

CHAPTER III

RESEARCH METHOD

This chapter consist of the research design, research setting, participants, data, techniques of collect the data and data analysis.

A. Research Design

A research method is required to assist the researcher in determining the outcome of the research. The research is beneficial for the researcher in resolving the issue. Furthermore, if we use an appropriate method, the subject matter under research will be clear and easy to understand. This study is belong to descriptive qualitative. The research topic is "DESIGNING OF BLOOM'S TAXONOMY IN ENGLISH TEACHERS' LESSON PLAN". It is referred as a "Descriptive" because the purpose of this study is to describe the data obtained in the field. In addition, the researcher used a qualitative method to learn how is designing of Bloom's Taxonomy for English lesson plans and what are the obstacles they faced while created it.

B. Research Setting

The researcher conducted this research that take places at SMAN 1 Murung Raya Puruk Cahu, Central Kalimantan, Indonesia. This research takes on Tuesday, August 16th 2021. After understanding a background of the study and the research questions, the researcher made the option to do research in that school. Therefore, the researcher has chosen this place

because the researcher has joined the class and observed by Google classroom and zoom and saw the students less responsive and don't understand the lesson well, even though when a teacher asked the easy question, sometimes the students could not to answer it. That's why the researcher is interested in doing research in this place and wants to find out what causes it, and also to see how the teachers in this school created the lesson plan.

C. Participants

There are two English teachers at SMAN 1 Puruk Cahu, Murung Raya Central Kalimantan, it consisted of female and male, they were around 30-40 years old and their education levels were bachelor degree, and two bundles of English lesson plan grade X and XII were the sample of this research. So, to describe how is the design of Bloom's Taxonomy for lesson plan and what are the obstacles faced by the English teachers' in designing Bloom's Taxonomy for lesson plan, the researcher analyzed this study used Bloom's Taxonomy revised version conducted by Lorin Anderson and David Krathwohl.

D. Data and Source Data

1. Data

The term data refers to the types of information that obtained by the researchers on the subjects of their research (Frankel, Wallen, & Hyun, 2012, p. 111). The data sets for this study were documents of

lesson plans that designed by English teachers. The data of this study was gathered through interview and documentation. The primary data sources for this study are English lesson plans grade X and XII, and Bloom's Taxonomy revised version created by Lorin Anderson and David Krathwohl.

2. Source Data

The source data of this study are English lesson plan grade X and XII that created by English teachers at SMAN 1 Puruk Cahu Murung Raya Central Kalimantan.

E. Techniques of Data Collection

Observation, interview and documentation were used by the researcher to collected this data.

1. Observation

Observation is the one of technique to collect the data that is carried out accompanied by recording the state or behavior of the target object. And in this research the researcher used unstructured observation to collect the data because it created without using observation guidelines, it allows the researcher to develop the observation that occurred based on the field..

2. Interview

The participants of this research are English Teachers at SMAN 1 Puruk Cahu, Murung Raya. Thomas (2003, p. 63) states that

the interview is a conversation between the informant and interrogator, and that the interview usually involves a researcher orally asking questions for individuals to answer orally, but in this research involves undirect interaction between the writer and respondent by whatsapp, there is no formal structured instrument or protocol, the interview is used because they allow the research participant to answer in her/him own words and writer can ask some question without formal structure, which their steps and difficulties in designing lesson plan.

3. Documentation

The technique of data collection through depth study this documentation was the type/technique most widely used in this research. Document were recorded of past events (Sugiyono, 2013, p. 329) This documentation is used because it can be provide the data and it can give information in developing others instrument and it can makes the research objectively. This instrument is used for collecting the data in some lesson plan's file that respondents have for teaching English program. The writer can determine some issues that will be the factors of the problem.

F. Data Interpretation

According to L. R. Gay, data interpretation is a process that is used to understand the meaning or significances of the data. Data interpretation also describes as a method of evaluating and determining the significance

of the data, it involves a series of steps starting with evaluating data through multiple specified processes which can help provide varied data with some context understanding. So the pertinent conclusion can be drawn. In this research, the researcher used data interpretation qualitatively. To make it easier to analyze the data, the researcher used several steps in interpreting the data such as converting the result of the interview to transcript, then understanding the case that occurred, writing down keywords by giving the code to each teacher, such as English T1 and English T2 and last compiling the result data presented in understandable manner.

G. Data Analysis

The analysis of the data according to Gay (2006, p. 480) is an effort for the writer in qualitative method for summarizing the data that have been collected in accurate way and accountable. It is a common way for serving the research data. Creswell (2009, pp. 276-283) gave six steps of data analysis process, such as:

1. Arrange the data and prepare it for analysis, this includes interview transcription, scanning the material; typing the data; choosing and organizing the data into different types according to the information.
2. Read the entire data set to reflect the overall meaning, taking notes on the general idea that the researcher derives from the data

3. Begin to code the data. Creswell (2009, p. 279) cited Rossman and Rallis (2012) state the coding is a process of organizing the data by breaking it up into chunks (text or image) and writing a word represent the category in margins.
4. Use a coding to describe the environment or situation, the people, it can be seen by the interview when participant answer question, a theme for the analysis.
5. Make a representation of the data and topic that will be included in the qualitative description.
6. Interpret and compare the data with some theories discussed in the discussion to make sure that the data is valid.