

## **CHAPTER III**

### **RESEARCH METHOD**

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

Research design is a plan concerning the way how to collect and analyze the data which are suitable with the purpose of research. In this research, the researcher used descriptive qualitative method. The reason for taking qualitative data analysis is because this research involves the process of collecting data to describe real descriptions based on facts and data collected without manipulating.

This research used content analysis focuses on the message in the content and also because it emphasizes the meaning of the text in assessment. Content analysis can be undertaken with any written material because the object of this research is the instruction text in the assessment which means that this research is contextual.

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

The study took an English Education Department at UIN Atasari Banjarmasin on Jalan A. YAni KM 4.5. The research focuses on examining the results of field work carried out by the English Education Department student of 2019.

#### **C. Object**

The object of study is the assessment in the Teaching Modules made by students of the English Education Department 2019. The data source in the assessment will be related to the cognitive part which refers to Anderson Taxonomy.

#### **D. Data**

The research data is teaching modules made by students majoring in English Education Department of 2019. At that time the government was also implementing its newest curriculum, named the Merdeka Curriculum in early 2022. Students who have completed the Instructional Design course will researched their teaching modules. The teaching modules will be taken for each assessment to be reviewed and matched in the cognitive section but not included in the affective and psychomotor sections of the Anderson Taxonomy. Due to limited research resources and time more focus in the cognitive part only.

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

In this study, researcher used a data collection technique, named documentation. It is intended that researchers focus on the assessment that will be examined in each teaching module. The researcher will look for the part of the teaching module that contains assessment and match it to the six cognitive levels and match each part with the existing action verb. Then the researcher will conclude the results, how many assessments have been collected, what levels are in each assessment and what is the dominant level that will emerge. All of that will be described in the data.

The researcher make an instrument to make description of the data to facilities the classification process consist of the student's name, the cognitive's action keyword and the category of Anderson Taxonomy according to the Anderson Theory.

#### **F. Data Analysis**

After collecting data with documentation, the data will then be analyzed to match each assessment to each cognitive level of Anderson Taxonomy.

1. The researcher will read the assessment in the Teaching Modules.
2. The researcher read all of definition and parts of six level of cognitive domain.
3. The researcher categorized the assessment items based on parts of six level of cognitive domain.
4. The researcher classify each part of assessment based on the six level of cognitive domain.
5. The researcher resume the result of the data.