develop according to the agenda of the interviewee rather than the agenda of the interviewer. While there will be a general theme underpinning the interview, it can take off in unexpected directions, which the interviewer will

follow, picking up on issues and themes suggested by the interview.[7]

D. Data Collection and Data Analyzing

1. Technique of Collecting Data

Collecting data is important of this research. Below are some steps that used in this research in order to get valid information tah supports the research. The researcher uses test and interview as instrument of this research, then the test will used to collect the data from the object of the research. The procedures of collecting data of this research are as follow:

a. The writer brought investigation letter to the headmaster or teacher with the aim at asking or permission to do search at the school.

b. The writer gave the test to the students and explain how to do it. The time for doing the test is 50 minutes.

2. The Technique of Data Analyzing

In analyze the students' ability in answering reading questions with HOTS, the researcher:

a. Analyze each students' answer by using this formula :

$$N = \frac{sm}{si} \ X \ smax$$

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[7]Nunan and Bailey, *Exploring second language classroom research*. (K.M., Heinle CANGAGE Learning, Boston, 2009), 314

Where:

N = Final Scores

sm = Total of Score Obtained

si = Total of Maximum Score

$smax$ = Scale used to classify the data (100)

(LeBlanc, 2008)

b. The data can be interpreted by the Criteria of Student HOTS Absorption Category as the table displayed below:

Table 3.2

Criteria of Student High Order Thinking Skill Absorption Category

Absorption interval	Absorption category
$85 \leq X \leq 100$	Excellent
$70 \leq X < 85$	Good
$50 \leq X < 70$	Adequate
$0 \leq X < 50$	Poor

Source: (Depdiknas. 2007)

c. Figure out each student's mean score, the researcher then calculate the average of score of all students to figure out

their ability to answer each HOTS capability by using this

formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$ = Mean score

$\sum X$ = Total of all sample score

N = Total number of samples

d. In finding to mistake made by the students in answering

reading question with HOTS, the researcher adopted the

theory from Bloom as below:

No	Level of Thinking	Categories	Total of Mistake	Precentage (%)
1	Analyzing	Analysis specifically stated detail.		
2	Evaluating	Make an inferred from the passage.		
3	Creating	Producing thoughtful idea to solve problems.		
		TOTAL		

(Sudijono, 2010)

e. Calculating the total sentences containing mistakes on each category, it was converted into percentage. The formula that will be used to calculate the percentage of each mistake is described below:

$$P = \frac{f}{n} \ X \ Smax \ (100\%)$$

Where:

P = The percentage of the total of mistakes (%)

f = The frequency of the total of mistakes found

n = The maximum number of all mistakes

$Smax$ = Scale used to classify the data (100%)