

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method in this study. It covers discussion about the research design, research setting, subject and object of the research, data and sources of data, technique of data collection, and data analysis procedure.

A. Research Design

In conducting research, we need research design. Research design refers to the strategy to integrate the different components of research projects in cohesive and coherence way. Some experts have different opinion about what is mean by research design. Research design is plans and the procedures for research to detailed methods of data collection and analysis (Creswell, 2009).

The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible. In this research, the writer used qualitative approach because this study focuses on the analysis or interpretation of the written material in context. Materials can include textbooks, newspapers, magazines, papers, films, manuscripts, articles, etc. The material of this study focused on objective test of English evaluation instrument made and used by an English teacher. The qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics (Ary, 2010).

Qualitative research is concerned with meaning as they appear to, or are achieved by persons in lived social situations. Meanwhile, qualitative research is

descriptive which the data is collected in the form of words or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study (Bogdan and Biklen, 1982).

In this research, the writer used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively.

Moreover, the important features of qualitative research in investigating the literature, such as the researcher is the key of instrument that reads the literature thrifty, the research is done descriptively which elaborated in the form of words or pictures than numbers, and the process is more priority than result, because literature establishes interpretations (Endraswara, 2011).

Based on the explanation above, the qualitative approach of descriptive method is suitable whit this research, because in this research the researcher wanted to find out the applying of the dimension of thinking process or cognitive level of a test by using a formative analysis model, where the analysis is carried out on the instrument evaluation given by the English teacher to the students in the implementation of the classroom evaluation.

B. Research Setting

In this study, the researcher conducted the study at MAN 2 Tapin that is located at Binuang, Tapin. MAN 2 Tapin has three majors, they are IPA (sciences class), IPS (social class), and agama (religion class).

C. Subject and Object of the Research

1. Subject

The subject of this research was forty five item questions which made by an English teacher at MAN 2 Tapin as an instrument of students' evaluation in teaching-learning process which used in final exam of second semester of twelve grade academic year 2018/2019.

2. Object

The object of this research was the dimension of thinking process of forty five item questions which made by an English teacher at MAN 2 Tapin as students' evaluation in teaching-learning process and used in final exam of second semester of twelve grade academic year 2018/2019.

D. Data and Source of Data

The data of this research was objective test in English evaluation instrument. Meanwhile, the source of the data in this research got from a teacher who teaches English at MAN 2 Tapin. According to Arikunto (2010), data is the result of observation consisting of thing that writer analyses and the information or material which used in this research taken from the data source.

E. Technique of Data Collection

In this study the technique that researcher used to collect data was documentation. Documentation used to obtain the data of objective test of English evaluation instrument from an English teacher at MAN 2 Tapin on September 2nd

2019 . That test consist of 40 item questions about multiple choice and 5 item questions about essay (see Appendix 4).

F. Data Analysis

Based on revised Bloom's taxonomy, in this study, to analyze the data researcher used analytical technique that proposed by Milles and Huberman. This data analysis consists of three steps, namely:

1. Reduction

Reduction of data is a form of analysis that sharpens, classifies, directs, remove unnecessary data and organize the data, so that final conclusions can be drawn and verified (Milles and Huberman, 1992). In this step, the writer analyzed and codified the items of test based on the dimension of thinking process which is cognitive levels of revised Bloom's taxonomy. This taxonomy is hierarchical arranged in six levels (e.g. remembering, understanding, applying, analyzing, evaluating, and creating) from simple (lower order thinking) to complex (higher order thinking). In this study, the coding categories are labeled: 1) remembering, 2) understanding, 3) applying, 4) analyzing, 5) evaluating, 6) creating

2. Display (data presentation)

Data presentation is a set of structure formations that give the possibility of drawing conclusion and taking action. A good form of presentation is very important to produce valid qualitative analysis (Milles and Huberman, 1992). In this step, After the codification process, the frequencies and percentages 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 is 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 is about the dimension of thinking process or cognitive level of the test based on Bloom's taxonomy revised.