

CHAPTER 3

METHODOLOGY

This chapter covers information related to this study's research design, place and time, instrument, techniques and procedure of data collection and data analysis.

3.1 Research Design

The study was conducted by using descriptive qualitative research design to answer research question “How can CBA course assessment tasks in ELE-SP course units be described by the level of cognitive processes involved in them”. The writer specifically tried to find out the cognitive process dimension and that are involved in CBA course assessment tasks.

On account of the objective of the study above, descriptive qualitative approach was chosen to be used in this research as it is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The aim of qualitative research is to establish the meaning of the phenomenon from the views of participants (Creswell, 2014, p. 32). Therefore, this study research approach is fit in this study as it concerns on the use of cognitive process in assessment tasks.

Exploratory case study research was used as a procedure of gathering qualitative data to explore a particular phenomenon and collecting quantitative data through open – ended interview or observation to explain relationship found in the qualitative data (Creswell, 2014, p. 45). Furthermore, it is used as the research design when existing instrument, variables, and measures may not be available for

the under study population and the range of study focuses on individual teachers or learners to the educational policy in which can lead to a better comprehension if the study investigates a number of cases (Creswell, 2014, p. 45). It also provides a unique 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, 2007).

It can be seen that the descriptive study research describes explicitly about certain ideas and insight or opinion of a population. The insight is being investigated related to cognitive process involved in CBA course assessment tasks. The aim of this study is to describe the cognitive process involved in CBA course assessment tasks of a population by collecting the information concerning data in the documents. The descriptive qualitative case study was the appropriate method to be used in this study in order to find depth data in order to describe the cognitive process of assessment practices used by the students.

3.2 Data and Data Source

The data of this study were the document analysis of cognitive processes involved in CBA course assessment tasks and also interviews. The writer focuses on the document analysis while the data from the interview as the supporting data. Meanwhile, the data sources used in this study were ten students in English Department UNJ batch 2012 who were joined in Classroom Based Assessment. The students were chosen by using purposeful sampling. Purposeful sampling was used to select the sample of students' assessment task and students' interview. According to Creswell (2012, p. 206), purposeful sampling is "a method of sampling where a researcher purposefully chooses who to include in the study based on their ability

to provide the necessary data”. The necessary data in this case are ten students’ assessment tasks and nine student’s interview that were analyze to get the evidence of students’ cognitive process.

Research Questions	Source	Data Collection Method
1. <i>What types of assessment tasks are used/employed in a course unit?</i>	Course Outline (RPKPS)	Document analysis
2. <i>What types of cognitive processes are involved in each type of the assessment tasks?</i> 3. <i>What proportion of the assessment tasks in a course unit requires students to perform Low Order Thinking (LOT)?</i> 4. <i>What proportion of the assessment tasks in a course unit requires students to perform High Order Thinking (HOT)?</i>	a. Course Outline (RPKPS) b. Assessment instruction sheet c. Sample of students’ portfolio (CBA course batch 2012)	a. Document analysis b. Document analysis c. Document analysis & Semi-structured Interviews

Table 3.1 data and data sources

3.3 Place and Time of the Study

The data were collected in English Department of State University of Jakarta. The data were conducted from June until July 2016.

3.4 Data Collection Instruments and Procedures

To collect the data, the writer used document and interview protocol. The interview were done in Bahasa Indonesia in order to avoid misinterpretation with the respondents.

3.4.1 Document

There was one document used in this study that was course outline (RPKPS) of Classroom Based Assessment course. In course outline (RPKPS) of CBA 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 writer focused only on the intended learning outcomes, assessment tasks used in CBA course, and the indicators. The step in collecting data from document:

1. Collecting RPKPS (course outline) from the lecturer who develop the course outline

3.4.2 Interview Protocol

Semi-structured interviews have been performed in groups that consisted of ex-participating students who were selected randomly. Each group consisted of five ex-participating students from one of the four CBA classes ran in 2014.

The interview protocol was semi-structured interview to support the data from the document. To avoid misunderstanding among participants, the interview was conducted in *Bahasa Indonesia*; thus reliability is ensured. There are two steps in collecting data from interview:

1. Constructing questions for interview.
2. Conducting the interview to ten students in batch 2012 who were divided into two groups.

3.5 Data Analysis Procedures

In answering the questions of how can CBA course assessment tasks in ELE-SP course units be described by the level of cognitive processes involved in them, the writer used the data gained from document analysis and interview.

3.5.1 Data Analysis Procedure for document analysis

The document was analyzed through the following steps:

1. Quantifying the assessment tasks, indicators, and also cognitive processes involved in CBA course in the RPKPS.
2. Tabulating the cognitive processes to identify the frequency of each category.
3. Identifying the cognitive processes that are mostly involved in CBA course.

Learning Outcomes	Indicator	Assessment Tasks	Cognitive Process					
			Remember	Understand	Apply	Analyze	Evaluate	Create

3.2 Table Analysis of Cognitive Process

3.5.2 Data Analysis Procedure for Interview:

1. Transcribing the interview.
2. Identifying the assessment practices in interview transcription.

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