

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is very important in conducting a research. It defines how the research will be conducted and how the data for the research will be collected. In this chapter, the researcher presents the steps how the researcher conducts the research, research design, the subject of the study, research instruments, data collection procedure and data analysis technique. Those are the points that will be explained in this chapter.

3.1 Research Design

The researcher applied descriptive research and used qualitative approach. The qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014). A descriptive qualitative study is not grounded theory, because it does not produce a theory from the data that were generated (Lambert, 2012). So the researcher should make the interpretation of the meaning of the data collected.

According to definition about descriptive qualitative research above, the researcher chose to conduct descriptive qualitative research in obtaining the data in this study. The researcher had natural research on the field and obtained some data through some prepared procedures. As first research question in Chapter One is stated, the researcher wants to know how critical thinking in writing hortatory exposition will be. Descriptive qualitative research design is compatible with exploration stage. The second research question in Chapter One requires the researcher to find out the factors which influence critical thinking in writing hortatory exposition text.

3.2 Subjects of the Study

The subject of the study is the second year social program students of SMAN 1 Tarik in academic year 2016/2017. There were 21 students which came from some social classes in kelas minat. Kelas minat is used because hortatory exposition text was given there. The students were observed and their writing were collected in order to obtain the data, then these data were analyzed to give a breakthrough how critical thinking of their writing was.

3.3 Data Collection Technique and Instrument

To collect the data, the researcher used some techniques to collect the data. They are observation, students' writing and interview.

3.3.1. Observation

According to Ary et al (2010), the scientific approach rests on two basic assumptions: (1) People can derive truth from observation, and (2) phenomena conform to lawful relationships. In qualitative research, observation is about selecting also recording of behaviors of people in their environment and obtaining information that is otherwise inaccessible (Creswell, 2014). Observation happens in natural circumstance, not in a laboratory or driven experiment. According to the theoretical framework stated above, the researcher exerted observation as a technique to collect the data. Observation checklist has been prepared by the researcher.

3.3.2. Students' hortatory Exposition Text

In this study, the researcher collected the students' writing to be analyzed. Technically, the researcher asked the students to write hortatory exposition text which includes the generic structure of hortatory exposition and explore their own idea

using their own word. Writing is the most important data because the researcher aims to analyze the critical thinking in writing horatatory exposition.

3.3.3. Interview

Next step, the researcher had an interview with some students, proposing questions and clarifying all about the result that the researcher got from the observations. Purposive sampling was used to decide who would be interviewed. Three students of each level reached would be interviewed. This interview would make sure whether or not the data that are collected is appropriate. The result of interview that was proposed to give the answer for the second research question in Chapter One in order to obtained data about how the critical thinking in writing and what factors influence are.

3.4 Data Analysis

After the data from the result of the test were collected, they were analyzed. Concerning on this research, the researcher conducted data analysis by using the analysis steps of which proposed by Miles and Huberman (1994). They proposed the way how to analyze data in qualitative way which includes:

3.4.1. Data Reduction

After collecting all the data, the researcher conceptualized all of the data. Then the researcher categorized the data by using the rubric of critical thinking analysis. Not all the data were used in the following stages, thus, the researcher eliminated the unimportant and less important data out the list. On the other hand, all important data were coded by the researcher in order to assign and classify the meaning what the data interpreted. Coding helps the researcher to focus on the most important data which are related to critical thinking and the factors which influence

both. Related to research questions in Chapter One and the exerted data for each question, the researcher separated this phase into:

3.4.1.1. Critical Thinking

From the students' writing, the researcher marked all the data, then classified them with particular terms. After marking the data, the researcher shortlisted the data by only taking some of them into priorities which are named as the most important and important data, then all those data will be imported to chart data. From those steps, the researcher will get all the data about how the critical thinking constructions are.

3.4.1.2. The Factors which Influence Critical Thinking Construction

At last, the researcher will get all the important data about the factors which influence critical thinking construction. The result of interview will give researcher also some additional data which would be useful to support the overall data, for example, the ways and tips for these students to improve their critical thinking construction.

3.4.2. Data Display

Data display defined as an organized, compressed assembly of information that permits conclusion drawing or action taking which is a second inevitable, part of analysis (miles and Huberman, 1994). In the stage of data display, the researcher can be more focused in displaying data in form of chart. This chart data let the researcher examine the relationship between how critical thinking

constructions are and also the factors which influence both. The relationship eases the researcher to obtain valid data that will be presented in descriptive explanation.

3.4.3. Conclusions Drawing

In presenting a good conclusion, the researcher arranged all the data which were already examined. All the data which were already put into classification in descriptive explanation were used by the researcher to arrange an outline in order to create conclusion. The outline covers the summary of students' critical thinking and the influential factors of critical thinking. Besides, it may also provide any other details, for instance, the ways to boost critical thinking construction.