CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describe the research design which would be used in this study, research subject, source of data, research procedure, data collection technique, research instrument, and data analysis technique. To make them clear, the researcher elaborated them one by one in the following part of this thesis.

A. Research Design

According to Creswell, Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.[1] In this research, the researcher choose qualitative design by using descriptive approach since the purpose of this study is to understand and describe the phenomenon that happens to the subject being observed in natural contexts. This descriptive study is used to gain certain information about a certain phenomenon that happens when this study is conducted.[2] Moreover, this study is designed to obtain information and description concerning to the students' ability in constructing reading question items from cognitive level of bloom taxonomy perspective.

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[1]Jhon W. Creswell, *Educational Research Fourth Edition,* (Person: 2011)p.3
[2]Bogdan and Biklen.*Qualitative Research for Education* (United States of America: Pearson. 2007), 11.

While according to Tayie, qualitative research viewed from the reality dimension, there is no single reality. Each observer creates reality as part of research process; it is subjective and exists only in reference to the observer. Furthermore, the qualitative researcher examines the entire process believing that reality is holistic and cannot be subdivided. The qualitative researcher believes that human beings are fundamentally different and cannot be pigeonhole that makes the qualitative scholars attempt to produce a unique explanation about a given situation or individual. The setting of qualitative research is conducted in field, or in natural surroundings which has purpose trying to capture the normal flow of events without trying to control the extraneous variables.[3]

Moreover, in this research, the researcher deals with the research of students' ability inconstructing reading question based on cognitive level of Bloom Taxonomy perspective. It means that it would need depth description related to the cognitive level of Bloom Taxonomy itself. As a result, this research conducted through descriptive approach to get a depth understanding. Descriptive approach would recognize whether the students' ability is in high or low level based on cognitive level of Bloom Taxonomy perspective. Thus, the type of qualitative with descriptive approach was used in this research with aimed to investigate the students' ability in constructing reading question items based on cognitive level of Bloom Taxonomy perspective, the level of

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[3]SamyTayie.*Research Methods and Writing Proposals* (Cairo: Cairo University press. 2005), 85 – 87.

question that have been made by Critical Reading students', and the students difficulties in constructing question.

B. Research Subject

This study takesthe students ofCritical Reading Class in Faculty of Education and Teachers Training UIN SunanAmpel Academy Year 2015/2016. It is because they are as a student at the Faculty of Education and Teachers Training has been prepared as a qualified educator. They have also been equipped with the materials that have made them think in a higher level. Of course they also have been able to create questions that can bring success for their prospective student's future. Therefore, the researcher do researchinsixth semester of critical reading classof English teacher education department UINSA and the researcher was taking in class D consist of 6 male and 19 female students from critical reading class because this research consist to constructing reading question items. The researcher does the research on Monday, 6th June 2016.

C. Source of Data

Data is everything that taken from the observation whether they are facts or numerical sources, according to Arikunto as quoted by

Suhardi'sthesis.[4] The types of data are qualitative data which are obtained from assessment and questionnaire. Data obtained through observation will be strengthened by reading question items that made by students in critical reading class. The sources of data in this study are the sixth semester students' of English Teacher Education Department UIN SunanAmpel.

The result of the observation, reading question items that made by students in critical reading class and the questionnaire are processed as a data. The data explains and answer the research question about the students' ability in constructing reading question items based on cognitivelevel of Bloom taxonomy's perspective and the students' difficulties in constructing the question items, with the result that the research can describe the level of the question made by students in critical reading class based on cognitive level of bloom taxonomy's perspective.

D. Research Procedure

This research accomplished through the stage of preliminary research, implementation, and concluding the data. Each of the stage is elaborated below.

1. Preliminary research

   The researcher consults to the lecture to decide the test.

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[4]Suhardi, The implementation of teaching Grammar at MAN Sumenep, Unpublished S-1 Thesis, (Surabaya:IAINSunanAmpel, 2009), p.34

2. Implementation

   After doing pre research, the researcher made planning, the planning are design the research, design the instrument, and do the research. The implementing the research by analyzing students assessment and calculate the questionnaire to know students' ability and their difficulties in constructing questions.

3. Concluding

   After analyzing all of the data, conclusion is drawn from the result of research.

E. Data Collection Technique

   Toconduct the research, in collecting data the researcher usetwo techniques.

   1. Assessment (test)

      A test is method of measuring a person's ability, knowledge, or performance in a given domain.[5]In this research, the test is used to answer the research question number one; the students' ability in constructing reading question items whether their ability is low, fair or high level based on cognitive level of Bloom Taxonomy's perspective.The test adapted from Asian Social Science Journal

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[5] H. Douglas. Brown, *Language Assessment Principles and Classroom Practice.*(Longman, 2004), 3.

entitled *"Methods to Oral English Practice"*. For the detail can be seen on appendix 1.

2. Questionnaire

Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hopes that they will respond the questionnaire.[6]According to Sugiyono there are two types of questionnaire, those are close form questionnaire and open form questionnaire. Open form questionnaire is a question that hopes the respondent to write his or her answer about something descriptively. On the other hand, close form questionnaire will help the respondent to answer quickly, because the researcher gives an alternative answer to them.[7]

In this research the researcher used close form questionnaire, the students were given some question with two alternative answers (yes/no), which had to be chosen by the students. The researcher given ten questions items which have to be answered. The questionnaire was related to difficulties in constructing question items.For the detail can be seen on appendix 3.

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[6] Dr. Juliansyah.Noor, S.E,M.M. *MetodologiPenelitianSkripsi, Tesis, Disertasi, danKaryaIlmiya, 87.*
[7] Prof. Dr. Sugiyono, *MetodePenelitianKuantitatifKualitatifdan R&D* (Bandung: Alfabeta, 2009), 63.

The questionnaire was distributed after the students did the test. This questionnaire is expected to answer the research question number two; the students' difficulties in constructing reading question items.

F. Research Instruments

In this part, the researcher will use the instrument to complete all data which are needed in this research. In this research, the instruments which are used by the researcher are assessment (test) and questionnaire.

1. Assessment (test) sheet

   This instrument used to answer the first research question. It contained instruction to measure the students' ability in constructing reading question items whether their ability is low, fair, or high level based on cognitive level of Bloom Taxonomy's perspective. The researcher used Journal text as a test. From this journal the researcher ask students to make five questions.

2. Questionnaire

   To bring the data together by means of questionnaire, the researcher must make some questions. This instrument was used to

gather other information related to the students' ability in constructing reading question based on cognitive level of Bloom Taxonomy perspective. The researcher provided the questionnaire that consists of some questions related to it. This questionnaire was also use as self-assessment for the students' weather they know theirdifficulties in constructing question.

G. Data Analysis Technique

In this study, the researcher analyzed the data by using descriptive qualitative. All the data obtained by the researcher are presented in the form of description. The researcher analyzes the data which is earned from the assessmentandquestionnaire. The answer of the assessment and questionnaire are identified by the researcher in order to answer research question about the level of reading comprehension that have been created by critical reading students and their difficulties in constructing the question items. After identifying the data which are obtained from assessment and questionnaire, the researcher describes the students' ability in constructing reading comprehension question items from cognitive level of bloom taxonomy perspective.

From the initial data above, the researcher tabulated the data by counting the response from each data. To know the percentage of data from

test and questionnaire, the researcher use formula from Arikunto as stated below:[8]

$$P = \frac{F}{N} \text{ X } 100\%$$

P = percentage of students'

F = number of frequency of the respondent answer

N = numbers of respondents

In conclusion, the researcher begins to describe the findings in a chart percentage and present the data obtained descriptively. The description made by the researcher based on the data collection. Then the researcher analyzed the data in specific but brief and clear description.

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[8]SuharsimiArikunto, *"ProsedurPenelitian (SuatuPendekatanPraktik)",* (Jakarta: RinekeCipta, 2006) P.152