

CHAPTER III

RESEARCH METHOD

This chapter presents six topics related to the study. These topics are Research Design, Subject of the Study, Research Instrument and Data Collection Method, Data Analysis and Triangulation.

A. Research Design

Research design refers to the strategy and planned and the procedure for research to detailed methods of data collection and analysis (Crasswell, 2009). The function was to ensure the evidence obtained enable us to answer the initial question as unambiguously as possible.

In this research, the writer used qualitative approach because this analysis and find out about HOTS; difficulties. The material of this study focused on the difficulties faced by English teacher in developing HOTS test.

This research was conducted based on the phenomenon, this research was the part of the characteristics, it has been general issue that the teachers or people who work had difficulties with their job especially in developing HOTS test, and all of people know that difficulties were the psychological problem that should be covered.

Moreover, the important features of qualitative research in investigating the literature, such as the researcher was the key of

instrument that read the literary thrifty, the writer was done descriptively which elaborated in the form of words or pictures than numbers, and the process was more priority that result, because literature established interpretations (Endraswara, 2011)

Based on the explain above, the qualitative approach of descriptive method was suitable with this research, because in this research the writer wanted to find out the problem given by the English teacher especially in developing HOTS test. The data collection draw from the structural semi deep interview with the various subject and strongly with document analysis.

B. Subject of the Study

The subject of this research is English teachers in MTsN 1 Blitar who teach English in various gradres level. There are two teachers as subject. Therefore, those two teachers was selected to become the representative of English teachers for supporting the research. The selection is considered by the existense of the English teachers in that school.

According to Craswell (2009), the subject selection in qualitative research is purposeful; participants are selected who can best-inform the research questions and enhance understanding of the phenomenon under study. It means that the quality considers the selection of the school and the participants.

Furthermore, in this research considering the chosen of the teachers which are suggested by the school. According to Crasswell (2012) “The researcher term used for qualitative sampling was purposeful sampling, researcher intentionally select individuals and sites to learn or understand the central phenomenon.

C. Research Instrument and Data Collection Method

The research instrument used in this study was the researcher (myself). I developed research instrument in order to fill the data based on the Revised Blooms Taxonomy to construct HOTS test. While the data collection method was accomplished by deep interview and documentation.

1. Interview

This instrument involved direct interaction between the researcher and the respondent. However, in the pandemic situation, the interview was conducted online. The researcher used WhatsApp application to carry out the interview. The interview was held twice in 5 May 2020 - 9 May 2020. First, although the researcher may have some initial guiding questions or core concept to ask about. At first, researcher used deep interview by served several questions based on research question in Chapter I. However, over time the researcher developed several question in delve of deepening the answer from the subject. The interview guideline is required to help researcher in the process of interviewing.

2. Documents

On the process of research, the researcher collected qualitative documents. Document was used as second data, because it can proven the first data and it generated more informations. This instrument was regarding such a daily test, and the middle test assessment. It was required to know the form and the aspect of thinking in that mostly used by the teacher. Accordingly, the result from this analyzed, will be proven the teachers' difficulty that gathered in interview method. Document analysis guideline was required to help the researcher in analyzed the data of documentation.

D. Data Analysis

The data, after collection, it processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. In analyzing qualitative data, this study used inductive analysis to gain the conclusion from the interview and documents. In inductive analysis, the data comes from specific fact or phenomenon to conclude in general. In inductive analysis, the finding data intergrated with exist theory. It is common way for serving the research data. The data analyze used are based on Miles and Huberman (1994).

1. Reduction

Reduction of data was form of analysis that sharpenes, classifies, directs, remove unnecessary data and organize the data, so that the final

conclusions can be drawn and verified (Miles and Huberman, 1992). In this step, the researcher transcribed the complete data from interview to written form. After that, the researcher made a summary and codified the items into two parts. First, the researcher will analyze the teachers' difficulties experienced in the concept of understanding HOTS. Second, the researcher analyzes the teachers' difficulties in practicing designing HOTS test. Whereas, in the documents, the researcher read and analyzed two kinds of assessment forms: daily test and middle test that were arranged by the teachers. In this step, the researcher analyzed and coded by the items based on the dimension of thinking process which cognitive levels of Revised Bloom's Taxonomy. This is hierarchical arranged in six levels from the lower (LOTS) to complex (HOTS). The labels are remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6).

2. Display (data presentation)

Data presentation was a set of structure formations that give the possibility of drawing conclusion and taking action. In this step, the researcher gained the main information about teachers' difficulty in designing HOTS test. A good presentation is very important to produce valid qualitative process, the frequency and percentage of the dimension of thinking process or cognitive level on the test calculated in order to explore which the dimension of thinking process or cognitive level was more dominant in the test.

3. Verification (conclude)

After the data collected, analyzed and codified. As the last step in this study, the writer drew the conclusion about the object of the problem. The object was the teachers' understanding in concept of HOTS and the teachers' difficulty in the practicing HOTS test. And to crosscheck and conformity the facts, the researcher compared the interview results and the document results.

E. Triangulation

a. Method Triangulation

In this study, the researcher used method triangulation to make the valid data. Method triangulation was carried out using different data collection to obtain data, namely interview and documentation method on English teachers to gain their difficulties in the designing HOTS test. From the two data collected, the researcher will use the data from the document analysis to cross-check the truth of the interview results.

