CHAPTER 3

METHODOLOGY

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

3.1. Research Design

In order to answer the research question and obtain the purpose of this study, the writer used qualitative-descriptive research as the research method of this study. According to Creswell, J. W. (2012), qualitative-descriptive methods has been employed to obtain in-depth understanding of the issue in question of this study since this method facilitates exploration of a problem and development of a detailed understanding of a central phenomenon. Qualitative-descriptive research also deals with data based on words from a small number of individuals so that the participants' views are obtained.

Furthermore, this study used case study as its research design. As cited in Falchikov (2013) a case study, according to Cohen *et al*. (2000: 181), 'provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles'. Case study provides example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles (Cohen et al., 2011: 253). In addition, Yin (2009)

stated that case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. From the statements, it can be assumed that a case study research is used to describe something (event, program, situation and activity) in natural context or real condition.

3.2. Data and Data Sources

The data used in this study were the alignment of assessment practices that includes the assessment tasks and the intended learning outcomes which were obtained through document analysis and has been supported from the result of the interview. The data sources of this study were RPKPS/SPTLA (Rencana Program dan Kegiatan Pembelajaran Semester/ Semester Planning of Teaching and Learning Activities), students' study materials, and students' works. Additionally, the writer also used interview to support the data from the documents and the data source were 10 students batch 2013 who already completed EAD course. The writer used 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). The information from 10 students was used as supporting data. Below is the table of how the writer obtained the data.

Research Questions	Source	Data Collection Method
1. *What are the intended learning outcomes of the CBA course?*	Course Outline (RPKPS)	Document analysis

2.	*What assessment tasks are used to assess students' achievement of the ILOs?*	a.	Course Outline (RPKPS)	a.	Document analysis
		b.	Sample of students' works (EAD course batch 2013)	b.	Document analysis
		c.	Students' study materials	c.	Document analysis
		d.	Students	d.	Semi-structured interview
3.	*How can alignment between the course's ILOs and assessment tasks be described?*	a.	Course Outline (RPKPS)	a.	Document analysis
		b.	Sample of students' works (EAD course batch 2013)	b.	Document analysis
		c.	Students' study materials	c.	Document analysis
		d.	Students	d.	Semi-structured Interview
4.	*How are these assessment tasks support students' achievements of the ILOs?*	a.	Course Outline (RPKPS)	a.	Document analysis
		b.	Sample of students' portfolio (EAD course batch 2013)	b.	Document analysis
		c.	Students' study materials	c.	Document analysis
		d.	Students	d.	Semi-structured Interview

Table 3.1. Data Source

3.3. Time and Place of the Study

This study was conducted from April to June 2016. This research will be held at any place to collect the theories, data, and anything which has relation to this research since the study used document analysis technique.

3.4. Data Collection Instruments and Procedures

In order to collect the data, the writer used documents and interview as the instruments of this study. The interview was done in Bahasa Indonesia in order to avoid misinterpretation.

3.4.1. Documents

The writer used the documents to collect the data of this study. The documents help the writer in providing and understanding the information of this study. Bloom's Revised Taxonomy (BRT) table was used to support the writer in analysing the data from the documents which are RPKPS, students' study materials, and students' works. The Bloom's Revised Taxonomy Table is a useful framework for estimating alignment in all subject matters at virtually every grade or school level (Anderson, 2002). The table consisted of the intended learning outcomes (ILOs) of the course, teaching and learning activities, assessment tasks which includes the instructions, and six cognitive processes dimension started from remember, understand, apply, analyze, evaluate, and create. The cognitive process dimension would form the horizontal axis (Krathwohl, 2002). Complete alignment is evidenced when there are common cells included on all three completed Taxonomy Tables. That is, the learning outcomes, teaching and learning activities, and assessment tasks all fall into the same cell (Anderson, 2002). There are some steps in collecting the data:

1. Collecting the course outline (RPKPS), students' study materials, and students' works of EAD course.

2. Identifying the intended learning outcomes (ILOs)

3. Identifying assessment tasks implemented in the course

4. Identifying the instructions of each assessment task

3.4.2. Interview

The writer has conducted the interview with 10 students batch 2013 who have completed EAD course which are grouped into two groups. The writer used simple random sampling proposed by Cohen (2007) to select the sample. The interview was held after the analysis process of the documents and it will be conducted using Bahasa Indonesia. The interview protocols are semi-structured interview. The interview was used to support the data from the documents. This kind of instrument was used to get deeper insight of the students' perception about what is happening in the classroom.. The interview is also conducted to get the detail information of the assessment practices (APs). There are three steps in collecting the data :

1. Constructing questions for group interview

2. Selecting respondents randomly

3. Conducting group interview for two groups consisting five persons each

3.5. Data Analysis Procedures

The data were obtained through document analysis and interview. In analyzing the data needed in this study, the writer conducted some steps:

3.5.1. Data Analysis Procedures for Documents

1. Analyzing the action verbs of each instruction of the assessment tasks

2. Analyzing the alignment between the assessmnt tasks (ATs) with the intended learning outcomes (ILOs) using Bloom's Revised Taxonomy

Table. According to Anderson (2002), the alignment process involves four steps:

a) Each learning outcome is placed in its appropriate cell of the Taxonomy Table.

b) Each instructional activity (and accompanying support materials) is similarly placed in its appropriate cell, based on clues provided by verbs and nouns included in the descriptionof the activity.

c) Using clues from included verbs and nouns, each assessment task is placed in its appropriate cell.

d) The three completed Taxonomy Tables, one each derived from the analysis of the learning outcomes, instructional activities and materials, and assessments, are compared.

3. Identifying criteria for supporting students' learning based on constructive alignment theory and BRT Table

3.5.2. Data Analysis Procedures for Interview

1. Making transcript of the interview

2. Analyzing the information from the participants

3. Sorting the results to support data from the document analysis