# Chapter Three

## Methodology

This chapter discussed the methodology used in this study. The first part of this chapter discus the research design. The next part is about setting of the study and the description of participants involved. After that, the chapter explained about the instrument used and the data collection method. Finally, data analysis process was explained to complete the description of the research methodology for this study.

## Research Design

This research is about the students' perception toward critical thinking-oriented activities applied in writing course at EED UMY. The researcher used descriptive qualitative method. According to Rahmat (2009), qualitative research produces descriptive data as a form of utterance and script from particular respondent. It means that qualitative data fits with this kind of study because this study needed the data gathered from the respondents' response. In line with that, , the qualitative researcher analyzes the words to group them into larger meanings of understanding, such as codes or categories rather than depending on statistical procedures (Creswell,2012). In qualitative research, one do not require to conclude something from the statistical data, but describing the data gathered.

## Setting of the Research

In this research, the researcher carried out the research in English Education Department of Universitas Muhammadiyah Yogyakarta. There were three major reasons why this research was conducted in EED UMY. The first reason was because EED UMY was accessible because the researcher is the students of EED UMY. Secondly, EED UMY is one of the EFL learning institutions that involved writing course as one of the formal teaching material in teaching and learning process. The third reason was there has not been any research discussing critical thinking-oriented activity in writing class at EED UMY, whereas as noted in background of the study and literature review that critical thinking was important for language learner.

## Research Participants

The researcher took data from six students of EED UMY. The researcher made qualifications to choose the participants. This study used purposive sampling to choose respondents. According to Cohen, Manion, and Marrison (2011), "Purposive sampling is a feature of qualitative research in which the researcher builds up a sample that is satisfactory to their specific need"(p.156). In this way, the researcher determine particular characteristic in choosing sample which is adequate enough to give the data needed. The first criteria to choose respondents was that the students had just finished their *basic reading and writing course* in the previous semester, which were students from batch 2014. The respondents were going to be categorized

into three levels. Two respondents were taken from those who had grade point average 3, 51-4, 00 who were categorized into high level. There were also two respondents taken from middle level or those who have 2, 76-3, 50 grade point average. In addition, two other students intended to be the respondent was from those who had a low level grade point which was ranging from 2,00 until 2,76.

Furthermore, the researcher also made sure that the students chosen was hardly ever absent in the Basic Reading and Writing course. The researcher also made sure that the students were not forgot about what they had made in writing course by showing them the syllabus of Basic Reading and Writing course. This was done that the students could recall their knowledge about the previous writing activities they had done. Here the researcher was focused in classes of two different lecturers who taught basic reading and writing course. in order to ensure anonymity, all interviewees as well as the lecturers were given pseudonyms. Three respondents who are Debora, William and Sammy was the students of Miss Nada while three other respondents namely Yasmine, Alena and Naura was the students of Miss Pita.

## Data Collection Instrument

In this qualitative research, the researcher used in-depth interview to collect the data of the two research questions. Face to face interview was used in order to gain detail information for the research. According to Cohen et.al (2011), "interview is unable the participants to express how they regard situations from their own point of view" (p. 409). The interviewer could get a complete answer by proposing a

deeper question related to the interviewees' answer. This definition strongly fits the current research because in this research, the researcher wanted to get deep information about the writing activity that tended to be critical thinking-oriented activities based on the students' perception as well as the students' perception about those critical thinking-oriented writing activities.

In conducting the interview, the researcher use interview guideline. The interview guideline was made based on the theory of Bloom taxonomy revised by Anderson and Krathwohl (2001) for the first and second research question. The first research question had focused to gather the data about how the writing activities were applied in the classroom that it could be analyzed whether the activity was included as the critical thinking-oriented activities based on Anderson and Khrathwohl (2001) or not. In addition, the interview guideline for the second research question was created that it could attract the students to deliver their achievement by using the writing activities. The data got for the second research question was analyzed based on critical thinking skill in Anderson and Krathwohl (2001).

## Data Collection Method

To run this study, at first the researcher made interview guideline which have been based on the theory of Anderson and Krathwohl (2001) to facilitate the interview process. After making interview guideline, the researcher chose the respondents based on the criteria. After determining who the participants were, the second way was making an appointment for the interview. The researcher made an

appointment through message which was sent to the respondents through mobile phone. The researcher conducted the interview using *Bahasa Indonesia* to ease the interviewer and interviewee to communicate and facilitated the researcher in data transcribing. The researcher asked their willingness and agreement to be recorded. Recording was done to make sure that the answer given by the participants could be transcribed completely. The recording used is from the fitur existing on the mobile phone. Furthermore, the participants were informed that their identity would not be mentioned to protect them from any foreseen threats that they could give the information honestly. In order to get the validity of the data, the researcher did member checking after doing the transcription.

## Data Analysis

After getting the data from the interview, the researcher analyzed the data by carrying out three kinds of steps. The first was transcribing the data. By this steps, The data recording was transformed into written form.secondly, the coding was started by making open coding. Open coding is a new label to a piece of text made by the researcher to describe and categorize that piece of the text (Cohen et al., 2011). After transcribing the recording, then the written text was marked by giving label to each answer of the respondent. In giving code to collect the information for the first research question, the coding process was depending on the name of each writing activity. Furthermore, for the second research question, the researcher gave code based on the theory of Anderson and Krathwohl (2001).

When the code have made toward the data of the respondents' statement, there was axial coding as the continuity of open coding. An axial code is the process of making label category toward the group of open code which has the same code (Cohen et al., 2011). This involved the process of putting the labeled text into related research question. Finally, when open coding and axial coding have been made, there was selective coding as the final categorization. As stated Corbin and Straus in Cohen et al. (2011):

> *"Selective coding is the process of identifying the core category in a text"*
>
> *(p.562).*

This kind of coding is as the final step in coding process. At this coding step, there will be many kinds of category gathered from the previous coding which is axial coding.