CHAPTER 3

METHODOLOGY

This chapter presents the description of the research design, followed by sample and population, time and place of the study, the instruments, the procedures for data collection, and lastly the description of how the data will be analyzed.

3.1 Research Design

The objective of this study was to obtain better insight of the cognitive processes involved in assessment task in Academic Presentation course in English Language Education Study Programs of UNJ. In detail to its practice, the writer is pinpointing the purposes, the types, of assessment, and the level of thinking as elaborated in the literature review by some experts.

In regard of the objectives stated above, the writer use qualitative research as the method of this study. Qualitative research deals with data based on words from a small number of individuals so that the participants' views are obtained. It also explores a problem and developing a detailed understanding of a central phenomenon (Creswell, 2012, p. 16).

Qualitative research involves the studied use and collection of empirical problematic moments and meanings in individuals' lives (Richards, 2003, p. 11) so that case study research design was decided to use in this study. Case study as research design allows the researcher to explore an in-depth analysis of a case. The

purpose is to portray 'what it is like' to be in a particular situation, to catch the close up reality of participants' lived experience. In Creswell's book, although some researchers identify 'case' as an object of study, others consider it to be a procedure of inquiry (Stake, 1995; Merriam, 1998; Cohen, 2007; Creswell, 2012).

In order to collect the data, documents analysis was administered to gather valid evidence of students' level of thinking in assessment practices. Document was chosen based on the purpose that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Bowen, 2009, p. 1). In addition, experts say that document analysis is often combined with at least two or three other sources of evidence, such as interview and observation in order to corroborate findings across data sets and reduce the impact of potential biases that can exist in a single study, it also called as triangulation (Creswell, 2012; Bowen, 2009; Cohen, 2007). In this study, the writer chose interview as another data that is conducted in semi-structure interviews with reviews of documents that may permit researchers to verify or clarify what they thought happened, to achieve a full understanding of an incident, and to take into account the 'lived' experience of participants (Bowen, 2009, p. 2). Furthermore, this study uses descriptive qualitative case study as the research design.

3.2   Place and Time of the Study

This study is conducted in English Department of State University of Jakarta. It is collected within two months started from May to June 2016.

3.3   Data and Data Sources

The data used in the study were the cognitive processes involved in Academic Presentation course assessment tasks gained through document analysis of the ILOs of Academic Presentation, assessment tasks used, and the indicators of assessment tasks to achieve the ILO. To support the data, the information from twenty-four students was used gained through semi-structured interviews.

Meanwhile, the data source used to conduct this study was course outline (RPKPS) of Academic Presentation. Additionally, the writer use triangulation of the data – data collected through multiple (at least two) sources, so that the writer chose interview as supporting data. The interviewees were formed in a group which selected randomly. The writer use simple random sampling proposed by Cohen (2007) to select the sample. Cohen (2007) stated that stated the random sampling as a method where each member of the population under study has an equal chance of being selected (Cohen, 2007, p. 110).

3.4   Data Collection Instruments and Procedures

Data for the study was obtained through document analysis and interviews. .

3.4.1   Documents

To obtain specific details on assessment tasks employed in the course unit in question, document analysis was performed on its Course Outline or RPKPS document. The writer focused only on the intended learning outcomes, assessment

scheme and criteria, assignment direction, table of course calendar including week/session, sub-competence and indicators. The instrument use to support the analysis was the BRT (Bloom's Revised Taxonomy) table (Krathwohl, 2002). Course Outline used to be analyzed in order to get types of assessment task, the information about cognitive processes and the proportion of LOT and HOT. The table of specification is used based on the need data of each research question. The tables were provided in appendices section.

3.4.2 Interviews

Semi-structured interviews have been performed in groups that consisted of ex-participating students who were selected randomly. Each group consisted of six ex-participating students from one of the four AP classes ran in June 2016. The interview was administered to 24 students form into 4 groups.

An interview protocols has been prepared based on the topic of the study to support the data. To avoid misunderstanding among participants, the interview was conducted in *Bahasa Indonesia*; thus reliability is ensured. The writer is responsible to respondents' confidentiality of their identity in order to avoid hesitation so that they have discretion to recount their experiences.

3.2 Data Collection Technique and Procedures

The data were obtained through documents and interview. The documents were analyzed to find out the assessment task in course outline and also level of

thinking involved in Academic Presentation assessment task. The writer choose the respondents (students who had learnt Academic Presentation course) randomly to be interviewed. The interviews were conducted with open-ended questions to gain more depth data on what had been experienced by the respondents. In this study, the writer divided the procedures into two parts, the first part for data collection procedures of documents and the second part for data collection procedures of interviews. Following is the table of how the writer obtained the data:

Research Questions	Source	Data Collection Method
1. *What types of assessment tasks are employed in a course unit?*	a. Course outline (RPKPS) b. Students	a. Document analysis b. Semi-structured Interviews
1. *What types of cognitive processes are involved in each type of the assessment tasks?*	a. Course outline (RPKPS) b. Students	a. Document analysis b. Semi-structured Interviews
2. *What proportion of the assessment tasks in a course unit requires students to perform Low Order Thinking (LOT)?*	a. Course outline (RPKPS) b. Students	a. Document analysis b. Semi-structured Interviews
3. *What proportion of the assessment tasks in a course unit requires students to perform High Order Thinking (HOT)?*	a. Course outline (RPKPS) b. Students	a. Document analysis b. Semi-structured Interviews

Table 3.1 Method for Collecting Data from Data Source

3.5.1 Data Collection Procedures for Document:

There were four steps in collecting data from document:

1. Collecting the course outline (RPKPS) of Academic Presentation.

2. Identifying the intended learning outcomes (ILOs).

3. Identifying assessment tasks implemented in the course.

4. Identifying the competences and indicators of each ILO and arranged them into table

3.5.2 Data Collection Procedures of Interview:

There were two steps in collecting data from interviews:

1. Constructing open-ended questions for the interview

2. Selecting the respondents randomly.

3. Conducting group interview for four groups consisting of six students.

3.3 Data Analysis Procedures

In answering the main research question, the data obtained through document analysis and semi-structured interview. The data such as Academic Presentation course outline (RPKPS) and respondents (students in focus group) will be interviewed in semi-structured.

3.3.1 Data Analysis Procedure for Document Analysis

The data was analyzed through the following steps:

1. Identifying ILO and indicators in RPKPS.

2. Tabulating them to identify the frequency of each emerging categories

3. To obtain cognitive processes involved in each type of assessment tasks, focusing on the active verb in indicators column

4. Analyzing each verb of indicator with Bloom's Taxonomy verbs list

5. Calculating each level of thinking (Remember, Understand, Apply, Analyze, Evaluate, and Create) into a percentage

6. Identifying the proportion of LOT and HOT of all assessment tasks in a course outline into a percentage

Intended Learning Outcomes	Sub Competence	Assessment Tasks	Indicators	Lower-order Thinking			Higher-order Thinking		
				Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Respond to the questions appropriately	Deliver an impromptu presentation	**Final exam:** Video/audio-taping using visual aid (PowerPoint)	Explain the types of delivery		✓				
	Deal with questions appropriately		Examine the elements in a delivery: visual elements, verbal elements, vocal elements				✓		
	Review and feedbacks		Respond to questions appropriately					✓	
Deliver an academic presentation fluently and accurately	Present a fifteen-minute presentation (Final test)								
Speak confidently									
TOTAL				5	9	4	7	5	2
PERCENTAGE (%)				16%	28%	12%	22%	16%	6%

Table 3.2 Data Analysis Procedure for Document Analysis

3.3.2 Data Analysis Procedure for Interview

Data analysis procedure for interview will be analyzed through the following steps:

1. Transcribing the interview

2. Identifying the types of assessment that was used from transcription

3. Presenting the data as supporting data of document analysis.