

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

In this chapter, a methodology of conducting the research will be described. This chapter consists of research design, site and respondents, data collection and data analysis, and procedures of the research.

Three questions will be answered through this research. The questions focus on the aspects assessed, assessment techniques used, and the reasons beyond those assessment techniques.

#### **3.1. Research Design**

In this research, descriptive method was used. Purpose of conducting the descriptive method is to give a portrait in real condition without interference from the researcher (Sugiono, 2006; Sukamadinata 2007). Moreover, descriptive method is also used for solving the found problems in the research (Arikunto, 2006; Sukamandinata 2007). Descriptive method is used as a first step in knowing problems faced through describing phenomenon without manipulation. It is different from experimental method which is conducted because of manipulation from researchers such as giving treatment subject studied.

### 3.2. Site and Respondents

The research was conducted in two selected primary schools in Bandung Kulon. The selections of two primary schools are based on some criteria. They are location of the school, assumption of KKG, *Kelompok Kerja Guru*, related to the favorite school, and school qualification in accreditation.

Based on criteria mentioned above, two primary schools were selected, SDN X and SDN Y. The following is the description of two-selected schools.

**Table 3.1**  
**Two Selected Primary schools**

<b>Two selected primary schools</b>	<b>Location</b>	<b>Assumption of KKG</b>	<b>School Qualification</b>
<b>SDN X</b>	The nearest to the city center	The most favorite school	Grade A
<b>SDN Y</b>	The furthest to the city center	The less favorite school	Grade B

As in the Act No. 19/2005 related national standard education describes English as one of local contents starting to be introduced in the fourth grade. Since English is commonly introduced in the fourth grade. The research chose respondents who teach English in the range of fourth, fifth, and sixth graders. Based on that, three respondents were chosen from two selected primary schools in Bandung Kulon. Two respondents are from SDN X and another is from SDN Y. Each respondent is described below.

Respondent (01) is a male and his age is 30 years old. He graduated from educational field with English as his major. In SDN X, he only teaches fourth

graders. He has been teaching English for Young Learners for a year. In addition, he has attended a seminar about instructional media.

Respondent (02) is a female and her age is 64 years old. She also graduated from educational field and her major is English. She teaches two classes which are fifth and sixth graders in SDN X. She has been teaching English for Young Learners almost four years. She has attended seminar for three times and twice for training.

Respondent (03) is a female and her age is 42 years old. She graduated from non education field and non English major. She teaches three classes from fourth to sixth graders. Moreover, she has been teaching English for three years. She never attends any seminars or trainings.

### **3.3. Data Collection and Data Analysis**

In gaining the data, documents analysis and interviews were used in this research. After collecting data, those data were analyzed using some categories made based on theories. Data collection techniques and data analysis would be explored below.

#### **3.3.1. Document Analysis**

In document analysis, documents of assessments were collected from each English primary teacher in two-selected schools. A main purpose of conducting document analysis was to find out aspects assessed. Document analysis was conducted because documents are natural sources that can give real information

(Alwasilah, 2006). The documents gained from all respondents were written test, homework, and observation worksheet.

In analyzing the documents the theories from Heaton (1995) and Georgiou, Pavlou, and Maley (2003) were adapted and combined into some categories. Those categories refer to the chapter two. The categories are:

**Table 3.2**  
**Aspects of Assessment**

Numbers	Aspect are assessed		
	Language Areas	Language skills	
1.	Grammar	Listening	Listening for detailed information
			Listening for gist
			Predicting the content
2.	Vocabulary	Speaking	Pronunciation
			Turn-taking
			Intonation
3.		Reading	Reading for detail
			Reading for gist
			Predicting the content
4.		Writing	Handwriting
			Spelling

(Adapted from Gergiou, *et al.* 2003 and Heaton 1995)

### 3.3.2. Interviews

In order to gain detail information, interviews were employed in this research. The deep information that might not be gotten from documents could be obtained (Alwasilah, 2006). Purposes of conducting interviews were to find out the assessment techniques used by respondents and reasons beyond those techniques. Furthermore, interviews can also for clarifying information of the documents.

In analyzing interviews, some categories were adapted from Maulina (2007). The questions were jotted down based on some categories as follows.

**Table 3.3**  
**Categories of Questions in the Interview**

Numbers	Categories	Points contained
1.	Assessment in general	The importance of assessment
2.	Assessment Administration in English language classroom for young learners	The importance of assessing young learners
		Timing
		Assessment techniques
		Aspects assessed
		The most frequent of assessment techniques used by English primary teachers
		Reasons for choosing those assessment techniques
		Difficulties in conducting assessment

(Adapted from Maulina, 2007)

The interview questions can be seen in appendix 20 for detail.

### 3.4. Procedures of the Research

Some steps in conducting this research would be explored below.

- 1) Defining categories for analyzing the documents. The categories can be seen in table 3.2 about aspect assessment for detail.
- 2) Collecting the documents. Documents related to assessment were gained from every respondent.
- 3) Identifying the categories for analyzing each document. Each gained document was identified referring to the categories of aspect assessment. The identification of each document can be seen in appendix 18 and 19 for detail.

- 4) Analyzing and interpreting the categories.
- 5) Conducting interviews with all respondents.
- 6) Transcribing the interviews. It can be seen in appendix 21, 22, and 23 for detail.
- 7) Analyzing the result of interviews.
- 8) Making categories for displaying findings in chapter four. Each category was a combining data from document analysis and interviews.
- 9) Discussing findings.
- 10) Making conclusions.

