

CHAPTER III RESEARCH METHOD

This part of study deals with research methodology which is designed as technique to collect and analyze the data.

A. Research Design

Dealing with this research, qualitative descriptive method applies in this research to find out the research question. Then, according to Newman and Benz statement, they said that qualitative approach as naturalistic approach which observe and interpret reality with the purpose of developing a theory that will explain what was experienced¹.

In this case, the researcher used qualitative method for reclassifying a study about classification of internet language learning resources that has conducted by Agarwal. In Agarwal's study, it was showed many kinds of internet language resources materials for all level of learner's ability on some tables with different categories, such as my favourites, my test, video lessons, grammar, listening, reading, and some more which explained on an international journal entitled *Internet-Based Language Learning And Teaching* on February 2010². The classification between Agarwal and this study is different in the categories. The categories of this study is classifications of internet language learning resources that facilitate students' cognitive development based on bloom's taxonomy and the four language skills.

B. Research Presence

The presence of the researcher in this study is as non-participant observer, which means that the researcher do not reach

¹ Isadore Newman and Carolyn R. Benz, *Qualitative-quantitative Research Methodology: Exploring the Interactive Continuum* (the United States of America: Southern Illinois University Press, 1998), 3.

² M. Kumar Agarwal, "Internet-Based Language Learning And Teaching", Vol.1, No.8, February 2010

the full involvement in participants' activity³. The researcher visited the websites for observing the content and then analyzed it based on the instrument. The researcher gave checklist on the instrument based on the content of the websites. If the websites appropriate with the instrument, the websites will be classified, but when the websites does not appropriate with the instrument, it can be reduced. Thus, the researcher got the primary for this study.

C. Research Location

This study taken place on this websites <http://www.englishstest.webs.com/> as the main resources which provided many kinds of internet language learning resources which came from Agarwal's study as the writer of an educational journal entitled Internet-Based Language Learning and Teaching which is published on 1st February 2010. The researcher visited this websites <http://www.englishstest.webs.com/> and analyzed it based on the instrument of cognitive development based on bloom's taxonomy revised in 2001 and the four language skills.

D. Data and Source of Data

1. Data

The data that will be used in this study is Agarwal's study entitled Internet-Based Language Learning and Teaching which provides many kinds of internet language learning resources where the result of this study is showed on a table that can be found on this website <http://www.englishstest.webs.com/>. Therefore, the focus of this study is only internet language learning resources on his website which has seven categories, such as my favourites, my test, video lessons, grammar, listening, reading, and some more. (See Figure 2.1)

2. Source of Data

Dealing with the data, the sources of data came from the observation of the internet language learning

³ J. Amos Hatch. *Doing Qualitative Research in Education Settings*. (Albany: State University of New York, 2002), 72-77

resources based on Agarwal's study that is showed on the table on this website <http://www.englishtests.webs.com/>.

The researcher and the observation checklist were as the instruments for classifying the internet language learning resources that can facilitate the students' cognitive development based on bloom's taxonomy and the four language skills, such as <http://www.esl-lab.com/> is for listening skill, <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice> is for reading skill, www.myenglishpages.com is for writing skill, and <http://www.audioenglish.org/> is for speaking skill. It means, the classification is based on the cognitive development based on bloom's taxonomy theory which is revised by Lorin Anderson, and team on 2001 and the four language skills.

E. Research Instrument

In this case, the instrument is totally needed in collecting data of the research. Therefore, the researcher designed the instruments for finding the answer of research question in a technique included observation checklist the web resources that can facilitate the students' cognitive development based on bloom's taxonomy and the four language skills.

1. Observation Checklist

The researcher observed at the Agarwal's table as the result of his study on his website by giving checklist. The checklist will be the verb table of cognitive development based on Bloom's Taxonomy and the four language skills. Then, the website which is given by the checklist will be classified into the table of classification the internet language learning resources that facilitate student's cognitive development based on bloom's taxonomy and the four language skills. Then, the observation checklist for identifying the websites was designed using this symbol (√) in every keywords of bloom's taxonomy which has six levels of cognitive development, such as remembering, understanding, applying, analyzing,

evaluating and creating. Besides, reading, listening, writing and speaking are included on the four language skills. Therefore, researcher uses this table for classify the internet language learning resources that is adapted and modified from theory of cognitive development based on bloom's taxonomy and the four language skills. (*See Appendix 3.1*)

F. Data Analysis Technique

In this study, the researcher analyzed the data descriptively because of qualitative method was used. The researcher transcribed the result of classification the internet language learning resources that can facilitate the students' cognitive development based on bloom's taxonomy and the four language skills which observed by Agarwal's study as the main data in this research. Finally, the researcher interpreted the data as the need to answer the research question that will be discussed into the finding of the research. In essence, the data obtained from observation checklist is analyzed through these following detailed techniques:

1. Data Reduction

In reducing data, the researcher needed to get the primary data that only needed by the researcher. Choosing and focusing on the main topic of the research means reducing data.⁴ Therefore, the researcher codes data as follow to reduce the data in this study:

- a. Making the checklist observation as the instrument by adapting two theories that has related with cognitive development based on bloom's taxonomy and the four language skills. (*See Appendix 3.1*)
- b. Observing all of the web resources on Agarwal's table. Then, giving checklist the web resources based on categories of cognitive development based on bloom's taxonomy with their keywords and the four language skills.

⁴ Sugiyono. *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta Bandung, 2012), 338

2. Data Display

After reducing the data, the researcher tries to set the technique for displaying the data. Because of this study uses qualitative method, the data display can be formed in short essay, graphic, matrix, network, flowchart, table, etc.⁵ By displaying the data, the researcher is expected to understand the data which have been classified based on bloom's taxonomy and the four language skills in good structure. Thus, the researcher displays the data as follows:

a. The result of classification the internet language learning resources based on bloom's taxonomy and the four language skills on the table.

1) In this study, the researcher shows the classification of the internet language learning resources that can facilitate the students' cognitive development based on bloom's taxonomy and the four language skills which already got the reduction to get the primary data that appropriate with the instrument.

b. Description of the internet language learning resources based on every level of bloom's taxonomy and the four language skills.

1) The researcher tries to count the percentages of the internet language learning researcher in every levels of bloom's taxonomy and the four language skills through this following formula:

$$\frac{\text{Count of Web Resources}}{\text{Total of Agarwal's Table}} \times 100 =$$

Furthermore, the researcher interprets those data in discussion part based on the theory used in this study.

3. Conclusion (Drawing of Verifying)

In this study, the researcher drawn the conclusion based on the data that had been interpreted by reflecting on the research question, because the last technique of analyzing the data is drawing conclusion and it can answer

⁵ Sugiyono. *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta Bandung, 2012), 341

the research question. However, sometime it still happen when the research question cannot be answered, because qualitative research is not static when the researcher observed.⁶

G. Checking Validity of Findings

For getting the validity of the findings, the researcher conducted the observation by visiting the websites more than three times when classifying it into the table of bloom's taxonomy and the four language skills. Thus, the data were more accurate.

H. Research Stages

The stages in this study are structurally conducted as follow:

1. Preliminary research

In order to clarify the problems linked to this research, the researcher started this study by conducting preliminary research since from 15th February-1st March 2017. By doing this preliminary research, the researcher got information about not only students but also the teachers got difficulties to find out and understand the real function of many kinds of internet language learning resources when they want to apply it in their real teaching or practice teaching English for increasing the students' cognitive development and improve their language skills. They needed the guidance for the English teacher to explore those resources and chose the right ones that appropriate with their teaching purposes. Therefore, in this study the researcher classified the internet language resources which can be guided the language teacher to explore those resources and choose the right ones for their teaching purposes.

2. Designing Investigation

In this step, the researcher designed investigation for identifying the content of the websites which are have many kinds of English materials. It can be videos, reading

⁶ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012), 345

passages, audio files, tests, and so on. Because of the various content of the websites, the researcher identified it by using the table of bloom's taxonomy and the four language skills which was adopted and modified from Anderson, L.W. & Krathwol, D.R. entitled *A Taxonomy for learning, teaching, and assessing* and Muñoz Bastíasin entitled *Tegration Of The Four Skills Of The English Language And Its Influence On The Performance Of Second Grade High School Students* which was validated by the expert. (See Appendix 3.1)

3. Implementing Investigation

In term of investigating the websites, the researcher began to observe the websites on the Agarwal's table as the main topic in this study. One by one, the researcher opened it and then gave the checklist based on cognitive development of bloom's taxonomy and the four language skills' table as the instrument. Besides, the researcher took a note about the interesting information based on the finding on the websites as additional information.

4. Analyzing data

After obtaining data from the instrument used in this research, the researcher analyzed the data in attempt to get the answer of the research question directly.

5. Concluding data

The researcher concluded the findings for getting the result of the research, because the conclusion of this study became the final report of this research.