

CHAPTER III METHODOLOGY

This chapter presents detailed discussion of methodology of this study. The discussion will begin by identifying the research method used in this study. Next, the setting, participants and data collection techniques covering observation, interview, and questionnaire will also be discussed. Finally, data analyzing techniques will also be presented in this chapter.

3.1 Research method

This study employed a qualitative research design. Qualitative was considered relevant to this study because of several reasons: (1) the researcher did not attempt to design any assessment techniques and procedures appropriate for teaching English, but rather explored assessment practices carried out by teachers and (2) the researcher was non participant who observed a phenomenon found in teaching English for midwifery setting in terms of alternative assessment. These are in line with Cooker (2009) who says that Qualitative research is done in the purpose to learn about the phenomenon, participants, or events in the setting.

In doing qualitative research, the researcher collected the data and observed the participants directly. This is in line with Sugiyono's (2007:1) statement that qualitative research is used to observe the object naturally: in which the observer's role is as the main instrument, the data collection technique is triangulation, the data analysis is induction, and the observation result focuses more on the meaning than the generalization.

3.2 Setting

This study was undertaken at midwifery program in one of the universities in Bandung. This university was chosen because based on the initial observation, this university used one of alternative assessments to assess their students' English proficiency that was exhibition. Thus, it can be easier for the researcher in reaching the aims of the study that is to investigate whether the teachers used alternative assessment or not in teaching English.

3.3 Participants

Two teachers and 40 students of midwifery program in intermediate level were the participants of the study. Intermediate level students were chosen because they already have specific materials in English for midwifery such as symptoms of pregnancy, disorder, and so on and so forth. Besides, the teachers – for the purpose of confidentiality they will be called teacher X and teacher Y – claimed that they used exhibition assessment, which belongs to alternative assessment in teaching English in this level. The details of the teacher will be described below.

Teacher X is a teacher in midwifery program. Besides teaching English for midwifery, he also teaches in one of the vocational schools in Bandung and many other private courses. He has no experience in teaching English for midwifery. He got many information and knowledge on how to teach midwifery students from his colleagues. Besides that, the institution provides all their English for midwifery teachers training beforehand.

Teacher Y is one of the educators in one of the English for Health Care Course (EHCC) in Bandung. She has been teaching English for midwifery for about 2 years in several midwifery Institutes.

3.4 Data collection techniques

In collecting the data, several techniques were employed as follow: (a) observation, (b) interview, (c) questionnaire and (d) document analysis. Each of these data collection techniques will be discussed below.

3.4.1 Observation

Since this study was aimed at investigating types of alternative assessments used by the teacher in teaching English for midwifery and the alternative assessment itself defined as ongoing process, it proved relevant to use observation in that it allowed researcher to describe students and teacher' behaviors in the classroom setting naturally. Neil Cowie cited in Robert A. Croker (2009: 166) explains that "observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting."

Observation was conducted for two months (11 meetings in 5C class and 8 meetings in 5A class) under investigation. In doing so, the researcher employed *observer as non participant* (Gold, 1958, as cited in Merriam, 1998; see also Hatch, 2002). In this role, the researcher observed the activities took place in the classroom without any participating; the researcher just sat at the back of the class observing. As non participant observer, the researcher was able to take notes of

some important points of on classroom activities related to the aims of the study as stated in chapter I.

3.4.2 Interview

Interview was used as the follow up ways to collect the data after conducting the observations. Since “it is not simply a matter of using questions and answers to elicit information that the researcher goes on to analyze, but a data collection method that offers different ways of exploring people’s experience and views” (Keith Richards cited from Robert A. Croker, 2009:183). The use of interview proved useful as it allowed the researcher to elicit informants’ feelings, experiences, thought, or how they interpret the world.

Interviews were addressed to the teachers and the students. By doing so, interviews can contribute to other research methods (Keith Richards cited from Robert A. Croker, 2009:183). In this case, the interview was conducted not only to have more evidences in reaching the aims of the study but also to have a deep understanding about what was in or on respondents’ minds related to the research site. Thus, the interviews were done in Bahasa Indonesia to make clearer understandings for both the interviewer and the respondents.

Unstructured type of interview was employed in this study. This type of interview was aimed to explore in as much depth as possible the respondents’ experiences, views or feelings and although the interviewer will have topics in mind, the direction of the interview is largely determined by the speaker (Keith Richards cited from Robert A. Croker, 2009:185). However, interview guidelines had been prepared beforehand by the researcher which most of them was emerged

by the questioned things happened during the observations. In specific, the interview questions clarified what types of alternative assessments the teachers used, what are the benefits of them, and how the teachers implemented the alternative assessments in their classrooms. The interview guidelines can be seen in appendix C.

Notes and audio taping were used in recording the interview. Both of them were used complementarily. Notes were used when there was a problem on audio taping. Meanwhile, audio taping was used to enable the researcher to play back and forth and could be transcribed later.

To specify, questions addressed to the teachers were related to the reasons they used the alternative assessments, the implementation, the benefits and the obstacles they faced in conducting the assessments. Besides that, the researcher also had some follow up interviews with the teachers, in which there were found several questioned things in the classroom. Meanwhile, questions addressed for the students were related to their responses about the alternative assessments used by the teacher, the benefits and the obstacles they had in having the assessments.

3.4.3 Questionnaire

Questionnaire was employed as a device to gain the data about students' responses toward the alternative assessments used by the teacher. There were two types of questionnaire used in this study – open-response and closed-response questionnaire. Those are used complementarily (James D. Brown cited from Robert A. Croker, 2009:201). The questionnaire were distributed to 40 students of intermediate level of midwifery program.

Closed-response items only require respondents to select their answer(s) from a limited list or selection. Questions and responses for this type of item use Likert Scale categories - from Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA) with the same order of interval so the scores will be 4,3,2, and 1. In contrast, open-response items call for the respondents to answer in their own words. The items explore an issue related to the obstacles the students faced and their wishes for the alternative assessments in the future deeply by not restricting the respondents to a set of answers but asking them to express their own ideas more fully about the alternative assessments used by their teacher. The results of questionnaire can be seen in chapter IV.

Table 3.1
The scoring system of the questionnaire

| Category of Response | Strongly Agree (SA) | Agree (A) | Disagree (DA) | Strongly Disagree (SDA) |
|----------------------|---------------------|-----------|---------------|-------------------------|
| Score | 4 | 3 | 2 | 1 |

The questionnaire consists of 18 positive statements; here is the framework of the students' questionnaire:

Table 3.2
Framework of the Students' Questionnaire

| No | Categories | Item number | Total |
|----|--|---------------------|-------|
| 1. | Students' response to the use of alternative assessments | 1,2 | 2 |
| 2. | Students' response to the importance of alternative assessments | 3,4,5,6,7,8,9,10,11 | 9 |
| 3. | Students' response to the roles of teachers in conducting the alternative assessments | 12,13,14 | 3 |
| 4. | Students' response to the obstacles faced in accomplishing the alternative assessments | 15,16,17,18 | 4 |

3.4.4 Collecting Documents

To broaden the data gained from observation, interview, and questionnaire, collecting documents were also employed to gather additional information. The collected documents were students' written dialogues for role-play, students' papers on presentation and exhibition, brochures the students made for the exhibition, teaching syllabus, and teaching materials. Those were described and analyzed the relevance and the appropriateness to the alternative assessments practice in teaching English for Midwifery.

3.5 Data analyzing techniques

In analyzing the data, ongoing analysis was employed since data collection, data interpretation, and narrative writing began. It was essential to any qualitative study doing ongoing analysis as Merriam (1998) points out.

The final product is shaped by the data that are collected and the analysis that accompanies the entire process. Without this ongoing analysis, the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed. Data that have been analyzed while being collected are both parsimonious and illuminating." (Merriam, 1998, p.162)

Thus, the statement from Merriam above proved the important point to analyze the data in ongoing process since enable the researcher to focus on analyzing and refining the findings entire the research site.

The analysis of collected data was conducted in several steps as follow:

- (1). First, dividing collected data into groups and categories on the basis of some canon for disaggregating the whole phenomenon under study' (Hatch, 2002, p.152). In doing so, categories that had been determined by

the research questions beforehand became the main point. The categories used in this study were types of alternative assessments, step procedures for each assessment, and students' response.

- (2). Second, reading and marking data related to the categories identified. Here, the researcher made some coding. The codes were described in following table.

Table 3.3
Categorization and codes used in analyzing the data

| Categorization | Codes |
|---|--|
| Alternative assessment codes | RP = Role play OP = Oral Presentation Ex = Exhibition |
| Steps in role play codes | Pre = preliminary activity, Mod = a model dialogue, LP = learning to perform the role play Pf = the performance of role play Foll = follow-up (adapted from Richard, 1990) |
| Steps in oral presentation codes | HG = Handout guidelines GL = Grouping learners CTI = Choosing topics and gathering information HTP = handling technical problems Hol = holding Q & A sessions Eval = preparing peer and teacher evaluation forms (adapted from King, 2002) |
| Steps in exhibition codes | TD = Theme development Des = Design Inst = Installation Pub = Publicity Asst = Event/assessment (adapted from Burton, 2006) |

- (3). Third, the patterns found were described in generalization supported by the data.
- (4). Finally, write the findings into a condensed body of information as presented in chapter 4.

The specific techniques in analyzing the data gathered are described as follow.

3.5.1 Questionnaire

In analyzing the collected data from questionnaire, the researcher use a simple computational percentage for closed-response items. The percentage formula is as follow:

$$\text{Interval range} = \frac{\text{Range}}{\text{Total level}}$$

(Coolidge, 2000).

The highest total score expected is 72 from the total of questions in the questionnaire (18 questions) multiplied with the highest interval score for each respond (SA = 4). Meanwhile, the lowest score expected is 18 from the total of questions in the questionnaire multiplied with the lowest interval score (SDA = 1). The range is the highest total score minus the lowest total score (72-18 = 54). the Thus, the interval range is 13,5.

Then, calculate the percentage of each response based on the frequency by using the formula below:

$$P = \frac{fo}{N} 100\%$$

(Riduwan, 2009)

Where: P = Percentage of each question
fo = Frequency of answer (total respondents who answer the item)
N = Total respondents

Finally, interpret the scores by looking at the following rule:

Table 3.4
Percentage Classification

| No | Score | Category |
|-----------|------------------|-----------------------|
| 1. | 0% | None |
| 2. | 1% - 25% | A few of |
| 3. | 26% - 49% | Nearly half of |
| 4. | 50% | Half of |
| 5. | 51% - 75% | Best part of |
| 6. | 76% - 99% | Nearly all of |
| 7. | 100% | All of |

(Moch. Ali: 184)

After computing the percentage of closed-response items, reading, marking and coding the results based on predetermined categories were done. This process was also employed for the open-response items. Identifying patterns and relationship of the data came next. The findings were then compared and contrasted with relevant literature.

3.5.2 Collecting Documents

The researcher analyzed the collecting documents in several steps:

- (1). First, reading carefully, marking, and coding them based on the categories identified beforehand.
- (2). The next step was identifying patterns and relationships of the data.
- (3). The findings were then compared and contrasted with relevant literature.

The results of the analysis were then merged into a condensed body of information as presented in Chapter 4.

3.6 Concluding remark

This chapter has discussed the methodology of this study covering settings and participants, data collecting techniques and data analysis. Subsequent section discusses the findings of the study.

