

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this research, the researcher is used descriptive qualitative as the research design as the most appropriate one to analyzing the research through information from interviews, focus groups, open-ended survey questions, and documents. Qualitative data analysis involves a collection of techniques use to specify, delineate, or describe naturally occurring phenomena without experimental manipulation.

Specifically, this research used content analysis to analyze the content for the research. Content analysis can be undertaken with any written material, from documents to interview transcriptions, from media products to personal interviews. It is often used to analyze large quantities of text, facilitated by the systematic, rule-governed nature of content analysis, not least because this enables computer assisted analysis to be undertaken. Therefore, the researcher analyzed the data on the lesson plans that made by English Education Department students of 2017 UIN Antasari Banjarmasin have implemented with the Anderson Taxonomy that enclose in Curriculum 2013.

#### **B. Research Setting**

The research took the place in UIN Antasari Banjarmasin at Jalan A.Yani km 4,5. specifically in English Department. The reason why the reseracher done this reseacher in English Education Department Student of 2017 because

they have started learning to make lesson plans in Instructional Design course based on Anderson Taxonomy and oriented towards the curriculum 2013.

During the research, there were some activities as follows.

1. August - September : Preparation of the research
2. September - November : Collecting the data and data analysis
3. November - December: The research report

### **C. Subject**

The subjects were lesson plan that made by English Education Department students of 2017 which is focus on the assessment specifically in cognitive part that have match with Anderson Taxonomy. They made the lesson plans in Instructional Design course when they were 4th semester.

This lesson plan were divided into 2 parts, namely junior high school and senior high school. Each English Education Department students made 1 lesson plan with different material. As for the number of lesson plans studied, there were around 158 lesson plans that are divided into 6 bundles.

### **D. Data**

The data in this research were the lesson plans that made by English Education Department students of 2017 at UIN Antasari Banjarmasin. The researcher analyzed the lesson plans on the assessment specifically in cognitive part to match with the Anderson Taxonomy.

The researcher examined this lesson plans because the researcher did not take random samples and English Education Department of 2017 were learning to made lesson plans in Instructional Design course with the same lecturer.

The researcher examined assessment only in the cognitive section, not including affective and psychomotor because to shorten the time and also Anderson Taxonomy focuses a lot on the cognitive part only.

#### **E. Technique of Data Collection**

To answer whether the lesson plans made by the English Education Department students of 2017 have met with Anderson Taxonomy, there were some of things that researchers must go through. Some activities were taken in the following steps:

##### **1. Documentation**

At this documentation stage the researcher analyzed the documents that created by the subject's self or by others. In this study, researchers analyzed documents in the form of lesson plans made by English Education Department students of 2017. They made the lesson plan when they were in 4<sup>th</sup> semester. Therefore the researcher in this observation activity collects data by looking at the lesson plans.

In this stage the researcher looking for specific parts related to the focus of the research intensively in order to find the data that are valid according to the research questions. Then, the researcher marked certain parts in the parts of the assessment that are related to the research questions and making a description of the data. This activity aimed to obtain data based on the research focus

To make a description of the data the researcher makes an instrument to facilitate the classification process that consist name of the students,

keyword of cognitive's action, and category of Anderson Taxonomy based on the theory of Anderson, L.W., & Krathwohl, D.R.

## 2. Test

After collecting the data by gain documentation, the next step of the results of researchers give a test to English Education Department student of 2017. Data collection was carried out by giving a series of test or written statements to respondents to be answered. After conducting this test, it will be known with certainty the variables to be measured and know what is expected of the respondent.

The test was given in the form of examination with some questions which is there are the answer's choice available selected by students of the English Education Department student of 2017. They will be given the opportunity to answer as they wish.

The test given was 18 questions which were divided into 3 parts. Part A was 6 multiple choice questions where the question asks about the definitions of the level of cognitive domain. Part B was a part of matching between the 6 sentences that have been provided with the cognitive domain. Last, part C was to make 6 cognitive sentences using the verb action provided.

## 3. Interview

Interview is a data collection technique conducted through face to face and question and answer directly between researchers and correspondent. In the case of this interview the researcher conducted an unstructured interview

where the researcher only asked a few important points regarding the lesson plan that made by the English Education Department students of 2017 with some of the students who got highest and lowest score.

#### **F. Techniques of Data Analysis**

Analysis of the data followed the content analysis procedure proposed by Krippendorff (2013). Data analysis was done through the following steps.

1. Comparison of the data.

In this stage, the data were compared to each other to find similar data to be classified into a category. The researcher compared the cognitive domain in lesson plan with the theory of Anderson Taxonomy.

2. Categorization of the data

The data that showed an indication of the research questions were tabulated according to the group that had been categorized. In this stage, the data categorization was done to insert the data of each element into the same categorization as a kind of comparative work in order to facilitate the analysis. The researcher categorized one by one of lesson plan and focus in cognitive domain. The categorized process focused in action verb based on Anderson Taxonomy that they used in their assessment

3. Presentation of data tabulation

Presentation of data was done systematically to present the results of data categorization in the form of tabulation and descriptions. In this process, the researcher collected and calculated the data that have got.

#### 4. Stage of inference

In this stage, interpretation and inference results were done based on the categories that have been obtained during the study. Knowledge of the context of the data strongly influenced the success in making inferences.