CHAPTER III

RESEARCH METHODOLOGY

A. The Object of the Research

The student worksheet is the object of research. This research analyzes the reading exercises in senior high school students' worksheets in eleventh grade. Only the essay question is read, which is usually preceded with WH-word questions such as what, who, when, where, why, and how.

B. The Research Method

The content of the worksheet, specifically the reading comprehension exercises in the worksheets of students in the second semester of eleventh-grade high school students, is analyzed with content analysis research.

Ary explains that in content analysis the researcher will apply the written or visual materials to identifying the characteristics of the material.[1] The purpose of this study is to analyze the worksheet's content. For eleventh-grade senior high school students, the researcher obtains data from the questions of the essay reading exercises, which are acquired from student worksheets. The data is gathered using a qualitative methodology. Finally, the researcher will qualitatively

[1] Donald Ary et.al, *Introduction to Research in Education,* 8th Ed., (Belmont: Wadsworth Cengage Learning, 2010), 457.

analyze the data by calculating the amount of the distribution of each Bloom's taxonomy level, particularly the higher-order thinking level.

C. The Data Source

Two data sources are used in this research. The worksheet and analysis card as data sources. The purpose of use data sources is to collect and analyze the data collected as a result of the research. Those data sources are used to collect and analyze data to determine the study's results.

a) Student's worksheet for eleventh-grade high school students

Student's worksheet for eleventh-grade high school students in MA Al-Khairiyah Pipitan is the research's first and most important data source. This student's worksheet is used to collect reading comprehension exercises and analyze the distribution of higher-order thinking skills using Bloom's taxonomy's revised six cognitive domains. The purpose of this function is to collect the reading exercise.

b) Analysis Card *(see Appendix 1)*

The two authors collect each essay reading question using the analysis card as a reference. After completing six cognitive steps, the analysis card will display, and it will include examples of reading exercises discovered by the worksheet's writer.

D. The Data Collecting Techniques

The data for this research is collected using a checklist table *(see Appendix 2)*. All of the reading essay questions are discovered by the researcher. The writer then collects and lists all of the essay questions from the reading exercises that follow each reading text. All of the reading exercises in the worksheet have been divided into chapters by the writer. The checklist table contains all of the essay questions from the reading activities. In the checklist table, the writer additionally writes the six cognitive domains to examine the distribution of each reading question depending on those six cognitive domains. This is for the aim of determining the distribution of cognitive domains (remember, understand, apply, analyze, evaluate and create) and match it to the questions in the reading exercises on student worksheets for senior high school students in eleventh grade. The data is collected and is ready to be analyzed.

E. The Data Analysis Techniques

Qualitative content analysis, according to Mayring, is "an approach of empirical, methodological controlled analysis of texts within the context of communication, following content analytical norms and step-by-step models, without rash quantification". [2] The study's main goal is

[2] James W. Drisko , Tina Maschi, *Content Analysis,* (Oxford : Oxford University Press, 2016), 18-19.

to increase the number of clearly specified categories that are revised and refined in an interactive, feedback-loop process to assure their legitimacy and use.

The researcher analyzes and compares the distribution of higher-order thinking skills in the student's worksheet reading exercises use the checklist table form. In the data analysis technique, this is the first step.

a) Identifying

The first step is identifying. Identifying is a process of researching, finding, and recording information about something like data, facts, or someone. In this research, the researcher identifies for data in reading exercises on a student's worksheet for senior high school students in the eleventh grade on higher-order thinking skills.

b) Classifying

The next step is classifying. The researcher classifies all of the data in this stage using the revised Bloom's taxonomy's classification of cognitive domains, whether higher-order or lower-order thinking skills are involved. The researcher will classify the data and then classify them into each item.

c) Comparing

The next step in data analysis techniques is to use the checklist table form to analyze and compare the distribution of higher-order thinking skills in reading exercises on student

worksheets. The checklist table *(see Appendix 2)* form includes a list of questions from each chapter's reading exercises, and also columns for all cognitive domains from Bloom's taxonomy revision.

d) Describing

Next, count the quantity of each cognitive domain from the reading exercises and compare it to each level to calculate the amount of higher-order thinking distribution in students' reading exercises. The essay question is then listed, which only applies to higher-order thinking: analyze, evaluate, and create. Even though Bloom's taxonomy includes all cognitive domains, the research only looks at the distribution of higher-order thinking levels because that is the subject of the study. Finally, the writer analyzes the data analysis outcome by summarizing it qualitatively.