

CHAPTER III

METHODOLOGY

This chapter elaborates how the study is conducted. It includes the design of the study, time and place of the study, data and data source, data collection technique, and data analysis method.

3.1.Design of the Study

The focus of this study is to gain in-depth understanding of the learning tasks which accommodate cognitive, psychomotor, and affective domains of the VII graders in SMPN 7 Jakarta. Since the study is bounded by particular place and time, case study is chosen as the method of this study. As defined by Creswell (2007) case study is an approach which explores a case in particular time and place to gain in-depth understanding of the data. Creswell view is strengthened by Burns (2000, p.460) that case study is “a method that is used to gain in-depth understanding of the subject and its focus on the process and discovery from the subject being researched”.

3.2.The Case

The case in this study refers to the context in which the study was conducted. The study was conducted by collecting the data from two teachers in a junior high school in East Jakarta. Teacher 1 has been experienced for 22 years. For 20 years, she worked as a kindergarten teacher. Teacher 2 also has a

quite long experience as a teacher. For 16 years, she worked as an English teacher in junior high school level. Both teachers joined the training about the 2013 Curriculum. Teacher 1 joined this training once and teacher 2 joined this training twice.

The school where the data was collected is a school located in East Jakarta and categorized as *Sekolah Standar Nasional (SSN)*. The school consists of 24 classes. Each class consists of 35 students. Because of the total number of the rooms and the students are unbalanced, the teaching and learning activity were divided into two shifts. VIII and IX grader students learned in the morning meanwhile the VII grader students learned in the afternoon. The students being observed in this study were VII grader students. The total class being observed in this study was 6 classes.

3.3. Time and Place of the Study

This study was conducted at grade VII students of SMPN 7 Jakarta, Jl. Balai Rakyat, Kel. Utan Kayu Utara, Matraman, Jakarta Timur. The study was conducted from October until November 2014.

3.4. Data and Data Sources

Below are the data and the data sources of the study:

3.4.1. Data

The main data of this study was the learning tasks that students do during the teaching and learning process as noted from the observation

and the transcription of the recorded classroom activities that were collected to see how the tasks are given to the students. The supporting data was the content of lesson plans, teaching materials, and the transcription of the teachers answer based on the interviews.

3.4.2. Data Sources

The sources of the data in this study were the learning materials: audios, written texts, and short videos, the English teachers, the students, and the lesson plans.

3.5. Data Collection Techniques

Creswell (2007, p.73) proposed that in case study the data is collected through several sources such as “observations, interviews, audio-visual material, documents, and report”. Similarly, Burns (2000, p.467) proposed three data sources in case study namely “documents”, “interviews”, and “participant and non-participant observation”. In this study, the data were collected through: classroom observation, document collection, and interview.

Multiple data collections were used to get data triangulation. Triangulation was used in order to improve the validity of the data. Triangulation refers to “the use of two or more methods of data collection in the study of some aspect of human behaviour” (Burns: 2000, p.419).

The steps employed by the researcher to collect the data:

1. Observation

Classroom observation was focused on how the tasks provided by the teacher can accommodate the students' cognitive, psychomotor, and affective domains of learning. When observing the classroom activity, the researcher sat at the back of the classroom and recorded the classroom activity using a camera. In order to get the data as natural as possible, the researcher played role as the non-participant observer where the observer is not a part of the observed situation.

2. Document Collection

The documents that were collected in this study were the lesson plans and teaching materials used by the teachers. The documents were collected to support the main data gained from the observation.

3. Interview

The data gained from the interview was used to support the data gained from the observation and document collection. The interview was conducted after the researcher finished collecting the data. The teachers were interviewed regarding their opinion about 2013 Curriculum, their understanding of 2013 Curriculum demand that is the integration of affective, cognitive, and skill domains, and how they execute it in practice. The interview was recorded using voice recorder.

3.6.Data Analysis Procedures

The data which were collected previously was analysed into two groups. The data from classroom observation was analysed based on the three taxonomies (Cognitive, Psychomotor, and Affective), whereas the data from document collection and interview were used to strengthen and cross-check the data gained in the classroom observation. Below are the steps of analysing the data in this study:

1. Noting the given tasks in the classroom.
2. Transcribing the dialogues between the teachers and the students during the teaching and learning process.

| | |
|-----------------|---|
| T | : Kalau sudah jelas uh... tugas kamu dalam kelompok, satu kelompok nanti akan saya tugaskan untuk mulai dari berdiskusi sampai nanti kamu bermain peran memperkenalkan diri sendiri dan teman-teman. Sebelumnya mari kita lihat dulu halaman... open your book page sixty eight. Halaman enam puluh delapan. Coba, apa yang dilakukan oleh Lina? (The teacher reads the text) "My name is Lina. I'm a student." |
| S ₁ | : Introduce.. |
| T | : Iya. (The teacher continues reading the text) "I go to SMPN 1 Palembang. I was born in Palembang on 30 th December 2002." Kira-kira apa itu? |
| S ₁₅ | : Introduce.. |
| T | : Introduce atau memperkenalkan diri. Siapa yang memperkenalkan diri? |
| Ss | : Lina. |
| T | : Okay, Lina. Apa yang Lina sampaikan dalam memperkenalkan dirinya? |
| Ss | : Nama. |
| T | : Nama. |

Table 3.1. Observation Transcription

3. Categorizing the tasks in each meeting using task analysis framework (QALLT).

| Task Type Analysis | | | | | | | |
|---|-------------|---------|--------------|-------------|--------------|----------|-------------|
| Task and Task Description | Task Type | | | | | | |
| | Reproducing | Ranking | Categorizing | Structuring | Generalizing | Applying | Elaborating |
| Task 1 Listening | X | | | | | | |
| Task 2 Asking questions | X | | | | | | |
| Task 3 Thinking the purpose of greeting other people | | | | | | | X |
| Task 4 Listing the expressions of greetings and leave taking | X | | | | | | |

Table 3.2. Tasks Analysis based on Task Analysis Framework

4. Analysing the tasks accommodate to the Cognitive domain by using Revised Bloom's Taxonomy.

| Cognitive Domain Analysis | | | | | | |
|--|---------------------------------|------------------|----------|------------|-------------|-----------|
| THE KNOWLEDGE DIMENSION | THE COGNITIVE PROCESS DIMENSION | | | | | |
| | 1. Remember | 2. Understand | 3. Apply | 4. Analyse | 5. Evaluate | 6. Create |
| A. Factual Knowledge Task 1 Task 2 Task 4 Task 7 | | | | | | |
| B. Conceptual Knowledge | | Task 3 Task 5 | | | | |
| C. Procedural Knowledge | | | Task 6 | | | |
| D. Metacognitive Knowledge | | | | | | |

Table 3.3. Tasks Analysis based on Cognitive Domain

5. Analysing the tasks accommodate to the Psychomotor domain by using Simpson's Psychomotor Domain.

| Psychomotor Domain Analysis | | |
|-----------------------------|--|---|
| Level | Description | Task / Task Description |
| Perception | The students are able to use sensory cues to guide their later attempt to do the activity. This ranges from sensory stimulation, through cue selection, to translation. | |
| Set | The students ready to do the task. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mind-sets). | |
| Guided response | Attempt. The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing. | Task 1 The students are asked to read aloud a text about self-introduction. Task 2 Based on the introduction text that they have read and/or |

Table 3.4. Tasks Analysis based on Psychomotor Domain

6. Analysing the tasks accommodate to the Affective domain by using Affective Domain Taxonomy.

| Affective Domain Analysis | | |
|--|--|----------------------------|
| Level | Description | Task |
| Receiving | The students are willing to attend the phenomenon (task) | Task 2 Task 3 Task 4 |
| Responding | The students become sufficiently involved in a task. They seek satisfaction from working the task. They do the task voluntarily. | Task 1 |
| Valuing | Based on the given tasks, the students display consistence behaviour in appropriate situation. | |
| Organization | The values that the students perceive from the tasks are arranged into a system based on the interrelationship among them. | |
| Characterization by a Value or Value Complex | The values from the given task are being internalized into their attitude domain. This value control the students behaviour | |

Table 3.5. Tasks Analysis based on Affective Domain

7. Interpreting the data analysis result from the tasks analysis.
8. Identifying the statements in the lesson plans and teaching materials to support the findings from tasks analysis.
9. Transcribing the teachers' interview as an additional supporting data to strengthen the findings from tasks analysis and to find out the teachers background.
10. Presenting the findings.
11. Drawing conclusions.