

CHAPTER III

RESEARCH METHOD

A. Research Type

The research type of this research is mixed method research. This research is a research step by combining two forms of research that have existed before, namely qualitative and quantitative research. According to Creswell (2010) mixed research is a research approach that combines qualitative research with quantitative research. The research applied one variable that analysis of students' critical thinking in writing descriptive text at the second grade of MAS Al-Falah Padang.

B. Place and Time of the Research

This research was conducted at classes XI Fase F IPA pa,pi, Fase IPS pa,pi, and FASE IPK pa, pi at MAS Al-Falah Padang. Located at Jl. Makah, Koto Panjang Ikua Koto, Kec. Koto Tengah, Kota Padang, Sumatera Barat. Meanwhile, this research was conducted on January 2025.

C. Respondents

The respondents of this research English teacher and students' of second grade MAS Al-Falah Padang. There were 66 students occupying 5 classes. All the students are the respondents of this research. The distribution of the research population can be seen below:

Table 3.1**The distribution of the Respondents of the Research**

No.	Class	Number of students
1.	XI Fase F IPA Pi	12
2.	XI Fase F IPS Pi	12
3.	XI Fase IPK Pi	9
3.	XI Fase F IPK pa	17
4.	XI Fase IPA Pa	5
5.	XI Fase IPS Pa	11
	Total	66

D. Research Instruments

The researcher used document analysis, classroom observation, interview and test to collect the data. The data that the researcher obtained with document and picture of classroom observation to the teacher and test techniques is students' worksheet. According to Creswell (2014) document analysis is the process of evaluating and interpreting documents relevant to research, in order to collect data and support research findings. To investigate teacher module on Merdeka Curriculum in writing class, to analysis was conducted by the ministry of culture education research and technology No. 262 year 2022. The blueprint can see as follows:

Table 3.2
Blueprint Documents Analysis

No.	Module Components	Description
1.	General components	• School Identity • School Competence • Pancasila Student Profile • Student Targets • Facilities and Infrastructure • Learning Model
2.	Core Components	• Learning Objectives • Meaningful understanding • Leading questions • Learning Preparation • Learning activities • Assessment • Remedial and enrichment
3.	Appendix	Attachments (student worksheets), enrichment & remedial, teacher & student readings, glossary & bibliography.

The Second is classroom observation, according to Cohen, Manion, and Morrison (2007) Classroom observation is a data collection technique that involves direct observation of the teaching and learning process in the classroom, with the aim of understanding the interactions between teachers and students and the learning dynamics that occur. To investigate the teachers' implementation of using Merdeka Curriculum in writing class, the observation was conducted by adapting the classroom activities criteria from Permendikbud No. 22 each items was checklist. The blueprint can see as follows.

Table 3.3
Blueprint of Classroom Observation

No.	Segments	Description
1.	Pre-Activities	The teacher greeted the students.
		The teacher checked the students' attendance.
		The teacher used technological tools to greet and ask for students' responses using stickers, emoticons, words, simple drawings, etc.
		The teacher reviewed previous materials by raising questions to the students through classroom.
		The teacher used classroom to tell the objective of the lesson.
		The teacher used media to connect the students' prior knowledge with what will be learned.
		The teacher asks to look/listen/observed/read an objects, phenomena, problems, or texts through classroom.
2.	Whilst Activities	The teacher delivered relevant materials to the students through videos or texts shared through classroom.
		The teacher provides students with various learning resources through classroom.
		The teacher allowed students to read various information resources through groups in classroom.
		The teacher allowed students to discuss problems with peers or smalls groups in classroom.
		The teacher provided students with knowledge and skill practices (simulation, writing, presentation, or role play)
		The teacher provided examples or writing texts with correct structure,

		language features, and grammar.
		The teacher shared the writing assignment and asks the students to finish it.
		The teacher provided opportunities for students to present a product or result of the work in written, spoken or performance.
3.	Assessment	The teacher checked the students' writing products through their submission on classroom.
		The teacher provided feedback on the student's writing by paying attention to the correct structure, language features, and grammar.
		The teacher asked the students to revise their writing.
3.	Post Activities	The teacher asked students to reflect on the learning process in classroom.
4.	Follow Up Activities	The teacher gave assignments to monitor the student's learning progress and understanding of the materials
		The teacher used forum features to hold a discussion.
		The teacher gave feedback on the returned assignment so that students can revise it as needed.

And the third is interview to found the specific information, and the last is test to collect students average score in writing, the researcher uses students worksheet that analyzed based on Browns' theory, such as analyzing use five aspect that have to be required by student in producing a written text. Those aspects of writing were vocabulary, grammar, content, mechanic, and

organization of ideas. Besides, to determine students' score in writing letter, the researcher tabulated the score by using the rubric adapted from Hughes¹

Table 3.4
Rubric for Assessing Students' Writing

No.	Categories	Level and Score	Criteria
1.	Content	Excellent to Very Good 30 – 27	• Knowledgeable • Substantive • Thorough development of thesis, • Relevant to assigned topic
		Good to Average 26-22	• Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant to topic, but lacks detail
		Fair to Poor 21-17	• Limited knowledge of subject • Little substance • Inadequate development of topic
		Very Poor 16-13	• Does not show knowledge of subject • Non-substantive • Not pertinent
2.	Organization	Excellent to very Good 20 – 18	• Fluent expression • Ideas clearly stated/supported • Succinct • Logical sequencing • Cohesive
		Good to Average	• somewhat choppy

¹ Arthur Hughes. *Testing for Language Teachers*, (Cambridge: Cambridge University Press. 2003, Second Edition, P. 104

		17– 14	- loosely organized but main ideas stand out - limited support - logical but incomplete
		Fair to Poor 13 – 10	- Non-fluent - Ideas confused or disconnected - Lacks logical sequencing and development
		Very Poor 9 – 7	- Does not communicate - No organization
3.	Vocabulary	Excellent to Very Good 20 - 18	- Sophisticated range - Effective word/idiom choice and usage - Word from mastery - Appropriate register
		Good to Average 17 – 14	- Adequate range - Occasional errors of word /idiom form, choice, usage but meaning not obscured
		Fair to Poor 13 – 10	Limited range frequent errors of word/idiom form, choice, usage meaning confused or obscured
		Very Poor 9-7	- Essentially translation - Little knowledge of English vocabulary, idiom, word form
4.	Language use	Excellent to Very Good 25-22	- Effective complex constructions - Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
		Good to Average 21-18	- Effective but simple constructions - Minor problem in complex constructions

		Fair to Poor 17-11	• Major problems in simple/complex constructions • Frequent errors of negotiation, agreement, tense, number, word, order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions <i>meaning confused or obscured</i>
		Very Poor 10 – 5	• Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate
5.	Mechanics	Excellent to very Good 5	• Demonstrates mastery of conventions
			• Few errors of spelling, punctuation, capitalization, paragraphing
		Good to Average 4	• Occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
		Fair to Poor 3	• Frequent errors of spelling, punctuation, capitalization. Paragraphing
		Very Poor 2	• No mastery of conversations • Dominated by errors of spelling, punctuation, capitalization, paragraphing

After get the score of students' writing descriptive text, the students score categorized into criteria from Framana (2019) as below:

Table 3.5
Criteria Score

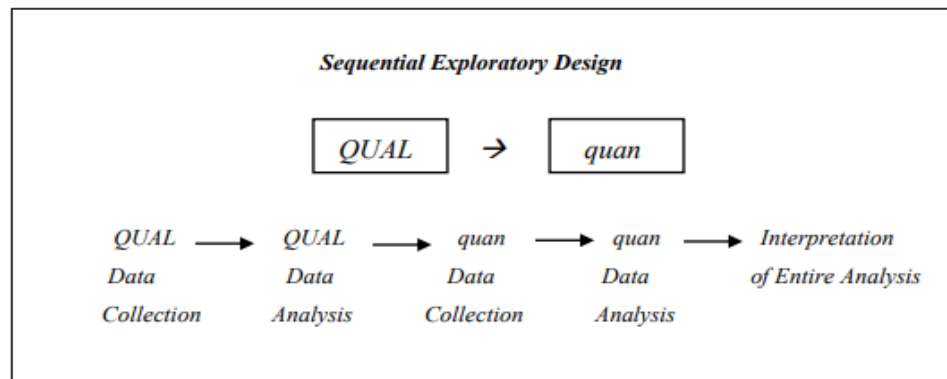
Score	Category
90-100	Excellent
75-89	Good
65-74	Fair
50-64	Poor
1-40	Very Poor

(Framana, 2019)

E. Procedure of the Research

In this mixed method (qualitative research and quantitative research), the researcher used qualitative and quantitative research on collect the data and analyze the data. This research used a sequential exploratory strategy. Where this is used simultaneously but also sequentially which is also more inclined to qualitative data (cresswell. 2009). In the sequential exploratory strategy, mixed method research is carried out by analyzing qualitative data first in the first phase and then followed by analyzing quantitative data in the second phase which is built on the results of quantitative data that has been obtained previously. This means that the research burden is generally given to qualitative which then data merger occurs when the results of the quantitative facilitate the collection of quantitative data as a form of information, which can be interpreted as the two forms of data obtained separately but connected.

Table 3.6
A sequential form of data collection, one form of data (qualitative data builds another data (quantitative data))



In this study, the first stage was carried out by collecting and analyzing qualitative data to answer the formulation of the first and second problems, namely the concept of teaching teachers in learning writing and the process of improving students' critical thinking skills in learning to write students in grade XI MAS Al-Falah Padang.

The next thing to do was to collect and analyze the quantitative data that want to see from the third problem formulation, namely the average score of writing descriptive texts of grade XI MAS Al-Falah Padang students in the development of critical thinking skills.

F. Technique of Collecting Data

Techniques of collecting the data consist of the document analysis, classroom observation and writing test. Document analysis was conducted to

find out the concept of writing learning in the school. Meanwhile, classroom observation aims to find out the process developed by teachers for students. Then, writing test is given to the respondent that is the second grade FASE F IPA pi, FASE F IPS pi, FASE IPK pi, FASE IPA pa, FASE IPS pa, and FASE F IPK pa students of MAS Al-Falah Padang to know how students average score in writing of text descriptive. The students write a descriptive text by giving several titles. Then, the respondent can choose one of the titles and describing according the titles is given by the researcher. The students have 20-30 minutes for completions.

G. Technique of Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing them, arranging them into patterns, determining what is important and what will be studied, and drawing conclusions so that they are easily understood by oneself and others.

The data analysis technique used is descriptive narrative. This technique is the activity of Miles and Huberman (2014) data analysis is applied through three flows, namely:

1. Data Reduction

The data obtained is written in the form of a report or detailed data the report is compiled based on the data obtained reduced, summarized,

selected the main points, focused on the important things. Data from trying and sorting based on a certain concept, theme, and category will provide a sharper picture of the observation results and also make it easier for researchers to search for additional data to the previous data obtained if needed.

2. Data Display

Data presentation techniques in qualitative research can be done in various forms such as tables and graphs. Data presentation can be done in the form of brief descriptions, charts, relationships between categories. Thus, the function of data display is not only to facilitate and understand what is happening, but also to plan further work based on what has been understood.

3. Conclusion Drawing/ Verification

The initial conclusion put forward is still temporary, and will change if no strong evidence is found to support it in the next data collection stage. However, if the conclusion put forward in the initial stage is supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusion put forward is a credible conclusion.

Then the research adopted the students' writing product was analyzed by using Hughes criteria in writing which consist of content, organization,

vocabulary, language use and mechanic. It is used to see the quality of student writing. To get means of students writing score, it used the formula:

$$Mx = \frac{\Sigma x}{n}$$

Explanation:

Mx : Mean

x : individual score

n : number of students

After getting students' writing score individually, the researcher used formula taken from Anas Sudjiono's book to get the mean of students' writing score and to get the class percentage which passed the KKM (75). At the end, after all steps of analyzing the data have done, the researcher made table and diagram of students' score.

Furthermore, to find out the percentage of studentd' ability in writing descriptive text, the researcher used Sudijono Formula (2009):

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P : Percentage of students

F : Number of frequently

N : Number of respondents/sample