CHAPTER III

METHODOLOGY

This chapter concerns in details the methodology of the research used in this study. It is divided into several sub chapters. They are the purpose of the study, research design, place and time of the study, data and data source, research instrument, data collection procedure, data analysis procedure, and analysis criteria.

3.1 The Purpose of the Study

The purpose of this study is to identify the cognitive levels which exist in the reading section of English textbook for eighth grade of Junior High School and also to analyze which level of thinking dominantly exists in the reading section of English textbook for eighth grade of Junior High School.

3.2 Research Design

This study is a descriptive qualitative research. The method used in this study is content analysis which is classified into descriptive qualitative research (Ary, *et.al*, 2010). Content analysis is a research method which uses a set of procedures to make valid conclusion from text (Weber, 1990).

Moleong (2005) described qualitative research as a research which aims to understand phenomena happens to the subject of research, such as behavior, perception, motivation, act, etc., thoroughly and descriptively in the form of words and language, in natural and specific context. The strength of qualitative research is that it develops mainly from its inductive approach, focuses more on particular situation or people and rather than number, it stresses on words. Thus, this means that data in this study is evaluated in the form of identification or analysis of texts. In this study, the writer analyzes the cognitive levels in reading section of English textbook for eighth grade of Junior High School.

With the purpose of the study and the formulation of the problem in consideration, this study is essentially a library research, which means the data are gathered from the library as the data sources. Library research is used in order to acquire written sources which has been or not yet published, through reading and analyzing as fundament of conducting the study. The writer presents and analyzes the data without hypothesis test.

This study focuses on content analysis of *Scaffolding* textbook for eighth grade of Junior High School published by Pusat Perbukuan Departemen Pendidikan Nasional in 2008. The content to be analyzed is cognitive levels and level of thinking in reading section of Scaffolding textbook for eighth grade of Junior High School.

3.3 Place and Time of the Study

This study is conducted from March 2017 until July 2017 in Universitas Negeri Jakarta.

3.4 Data and Data Source

The data of this study is reading tasks. The data sourse of this study is the English textbook for Junior High School grade VIII entitled *Scaffolding*. This book is written by Joko Priyana et al. This textbook is known as one of BSE (*Buku Sekolah Elektronik*) which is published by Departemen Pendidikan Nasional. This textbook consists of nine units of one hundred and ninety nine pages. Unit 1 to Unit 5 covers the materials for the first semester while the materials for the second semester are covered in Unit 6 to Unit 9.

3.5 Research Instrument

The instrument used in conducting this study is a table of checklist. Checklist is a list of data variable that will be collected (Arikunto, 2006). The checklist consists of six components of cognitive process dimension of Revised Bloom's Taxonomy as proposed by Anderson & Krathwol (2001). The checklist is composed in a form of a table with ten columns. The first column contained the number of the tasks; the second contained the identity of the task (i.e. Unit 1, Task A), the third column contained the task, the fourth column contained the verb of the task instruction, each of the remaining six columns

contained one of the six cognitive levels of Bloom's Taxonomy placed in sequence from low to high. The checklist is accompanied with a guide for the levels of activities based on the cognitive domain in Bloom's Taxonomy which encompasses the definition examples on the verbs used for each level. The guide is added to make it easier for the researchers decide the cognitive level of each question coded. The researcher marked (✓) in the columns of the checklist if the task is implementing the component of cognitive process of Revised Bloom's Taxonomy.

3.6 Data Collection Procedure

The data of this study are collected in some steps, as bellows:

1. Reducing parts of the textbook that do not belong to the study, in this context; speaking, listening and writing sections are filtered out.

2. Identifying action verb in each tasks' instruction of the reading section.

3. Categorizing the action verbs into the six levels of learning activities of Bloom's Revised Taxonomy (Remember, Understand, Apply, Analyze, Evaluate and Create)

Table 3.1 below is the cognitive process domain of Bloom's Revised Taxonomy which act as the unit analysis of tasks instruction in reading section.

Table 3.1 Unit Analysis; Bloom's Revised Taxonomy (Anderson & Krathwol, 2001)

Cognitive Process Dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating

3.7 Data Analysis Procedure

The analysis procedure implemented in this study is as follows:

1. Transcribing the tasks instruction in reading section.

2. Identifying the action verb in each tasks' instruction in the reading section.

3. Classifying the action verb of each tasks' instruction in reading section into Bloom's Revised Taxonomy action verbs table by Anderson and Krathwol (2001) to find out what cognitive level do the action verbs belong to.

4. Arranging the tasks' instructions and the action verbs into the table of analysis. See table 3.2.

5. Calculating the number of tasks' instruction items which are arranged in the table of analysis to get the number of percentage.

6. Presenting the results of the data analysis in the form of words and sentences.

7. Drawing a conclusion and summary of the study.

Table 3.2 Table of Analysis Adapted from Anderson & Krathwol (2001)

No	Lesson Unit	Task	Verb/Detail	Cognitive Process Dimension					
				Remember	Understand	Apply	Analyze	Evaluate	Create

3.8 Analysis Criteria

Bloom's Revised Taxonomy with its' six cognitive levels and Barrett's Reading Taxonomy with its' five cognitive levels are used in this study as the analysis criteria to help the writer in classifying the cognitive levels applied in the tasks' instruction of reading section in Junior High School English textbook "Scaffolding for Grade Eight". The cognitive levels in both Bloom's Revised Taxonomy and Barrett's Reading Taxonomy are all systematized from lower to higher level.