CHAPTER III
METHODOLOGY

This chapter gives information about methodology employed in this study. The discussion includes research design, time and place of the stude, data and data source, data collection procedures and data analysis procedures.

3.1 Research Design

Focusing on the cognitive levels analysis in English lesson plan made by student teachers, this study is carried out by using content analysis as the method and document analysis as the technique. Content analysis is a widely used for qualitative research (Hsieh & Shannon, 2005). Content analysis is the analysis of what is containes in a message. Elo et al. (2014) claims that qualitative content analysis is a popular method for analyzing written materials. Content analysis as a one of the several qualitative methods currently available for analyzing data and interpreting its meaning (Schreier, 2012 as cited in Elo et al. 2014)

In this case, the lesson plans as written materials are analyzed based on revised Bloom's Taxonomy classification to gain information about the cognitive levels and knowledge dimension involved. Qualitative content analysis is a research method for the subjective interpretation of the context of text data through the systematic classification process of coding and identifying themes of patterns (Hsieh & Shannon, 2005). Under Hsieh's definition of content analysis, this study

was aimed to investigate the pattern the level of thinking and Knowledge Dimension represented in intended learning outcomes. In this case, the lesson plans as printed materials are analyzed according to the framework of Revised Bloom's Taxonomy classification.

3.2 Place and Time of the Study

This study was a desk research and carried out from Februari to August 2017.

3.3 Data and Data Sources

56 list of intended learning outcomes are the data of this study which are obtained from student teachers' lesson plan as the data source.

3.4 Data Collection Procedures

In order to collect the data, there are several steps the researchers done as suggested by Cohen (2007): 1) gaining the lesson plans from student teachers; 2) review some related literature related to study; 3) select the intended aspect of the lesson plan to be analyzed (Cohen, 2007)

1.5 Data Analysis Procedures

As outlined by Miles & Huberman (1984), this study implement several steps to analyze and interpret the data. The steps are follows:

1. Data Reduction. In this process, unnecessary information such as class identity, learning materials, teaching methods, learning activities, assessment will be removed from the the lesson plans.

2. Data Display. In this process, the selected data will be categorized according to revised Bloom's Taxonomy classification table.

3. Data conclusion. In this process, the researcher will draw conclusion from the displayed data to gain information about the level of thinking and Knowledge Dimension involved.