

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses aspects related to research methodology. It covers the research purpose, research question, research setting, participants, the research design, data collection techniques, and data analysis.

#### **3.1 Research Purpose and Research Question**

As mentioned in Chapter I Section 1.3, this study aims to investigate the aspects of critical thinking as demonstrated in students' reading. Thus, to meet this purpose, the research question is proposed:

What aspects of critical thinking are demonstrated by the students in the process of teaching reading and in their reading tests?

#### **3.2 Research Setting and Participants**

The setting of the research is in a Junior High School in Lembang, Bandung. There are some reasons for choosing this research site. One of them is its feasibility that the school is easy to access. Besides, the researcher has already been familiar with the environment of the school because she had previously done a mini research there. Another reason is that so far there has not been any research about students' CT conducted in the research site.

The participants of the research are 29 third year students whose names are pseudonyms. The reason for choosing the third year students is that it is assumed that the third year students can give various feedbacks because their knowledge about English are expected to be higher than the first and second year students.

### 3.3. Research Design

This study employs a qualitative research as it collects, analyzes and interprets comprehensive narrative and visual data to understand the aspects of critical thinking as demonstrated in students' reading (Gay et al., 2006: 9). Moreover, the study also tries to probe deeply the research setting to obtain in depth understanding about the way things are (in this case, students' critical thinking in reading) and why they are that way. It is in line with Nunan and Bailey (2009:413) who say that qualitative data describes what happens in a particular social setting, in a particular place or amongst a particular group of people. In this study, the data are to do with what happens in reading activity in class 9A. The researcher investigated the way the teacher taught reading and the activities the students did in the teaching and learning process.

This study uses a case study as it "investigates a single unit study in describing things and events in great depth" (Luck & Colleagues in Liamputtong, 2009:191). Therefore, the results are not to be generalized as general conditions of the whole students in Indonesia.

### 3.4. Data Collection Techniques

In acquiring the data, this study employs two techniques; the collection of students' reading tests and observations.

First, the researcher distributed reading tests to the students to identify their ability in critical reading. For the reading test instrument, the essay form was chosen because we can see the CT from the reasons explained by the students. The reading tests were done three times. There are 15 questions for each reading test. Question 1 until question 15 were about critical reading questions based on the aspects of critical thinking in reading; components, standards, skills, abilities

and dispositions (see Chapter II Section 2.2). Before the tests were used, they were tried out to 30 students from population with the students involved in this study. The test was tried out to make sure whether the reading test had represented the aspects of critical thinking in reading.

In observations, a non-participant one is used to find out the activities in the classroom during reading session concerning students' critical reading and the teacher's activities in teaching reading. The researcher recorded the existing conditions of the class. Through observations, the interaction in the classroom and the students' responses can be used to investigate their critical thinking in reading (Wallace, 2003: 80). So, the researcher observed the way the students respond to the reading text, the teacher's questions and the way the students ask questions to the teacher based on the texts given to them. The advantage of applying observations is that a natural existing classroom situation can be recorded as it occurs naturally.

During conducting the classroom observations, the researcher recorded the activities done by the teacher and the students in the interaction setting in the classroom. The observations done by the researcher were led by the observation sheets. The observation sheets contained a list of activities done by students in teaching learning process and also a list of teacher's practices in teaching. Observation sheets for students' activities contained students' involvement in asking questions, answering questions, working in groups, doing tasks and paying attention to the teacher's explanations.

### **3.5. Data Analysis**

Data from reading tests were analyzed to investigate the aspects of critical thinking regarding components, standards, skills, abilities and dispositions as demonstrated in reading tests.

The first main data were gained from students' response towards the testing reading questions. The data were then analyzed by using theory as

described in chapter two. The test was given three times; therefore the quality of the response of each student can be identified. The standard of the correct answer is based on the incorporation of theories proposed by critical thinking and critical reading experts (see Fairclough, 1992: 71; Ennis, 1996; Hood et al., 1996: 92; Chaffee, 2000; Reichenbach, 2001; Fisher, 2001: 235; Elder in Shaughnessy & Seevers, 2003: 85; Wallace, 2003: 39; Emilia, 2005; Reed & Peirce, 2005: 5; Browne & Keeley, 2007: 26; Davenport, 2007: 61; Bassham et al., 2008; Paul & Elder, 2008: 8; Peterson in Talebinejad & Matou, 2012: 2). The test aimed to check students' critical reading ability based on the aspects of CT which involves components, standards, skills, abilities and dispositions of CT as described in chapter two and chapter four.

Data from the observations were analyzed descriptively to describe the situation in teaching learning process. The data analysis was conducted in the following steps.

The first step was organizing the data of the classroom observations into file folders or computer files. The second step was transcribing the data. It was conducted by listening and watching the video and then reading the notes of the classroom observations. The third step was converting data from video into text data.

The fourth step was marking the text data by hand and dividing them based on the aspects of CT as demonstrated in students' reading. The fifth step was describing data. In this step, the researcher described and developed the data based on the theory. The sixth step was reporting and interpreting the findings.

Finally, the data gained from the reading tests and observations were triangulated by making comparison and contrast to enhance the validity of the conclusion of this study. The results of the data analysis were then interpreted in detail in Chapter Four of this study.

### **3.6 Conclusion**

This chapter has outlined the research methodology and design applied in this study. It has discussed how this study was conducted. The research purpose, research question, research setting, participants, the research design, data collection techniques and data analysis have been discussed clearly. The findings and discussions will be presented in Chapter Four.