

CHAPTER III RESEARCH METHOD

This chapter presents and discusses some aspects of the research methodology. It covers approach and research design, researcher presence, research location, data and source of data, data collection technique, research instruments, data analysis technique, checking validity of findings and research stages.

A. Research Design and Approach

This research used qualitative descriptive method to find out the answer of research questions. This method is appropriate in identifying and describing the problem in this research. Qualitative research refers to studies that investigate the quality of relationships, activities, situations, or material.¹³³ In addition, Beverley Hancock, Elizabeth Ockleford and Kate Windridge defined qualitative research is as a way in describing and interpreting and might lead to development of new concepts or theory and it leads to have natural setting as the data.¹³⁴ Also, qualitative is interested in *how* things occur.¹³⁵ This study expected to dig more about how the student teacher designed-task in facilitating higher order thinking skills. Further, the principles of facilitating task in higher order thinking skills are also described in discussion as the deeper analysis. Therefore, this qualitative method matches well with this study since it is used to identify and describing the student teacher designed-task in facilitating higher order thinking skills.

B. Research Setting

This study takes place in English Teacher Education Department (ETED) of Sunan Ampel State Islamic University of Surabaya. Additionally, this research has been done in April 2017. This study chose this university because it is in ongoing

¹³³ Jack R. Fraenkel – Norman E. Wallen. *How to Design and Evaluate Research in Education*. (New York: McGraw-Hill, 2009), 435.

¹³⁴ Beverley Hancock – Elizabeth Ockleford – Kate Windridge, *An Introduction to Qualitative Research*. (The NIHR Research Design Service for the East Midlands, 2009), 6.

¹³⁵ Jack R. Fraenkel – Norman E. Wallen. *How to Design and Evaluate Research in Education*. (New York: McGraw-Hill, 2009), 423.

process to the World Class University which means the University need to have good quality and outcomes to compete among global universities.

The data has been examined was secondary data, the researcher analyzed it as soon as the thesis proposal appraisal had been done.

C. Data and Source of the Data

1. Data

The data that was used in this study was the task item that was designed by student teachers in their microteaching class. This was used to answer the entire research questions.

2. Source of Data

Dealing with the task that needed for this research, the student teachers' lesson plans are collected. This documents are obtained from student teacher of English Teacher Education Department in Sunan Ampel State Islamic University who were enrolling Microteaching classes in even semester academic year 2017/2018. In addition, there are 9 classes of Microteaching class which each class will have 13-14 students as the maximum. Those classes are lectured by four different lecturers. From those 9 classes, the researcher focuses only on 7 classes with 2 different lecturers. This is because those 7 classes are really available in participating this study. The student teachers in those classes are asked to do teaching practice in both 2013 and KTSP curriculum with complete version of lesson plan or *RPP* based on the Curriculum guidelines. The researcher collects all 2013 curriculum lesson plan from those 7 classes that are designed only for Senior High School. With the Senior High School designed-lesson plan, the researcher expected the student teacher design their lesson plan in high level of cognitive domain. Since, the student of Senior High School are believed to have much more background knowledge rather than Junior High School students.

D. Instruments

Data are required to undertake the findings of this study. Those data can be obtained by using these following instruments;

1. Main Instrument

In this research, the researcher is the main instrument since it is qualitative research. The researcher will collect the student teachers' lesson plan that is designed for Senior High School. The tasks that are in line with higher order thinking learning objective are used as the data which has been analyzed by the researcher.

2. Instrument Tools

These particular tools are needed for collecting the data in this study:

- a. Documents

Specifically, documents in this research are the collected lesson plans of student teachers. The task in those lesson plans will be the most important instrument for this research. Those tasks are used as the basic data in analyzing how the student teachers facilitate higher order thinking skills.

- b. Checklist

After the lesson plans are collected, to answer the first and the second research question, the researcher uses checklist. There are two different checklists for one research question. The first checklist used Bloom's taxonomy revised version that is already discussed in the previous chapter.¹³⁶ The checklist will be in the following table;

¹³⁶ L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assessing*. (New York: Longman, 2001). 79-88.

Table 3. 1 Checklist of Bloom's Cognitive Domain

No	Name	Task Item	Verbs that show Analyze level	Verbs that show Evaluate level	Verbs that show create level	Notes
			Differentiating Organizing Attributing	Checking Critiquing	Generating Planning Producing	

Continuing analysis to the research question will be based on the principles of Brookhart's theory.¹³⁷ (*see appendix 8*)

The checklist above is modified from three basic principles. Those are used to know and describe the principles of student teacher designed-tasks in facilitating task in higher order thinking skills.

E. Data Collection Technique

As stated by Creswell, there are varied techniques to collect qualitative data; there are observations, documents, interviews and questionnaire, and audiovisual material.¹³⁸ Specifically, this study used documents and audiovisual material in collecting the data. Documents is the main point of data collection techniques. The data are collected from student teacher designed-task based on their lesson plan. The lesson plan was only on 2013 curriculum for Senior High School. After the student teachers practice in the classroom, the researcher asked the copy of lesson plan to be analysed. The audiovisual material was needed when the task of student teacher was not clear enough in the documents side. The

¹³⁷ Susan M Brookhart. *How to Assess Higher-order thinking skills in your classroom*. (United States of America: ASCD Publication, 2010), 24-30.

¹³⁸ John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition*. (Boston: Pearson Education, Inc., 2010), 212.

audiovisual material was the video recording of the student teachers performance.

Qualitative research is different from quantitative research for identifying the participants. Creswell further explained that in qualitative research the participants are not identified by random sampling but by purposeful sampling; how the participant can help the researcher most dealing with the focus of the study.¹³⁹ The participant of this study are those who designed lesson plan for the students in the Senior High School. It is because the characteristics of senior high school students who are more mature in the knowledge and cognitive level rather than Junior High School students. Creswell also suggest to get permission of the participants for having greater access of the student teachers' work. The researcher did this suggestion for this study.

F. Data Analysis Technique

As discussed above, this research used descriptive qualitative method. Cited by Creswell, Dey stated that there is no exact technique to analyze qualitative data; eclectic.¹⁴⁰ However, the guidelines or steps are provided to analyze the qualitative data. As stated by Creswell, there are six steps to analyze the qualitative data.¹⁴¹ The six steps will be shown in the following figure¹⁴²;

¹³⁹ *Ibid*, 205

¹⁴⁰ John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition. (Boston: Pearson Education, Inc., 2010), p. 238.

¹⁴¹ *Ibid*, 237.

¹⁴² *Ibid*, 237-262.

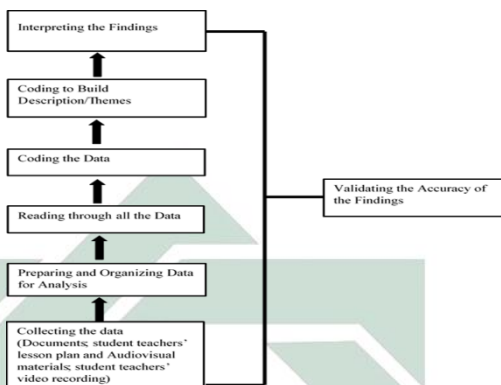


Figure 3. 1 Data Analysis in Qualitative Research Adapted from Creswel

As linear and hierarchical approach building from bottom to top is suggested in this figure. Particularly, it is applied in this research as the following steps:

Step 1.

Collecting Data. In his step, the data is collected. It involves the documents (student teachers' lesson plan) and audiovisual material (video recording).

Step 2.

Preparing and Organizing Data for Analysis. Here, the collected data is prepared and organized before going to the next step. The data is arranged into different types depending on the source of information and the purpose of collecting the data.

Step 3.

Reading all the data. After data is prepared, the researcher read all the data to gain information as much as possible. While reading the data, the researcher can give notes in the data.

Step 4.

Coding the data. In this step, the researcher started to analyze by labelling the data or information. This is also to identify which information that need to be used in this study or need to

be reduced. Moreover, by doing this, it automatically selects specific information that focus on the study.

Step 5.

Coding to Build Descriptions/Theme. Here, the researcher identified the data based on the research question in this study; the Bloom's taxonomy level in facilitating higher order thinking skills. Those data that are categorized based on the research questions included into the theme, while the descriptions are the information following it. Furthermore, the researcher started to interrelate theme/description into the theory used in this study. The researcher analyzed the tasks firstly by using Anderson's theory of Bloom's taxonomy revised version in his book "*A Taxonomy for Learning, Teaching and Assessing*" and following analysis with the theory of Susan M. Brookhart in her book under the title "*How to Assess Higher Order Thinking Skills in Your Classroom*".

Step 6.

Interpreting the Findings. The analyzed data above is explored and explained in the chapter 4 of this study; finding and discussion. The findings relate to the theory mentioned above. Finally, the last step of analyzing data is to conclude the whole research.

G. Checking Validity of Findings

After analyzing the data, the researcher needed to validate the findings of this study. There are three techniques to validate the findings based on Creswell; triangulation, member checking and auditing.¹⁴³ Specifically, this study used triangulation to validate the findings. Further, Creswell explained that triangulation is the process of justifying evidence from different individuals, type of data, or methods of data collection.¹⁴⁴ The action or effort to get more information from different sources is to support the theme and description of the findings.

Johnson compiled in the journal "Triangulation of Data Analysis Techniques" that triangulation can be done in four

¹⁴³ John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition.* (Boston: Pearson Education, Inc., 2010), 259.

¹⁴⁴ *Ibid*, 259.

ways; data, methods, investigator, theory triangulation.¹⁴⁵ On data triangulation, the researcher obtained the data not only from document but also interview. Moreover, the researcher used investigators triangulation as well; the advisors and the lecturer that know about the issues (assessment and Bloom's taxonomy) also included to ensure the findings. The theory of Bloom's and Higher Order Thinking also used to do theory triangulation to help interpret and explain the data. By doing this triangulation techniques, this study will be more credible and accurate.

H. Research Stages

The process of this study will be done as these following stages:

1. Take a preliminary research

The researcher does small observation to the lesson plan of student teachers of microteaching class academic year 2015/2016. Even though the students teacher have passed the courses dealing with curriculum and assessment, the student teachers still have difficulty in relating and designing task in higher order thinking skills. Some of the student teachers can facilitate higher order thinking skills in their task. Therefore, the researcher decided to find out the characteristic of their task in facilitating higher order thinking skills for the academic year 2017/2018.

2. Decide the research design

Before going to the research design, the researcher wrote the title and research question first. Next, the researcher describes the phenomenon and limit the focus of the study. The researcher decided the research designed along with the outline.

3. Conduct the research:

a. Collecting data

As the data are obtained from the student teachers' of microteaching classes, the lesson plan will be collected or copied; then the researcher will analyse them.

b. Analysing the data

After all the lesson plan have been collected, the researcher will be able to analyse the data based on the theoretical

¹⁴⁵ Mary Anne Lauri. "Triangulation of Data Analysis Techniques". *Papers on Social Representations*. Vol. 20, 2011. 34.2

framework in chapter II; Bloom's taxonomy revised version and Brookhart's theory.

Further, after analyzing the task to know how the task facilitate higher order thinking skills, the researcher will describe deeper about the level with the principles of the task that facilitate higher order thinking based on the theory in chapter II.

c. Interviewing the subjects

The researcher asked the subjects about some particular information based on the result of the analysis. This is expected that the subjects can give clear explanation about the data. Thus, the researcher can clearly explain the result of the data whether the tasks are in higher order thinking skills or not. This also helps in reinforcing predictions that occur during the analysis process.

d. Combining the first data and the result of interview

After interviewing the subjects, the documents analysis and the interview result are combined. Here, the researcher also related the analysis of student teachers' task and theory in chapter II. The subjects' explanation through interview support the findings that will be explained in the discussion section.

e. Concluding the result of the research

After all the data, the result of the analysis and the theory were combined, the researcher made the conclusion of the research based on the whole sections of this study that have been discussed.