

## **CHAPTER III**

### **METHODOLOGY**

This chapter describes the methodology used in this study. It includes research design, time and place of the study, data and data source, data collection procedure, and data analysis techniques.

#### **3.1 Research Design**

This study was conducted through descriptive-analytical study. Ratna (2006 : 53) explains that descriptive-analytical means describing the facts followed by analyzing. This means that this study describes the level of cognitive dimension and the knowledge dimension of Revised Bloom's Taxonomy obtained from the analysis of the test items of Literature tests. This study also discovers the application of critical thinking by referring to the high-order-thinking level in the cognitive dimension of Revised Bloom's Taxonomy.

#### **3.2 Time and Place of The Study**

The study was conducted from November 2010 – March 2011. This study took place in English Department of Universitas Negeri Jakarta.

#### **3.3 Data and Data Source**

The data used in this study were the test items from the document of mid term tests and final tests of Literature courses in English Department of UNJ from

2006/2007 until 2010/2011 in 088 – 093 as the sources of data. Those Literature courses are:

2006/2007

1. Survey of English Literature (088)

2007/2008

2. English Literature 1 (088)
3. English Literature 2 (089)
4. Survey of English Literature (090)

2008/2009

5. History of English Literature (090)
6. Literature 1 (091)
7. Literature 2 (092)

2009/2010

8. History of English Literature (092)
9. Literature 1 (093)

2010/2011

10. History of English Literature (093)

### **3.4 Data Collection Procedure**

In conducting this study, the topic of the study was recognized and identified. Then, the objectives of the study were determined. In collecting the data, first the tests of the courses which are Literature courses of English Department in Universitas Negeri Jakarta were found. The tests are the mid term

tests and final tests as the sources of data. Then, from the sources of data, the data in this study were found. The data are the test items of Literature courses in English Department of Universitas Negeri Jakarta from 2006/2007 until 2010/2011 in 088 – 093. Then the data were classified and identified according to Revised Bloom's Taxonomy.

The points of data collection procedure are given in the followings below:

1. Finding the tests of the courses
2. Finding the test items of the courses
3. Classifying the test items
4. Identifying the test items

### **3.5 Data Analysis Technique**

Qualitative data are used in this study, as Fraenkel and Wallen (2007 : 431) state that qualitative data are collected in the form of words or pictures rather than numbers. In this study, qualitative data were collected in form of the test items in mid term tests and final tests of Literature courses. Then the test items in the tests were analyzed according to cognitive level of Revised Bloom's Taxonomy table as the table of analysis in order to know which level they comprise: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), or creating (C6).

<b>No.</b>	<b>Test Item</b>	<b>Revised Bloom's Taxonomy</b>	<b>Critical Thinking</b>
<i>The number of the test item.</i>	<i>The test item stated on the test</i>	<i>The appropriate cognitive level of the test item based on Revised Bloom's Taxonomy</i>	<i>There is a check (✓) if the test item belongs to critical thinking / high order thinking test item. There is a dash (-) if the test item doesn't belong to critical thinking / high order thinking test item.</i>

Table 3.5.1

This study also describes the application of critical thinking in the test items by referring the identified test items to high order thinking of Revised Bloom's Taxonomy. Also, the cognitive level of Revised Bloom's Taxonomy that is applied most dominantly, less dominantly, and least dominantly in tests of Literature courses were found out. Then, the 30% of the total numbers of test items in each course of Literature courses were analyzed according to knowledge dimension of Revised Bloom's Taxonomy table as the table of analysis

<b>No.</b>	<b>Test Item</b>	<b>Revised Bloom's Taxonomy</b>
<i>The number of the test item.</i>	<i>The test item stated on the test</i>	<i>The appropriate knowledge dimension of the test item based on Revised Bloom's Taxonomy</i>

Table 3.5.2

After the analysis of the test items according to cognitive dimension and knowledge dimension of Revised Bloom's Taxonomy, the conclusion as the result of the study can be drawn.

The points of data analysis techniques are given in the followings below:

1. Analyzing the test items according to cognitive level of Revised Bloom's Taxonomy
2. Relating the identified test items with critical thinking by referring to the High Order Thinking of Revised Bloom's Taxonomy
3. Finding out the cognitive level of Revised Bloom's Taxonomy that is applied most dominantly, less dominantly, and least dominantly in the tests of the Literature courses.
4. Analyzing the test items according to knowledge dimension of Revised Bloom's Taxonomy
5. Drawing the conclusion