CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research design of this study is descriptive qualitative study. Descriptive qualitative is used to investigate the data source directly. The research method used by researcher is the content analysis method. It is because the researcher want to analyze the content of the textbook, especially reading exercices in *Bahasa Inggris* textbook for the eleventh grade of senior high school. Ary (2010) states that content or document analysis is a research method applied to identify specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any other types of documents. In this research, the researcher is as a key of instrument. Activities conducted by researchers are observing essay question of the reading exercises that come after reading text, counting the essay reading questions which belong to the higher order thinking level and discuss about the ideal framework of a reading exercise that fulfilled the higher order thinking levels inside to produce a theory. Eventually, the data presented is descriptive, especially in the form of words or pictures instead of numbers. In collecting data, this research design tends to use observation through document analysis. Finally, the final results of this study emphasize the depth of information towards higher order thinking skill.

3.2 Object of the Study

The object of study in this qualitative research is *Bahasa Inggris* English textbook for the eleventh grade of senior high school for second semester. English textbook entitled *Bahasa Inggris* is an English textbook published by the ministry of education. This book is organized as a student learning based on the 2013 curriculum. This book is given for free and automatically used by all senior high schools in Indonesia that has implemented the 2013 curriculum. Researcher will observe deeply about the distribution of higher order thinking skill in each reading exercises. The reading exercise is limited to the WH-word question such as: what, who, when, where, why, and how.

3.3 Data Collection Technique

Data collection technique is the essential point in this research. This is because the main goal of the study is to collect data. In this study, the researcher uses observation for collecting the data.

3.3.1 Observation

Observation is one of technique commonly used by the researcher to gather up the depth data. Additionally, the writer observed the textbook to obtain the data needed on each level of analysis. Therefore, the technique of collecting data was observation technique by using observation instruments. In doing this observation, researcher uses distribution table, analysis card, and content analysis checklist as the supporting tools in gaining the data. Expected data from this study is related to the distribution of essay reading questions that contain higher order thinking skills inside.

3.4 Research Instrument

In qualitative research, the position of researcher here is as the key of the instrument. It means that who became the instrument or tool of research is the researcher itself. However, it is allowed if the researcher wants to develop supporting research instruments which are expected to help researcher in retrieving data. Those research instrument are used for collecting and analyzing the data to find the result of the study. The supporting instruments include the following: tabel distribution, analysis card, and content analysis checklist.

3.4.1 Distribution Table

The first supporting instrument is distribution table. The researcher develop this instrument to facilitate the grouping of several questions in textbooks. This instrument used to collects and lists all of the essay question of the reading exercises that come after reading text. The researcher divide all the reading exercises based on the chapter in the English textbook. The distribution table use to put all of the essay questions from the reading exercises. The distribution tabel is as follows:

Chapter	Theme	The Exercises in Every Chapter	The Reading Exercise	The Essay Reading Exercise

Figure 3.1 Distribution Table

3.4.2 Analysis Card

The second supporting instrument is the analysis card. The analysis card is used as a tool to decide what kind of higher order thinking skill contained in each essay reading question. This analysis card was adopted to

Igbaria (2013). The analysis card is created by combining and collecting the understanding about cognitive domain from the revised edition of Bloom's taxonomy along with the example of the reading questions from various references that the writer got from the books and the journals. The analysis card is as follows:

Analysis	It refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of the relationship between parts, and recognition of organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension. …… Question Cues: Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain infer
Synthesis	It refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure. …… Question Cues: Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	It is concerned with the ability to judge the value of material for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria. Compare and discriminate between ideas, assess value of theories, presentations. Make choices based on reasoned argument ……. Question Cues: Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Figure 3.2 Analysis Card Adapted from Igbaria (2013)

3.4.3 Content Analysis Checklist

The third supporting instrument is the content analysis checklist. The researcher develop this instrument to classify essay reading questions related to its' level of skill. This instrument used to check whether the reading

questions of the textbook belongs to higher order thinking skill or not. Also, content analysis checklist use to count the exact amount of the distribution of the higher order thinking skill in the form the essay reading questions and compares it to every level. The content analysis checklist is as follows:

Chapter	No	Reading Question	Higher Order Thinking		
			Analyze	Evaluate	Create

Figure 3.3 Content Analysis Checklist

3.5 Data Analysis

Activities in the data analysis of qualitative research are data reduction, data display, and conclusion drawing. The writer only focuses on the distribution of the higher order thinking level even though it consists of all cognitive skills of the revised edition of Bloom's taxonomy. Finally, the writer interprets the result of the data analysis by describing it qualitatively. An explanation of each step will be explained as follows:

3.5.1 Data Reduction

In this step, the data obtained can be very diverse. It is necessary to do reduction based on those data. Reducing the data here means choosing the data matters, focusing on what is important, and discard unnecessary. The researcher used the distribution table to collects and lists all of the essay question of the reading exercises that come after reading text. The researcher lists all the essay questions from the reading exercises based on the chapter in the textbook.

3.5.2 Data Display

The next step after data has been reduced is displaying the data. Data display allow researcher to understand what happened and plan what to do next based on what has been found. In processing the data, researcher use content analysis checklist and compare it to analysis card. The content analysis checklist consists of the lists of essay questions from the reading exercises in every chapter and the columns for 3 cognitive skills of higher order thinking from the revised version of Bloom's taxonomy. Content analysis checklist use to check the distribution of every reading questions based on those 3 cognitive domains. It is intended to group the reading essay questions in order to know what the type of the higher order thinking skills from each questions. Furthermore, the reseracher not only counts the total of question in every cognitive skill from the essay reading questions but also lists the essay reading questions which belong to the higher order thinking level; analyze, evaluate, and create. The researcher employs a very simple statistical calculation to determine the distribution of each cognitive level of higher order thinking skill, and interprets the data qualitatively.

3.5.3 Conclusion Drawing

The last step is the conclusion drawing. This conclusion is obtained from the results of the data process and observations. In this step, the researcher also discuss about ideal framework of a reading exercise that

fulfilled the higher order thinking levels inside. Then, it is processed through discussion then compare the results of the research based on the related theories. The conclusion can be a description, hypothesis or theory. If the conclusions supported by valid evidence then it belongs to a credible conclusion.