

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the methodology employed in this study. It represents research design, place and time of the study, data and data source, data collection techniques and procedure, data collection instrument, and data analysis procedure.

3.1 Research Design

The study was qualitative research, considering the research questions, the Content analysis method was employed to answer the research questions. Content analysis is defined as the process of summarizing and reporting written data – the main contents of data and their messages. Content analysis starts with a sample of texts (the units), defines the units of analysis (e.g. words, sentences) and the categories to be used for analysis, reviews the texts in order to code them and place them into categories, and then counts and logs the occurrences of words, codes and categories and writing a qualitative description and speculative inferences in the end in Cohen (2007, pp. 477-483)

3.2 Place and Time of the Study

This is a desk research (Weigand, 2000) which takes place in Jakarta since February, 2017.

3.3 Data and Data Sources

The data used for this research are the writing tasks from *BSE Bahasa Inggris SMA Kelas X Semester I* with total 66 tasks from nine chapters. One task is included in Graphological Task type. 54 tasks are included in Scaffolding Tasks type and 11 tasks are included in Composition Tasks type. The book was obtained by downloading from the website *bse.mahoni.com* written by Utami Widyawati, Zuliati Rohmah, and Furadiah (2014).

3.4 Data Collection Procedures

There are several steps to collect the data as suggested in (Cohen, 2007). Firstly, the researcher downloaded the textbook from *bse.mahoni.com*. After that, the researcher reviewed some literatures related to this current study. Followed by reviewing some literatures related to the study. Selected the writing tasks and codify it into a table. The table is used to define the unit analysis and decide the codes to be used in analysis (Cohen, 2007)

In order to simplify the data collection, the researcher listed the writing tasks into a table and define it based on the section. The code is formulated based on WT, which stands for Writing Task, the following number **WT01-2** will define the number of chapter. The number after (-) is used to code the number of the writing task.

These following table is the example on how the researcher coded the writing tasks for chapter 1.

Tabel 3.1 The coding of Writing in *BSE Bahasa Inggris Kelas 10, Semester*

1

Chapter	Task-code	Task
1. Talking about self	WT01-2	<p>C. PRONUNCIATION PRACTICE <i>Listen to your teacher reading these words. Repeat after him/her.</i></p> <p>pen pal : / pen pæl / sound : / saʊnd / run : / rʌn / (be) into : / intu / attend : / ətend / distant : / dɪstənt / commuter train : / kəmjuːtə treɪn / magnificent : / məɡnɪfɪs ənt / mother tongue : / mʌðər tʌŋ / half sister/brother : / hʌf brʌðər/sɪstər /</p>
	WT01-3	<p>D. READING Task 2: <i>After reading the text, in the chart below, identify the main ideas of the paragraphs, and then write the most important details in your own words. Students identified as A, refer to Text 1; students identified as B, refer to Text 2.</i></p>

3.5 Research Instrument

After the writing tasks have been coded, the writing tasks are codified into a table in order to categorize the assessment tasks based on their cognitive process.

Table 3.2 The codification of writing tasks based on Bloom's Revised Taxonomy adapted from Krathwohl (2002)

Task-Code	The Cognitive Process dimension					
	C1	C2	C3	C4	C5	C6
	Remember	Understand	Apply	Analyze	Evaluate	Create
WT01-2	v					
WT01-3		v				

There are six levels of cognitive process dimension from the lowest to the highest level; 1) Remember, 2) Understand, 3) Apply, 4) Analyze, 5) Evaluate, and 6) Create.

After each task is codified based on its level of cognitive process, the task then described descriptively in description box based on what students are expected to do with the tasks.

Table 3.3 Description table of writing task in TLAs in terms of BRT's Cognitive Process

Chapter	Task-code	Cognitive-codes	Descriptions
1. Talking about self	WT01-2	C1	The cognitive process of this task is considered as "remember" because the students are expected to repeat the words being read by teacher
	WT01-3	C2	The cognitive process of this task is considered as "understand" because the students are expected identify the main idea of the paragraph.

3.6 Data Analysis Procedures

These are the following steps how the data analysis procedure are done:

1. Do data tabulation of frequencies and percentage in order to identify central tendency of the cognitive process distribution in the writing tasks. The implication of frequency of words, codes, nodes and categories provides an indication of the significance of cognitive process in assessment tasks (Cohen, 2007, p. 481).
2. Write a qualitative description or analysis related the findings and conclusion based on major percentage or dominant frequencies of cognitive process in the writing tasks (Cohen, 2007, p. 483). The description will be provided in the chapter 4 in discussion.