

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter covers: research design, source of data, procedure of data collection, instrument of the study, and data analysis procedure.

3.1 Research Design

This study is categorized into qualitative research. As stated by Creswell (2009) a social or human problem's significance as seen by certain persons or groups can be explored and understood through qualitative research. Emerging issues and techniques are part of the research process. Data usually gathered in the participant's environment. The researcher infers broad themes from specifics in the data analysis and then interprets the significance of the data. The final report's structure is adaptable.

According to Donald Ary (2010, p.29), basic interpretive studies, case studies, document or content analysis studies, ethnographic studies, grounded theory, historical research, narrative inquiry, and phenomenological studies are only a few examples of the numerous varieties of qualitative research. Ary (2010, p.457) adds Content analysis, sometimes known as document analysis, is a research technique used to discover certain features of textual or visual information. Worksheets, newspapers, online pages, speeches, tv programs, advertisements, musical compositions, and a wide variety of other forms of documents can all be included in the materials being analyzed. In education, content analysis is frequently used. The researchers utilized document analysis or content analysis in this study. In this study,

English Worksheet materials were analyzed methodically and replicably.

3.2 Source of Data

The worksheet used in this research is the English Worksheet for second grade of junior high school “BAHASA INGGRIS” published by GRAHA PUSTAKA. The Worksheet has 6 chapters (start from chapter 1 until chapter 6 within this Worksheet and the researcher determines to study all of chapters as the sample for the whole English Worksheet and also this Worksheet is used by a lot of students and teachers who teach English in second grade

3.3 Procedure of Data Collection

The Research participants were employed as the research's instrument. Consequently, the main instrument is the researcher Ary, D., Jacobs, L.C., Sorensen, C., & Razavieh (2010). The human 41 instrument, which is capable of being instantly responsive and adaptable, is the best tool for gathering and evaluating data because understanding is the aim of this study. Merriam, (2002):

The role of the researcher is as the main research instrument to collect the data. Based on Sugiyono (2010)“ The function of a qualitative researcher is to clarify the research question, choose respondents as data sources, gather data, assess the quality of the data, analyze the data, interpret the data, and draw conclusions about the results”.

The worksheet, which provides as the document to be evaluated, serves as a secondary instrument in addition to the researcher as the primary one. The worksheet was directly analyzed by the researcher, making it a primary source for this study.

Considering that this study comes under the category of content analysis research, the researcher used a checklist to analyze the worksheet (Ary et.al, 2010, p.458). The checklist included both content and presentation as its two main evaluation components. These two components are separated into seven sub-aspects. They consist of content reliability, supporting learning resources, language appropriateness, presenting approach, teaching technique, and presentation coverage. They are also relevant to the curriculum

The researchers will conduct an analysis with the following steps:

- 1) To identify instructional question bar used in each chapter.
- 2) To calculate the number of instructional item/question bar included in each one category.

3.4 Instrumen of the Study

The researcher used documentation in gathering data that is derived from the 2013 curriculum for second grades of junior high school and Rubric evaluation from BSNP based on Regulation of the Minister of Education and Culture number 8 of 2016 in order to maintain an accurate data collection, analysis, and interpretation (Badan Standar Nasional Pendidikan). As a

reference for evaluating and interpreting data, the researcher also used publications regarding content analysis of worksheet and an English Worksheet for the second year of junior high school in the even semester called "Bahasa Inggris" written by Mahrukh Bashir, Helena I.R. Agustien, and Emi Emiliand.

3.5 Data Analysis Procedure

In In terms of qualitative data analysis, Bogdan in Sugiyono (2010)said, "In order to better understand the transcribed data, field observations, and other materials you gather and to be able to communicate what you have learned to others, data analysis is the methodical searching and structuring of such materials".

In this research the process of analyzing data used those steps:

1. Sorting the worksheet content according to the syllabus and BSNP criteria for appropriateness of topic, appropriateness of language, and appropriateness of presentation. And classify the task instruction in Taxonomy Bloom.
2. Gathering information from the data source and entering it into the worksheets' checklist table according to the BSNP recommended criteria for a suitable worksheet.
3. Analyze the differences and similarities between the ideas presented in the worksheet and those recommended by the BSNP. The criteria that the LKS meets are checked, and they receive a score of 1–4 points.

4. Analyzing the classification of Task instruction in taxonomy blossom and evaluating the worksheet's contents to see whether they meet the BSNP recommended criteria for a good worksheet based on the syllabus.

The results of the calculation are then used to make interpretations and to draw conclusions. The interpretations and explanations are in narrative form (Ary. et.al, 2010, p.32)). Worksheet acquired the calculation of the data analysis result. This is accomplished by dividing the total number of criteria by the total number of criteria that are being fulfilled. The final step is to multiply it by 100% to get the sum of points..

The data of content analysis is analyzed and presented based on each chapter. There are 6 chapters in this worksheet. There are elements of a worksheet that need to be analyzed in assessing its contents according to the BSNP criteria. The table of content analysis BSNP criteria based on Regulation of the Minister of Education and Culture number 8 of 2016 criteria are included:

a. Content analysis

Table 3. 1 Content Analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of the theme with KI and KD					
2	Basic competence suitability with material					
3	Conformity of indicators with learning objectives					
4	Clarity of activity sheet title student					

5	Clarity of instructions for use student activity sheet					
6	Clarity of user goals student activity sheet					
7	Learning activities support Basic Competence					
8	Activities can motivate students					
9	Accuracy of material explanation					
10	The suitability of the material with student ability					
11	Emphasis on process everyday life					
12	Questions help give conclusion					
13	Questions provide clues in finding concepts					
14	The suitability of the material with literature review					
		Total				
		Percentage				

Score description:

1= Poor

2= Sufficient

3= Fair

4= Good

b. Language analysis

Table 3. 2 Language Analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of language rules					
2	Consistency of terms					
3	According to the level student development					
4	Clear sentence structure					
5	Good language clarity used					

Total	
Percentage	

Score description:

1= Poor

2= Sufficient

3= Fair

4= Good

c. Presentas analysis

Table 3. 3 Presentation Analysis

No	Components of the criteria	Description	1	2	3	4
1	Can be used for independent study					
2	Information makes it easier for participants educate					
3	Easy tools and materials found					
4	Worksheet title					
5	Explanation of the introduction					
6	Conformity of the table of contents					
7	Clarity of instructions for teachers and student					
8	Clarity of concept maps					
9	Clarity of competency standards graduate					
10	Loading subject matter					
11	Lots of practical activities					
12	Loading questions and conclusion					
Total						
Percentage						

Score description:

1= Poor

2= Sufficient

3= Fair

4= Good

d. Graphic analysis

Table 3.4 Graphic Analysis

No	Components of the criteria	Description	1	2	3	4
1	Can be used for independent study					
2	Information makes it easier for participants educate					
3	Easy tools and materials found					
4	Worksheet title					
5	Explanation of the introduction					
6	Conformity of the table of contents					
7	Clarity of instructions for teachers and student					
8	Clarity of concept maps					
9	Clarity of competency standards graduate					
10	Loading subject matter					
Total						
Percentage						

Score description:

1= Poor

2= Sufficient

3= Fair

4= Good

The Task instruction classification analysis will also be analyzed based on each chapter. Classification used to analyze Task instructions using the revised Bloom's taxonomy. Bloom's Taxonomy is a

classification system used to define and distinguish different levels of human cognition such as thinking, learning, and understanding. One of the domains in Bloom's taxonomy is the cognitive domain. The cognitive domain is divided into 6 levels of thinking. The first three levels of thinking included in the LOTS are the levels of Remembering (C1), Understanding (C2), and Applying (C3). While the next three levels of thinking are included in the HOTS, namely the levels of Analyzing (C4), Evaluating (C5), and Creating (C6). The classification of Task instruction based on revised Bloom's taxonomy are included:

Table 3.5 Analysis Task Instruction classification

No	Task Instruction	C1	C2	C3	C4	C5	C6	Description
1								
2								
3								
4								
5								
Total								
LOTS								
HOTS								
Percentage								
LOTS								
HOTS								

After analyzing the content and classification of Task instructions in each chapter, then the researcher will calculate the total from chapter 1 to chapter 6 and calculate the average. The formula of calculation used in the evaluation process is presented as follows:

$$\text{Percentage} = \frac{\sum X}{N} \times 100\%$$

$\sum X$: The total of criteria which are fulfilled by worksheet in each aspect.

N: The total number of criteria in each point.

The previous formula is then used to decide the results of data analysis.

The results contained four criteria presented in the following table:

Table 3. 6 Result Category

Range of fulfillment score	Category
80% -100%	Good
60% -79%	Fair
50% -69%	Sufficient
0% -50%	Poor

