CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research methodology that will be used, the participants of the research, data collection techniques and procedures, as well as how the data will be analyzed by the researcher. In the research methodology section, the researcher will discuss a little about the history, definition, and reasons for using the research approach that will be used. In addition, in the research participant section, the researcher discusses the participants for this study and their reasons. In the data collection and procedure section, discusses the techniques that will be used and the procedures that will be used by researchers. Moreover, in the data analysis section, researchers discuss how to analyze the data that has been obtained.

3.1 Research Design

In this research, the research objectives are to investigate the effect of video assessment on students' speaking skills and.see students' responses to the use of video-based assessment. To reach the objectives of the research, the researcher used a qualitative approach to collect data and process data. Qualitative methods can be defined as methods used in research to investigate and understand individual or group meanings derived from social problems (Creswell, 2014). In addition, Merriam and Tisdell (2015) also stated that a qualitative method is an approach used to understand the perspective of others in seeing things or their experiences.

The reason why the researcher chose qualitative method as an approach in this research is that this approach is in accordance with the purpose of the study, namely to investigate the effect of video based assessment in students speaking skills, and also to see students' responses of the use of video-based assessment, where the researcher analyzed and observed students' video, also conducted interview to obtain data. In addition, the characteristics of this method are also in accordance with the research. One of the characteristics is natural setting where the participants encountered the problem, and collecting data from multiple sources (Creswell, 2014). In this research, the participants are high school students that face problems in speaking performance. Moreover, for collecting data, the researcher collected a video by students and conducted an interview. Besides that, this

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approach is widely used in the field of education (Creswell, 2014; Nassaji, 2015; Robson and McCartan, 2016). Moreover,, this approach also has several advantages as stated by Croswell (2014), namely:

1. The researcher has firsthand knowledge of the participant.
2. When conducting an interview, the researcher has command of the path of questions.
3. Collecting data with digital material can facilitate the participants to share their reality.

In the qualitative method, there are several types of research design, namely case study, ethnography, narrative, grounded theory, and phenomenology (Creswell, 2014). For this research, the researcher will use qualitative descriptive, in which this research focuses mainly with what happened rather than how or why it happened (Nassaji, 2015). Nassaji (2015) stated that the use of this research is to explain a phenomenon and its characteristics.

3.2 Research Site

For the participants of this research, the researcher studied a class of 11th-grade high school students in one of the senior high schools. The reason for choosing high school students is to fill the research gap that most previous studies used undergraduate students as participants; and the undergraduate students majored in English. Thus, these students have more time to learn English than high school students who only study English 90 minutes a week at school. Apart from that, the selection of high school students is also due to the fact that the researchers conducted research in schools where the researchers did teaching practices. In addition, the researcher feels that grade 11 students are already proficient in using technology.

3.3 Data Collection Techniques and Procedures

This section presents research techniques and procedures carried out by the researcher in collecting data.

3.3.1 Data Collection Techniques

In collecting qualitative data, there are several approaches, namely observations, interviews, documents, and audiovisual materials (Creswell, 2014). In this research, the researcher collected data through audiovisual material and an

interview approach. For the audiovisual material to collect data, the researcher asked students to record a video when they are speaking English. However, before that, the researcher introduced the video assignment to the participant. The Researcher gave examples of how to use Flipgrid and gave examples of making videos. The participants made three videos to assess their speaking skills. The reason students need to record 3 videos is because it can be seen from previous research, for instance research conducted by Shih (2010) and Hung and Huang (2015), the effect of video based assessment can be seen from video 2, video 3, and video 4. From the three videos, the researcher observed whether video based assessment affects students' speaking skills or not.

To see students' response in using video based assessment, the researcher conducted an interview. In qualitative, interviews can be conducted by telephone, focus groups, or face-to-face interviews (Cresswell, 2014). In collecting data, not all participants are being interviewed by the researcher. The researcher conducted online interviews with open-ended questions. The reason to use open-ended questions is to see and explore students' experience in making videos. During the interview, the researcher recorded the course of the interview for further analysis; and interviews used Indonesian so that students are more flexible in answering questions.

Table 3.1 Interview Questions

No	Questions
1	Pernahkah Anda membuat video untuk tugas speaking sebelum kelas ini?
2	Bagaimana perasaan Anda ketika diminta membuat video untuk tugas speaking?
3	Apakah menurut Anda dengan membuat video sebagai tugas speaking dapat meningkatkan kemampuan berbicara Anda?

4	Bagaimana perasaan Anda setelah membuat video sebagai tugas speaking?
5	Apakah Anda senang membuat video?
6	Apakah Anda mengalami kesulitan saat membuat video?
7	Apa hal menyenangkan yang anda alami saat membuat video?

3.3.2 Data Collection Procedures

In implementing video based assessment to collect data, the researcher used steps from Dal (2010) that adapted from task based learning model by Willis (1996). The steps are pre-task, do the task (record the task), and post task. The procedures are elaborated on below.

1. First meeting

a. Pre-task

The pre-task for the first meeting, the researcher explained about the material for the first video recording. The topic of the video is about a song. After that, the researcher introduced the participants with flipgrid. The researcher made a PowerPoint about step to step in creating a flipgrid account. The researcher also gave a demonstration in making the account and using the flipgrid. The assignment for the first video is that students need to elaborate their answer about the message of a song entitled "I'm only me when I'm with you" by Taylor Swift. This song has been introduced by researchers in class and students have also listened to this song in class. The reason researchers use this song is because the meaning of this song is about friendship which can be related to students' lives. In addition, the lyrics also use vocabulary that most students already know.

b. Do the task (record the task)

At this step, students recorded videos of them speaking English outside of class hours. The deadline given by the researcher is one week. After recording, students

uploaded their video to flipgrid where the researcher has made the topic for the first video. In the topic section, the researcher also added questions that students need to answer to remind them again. In this step, students can ask the teacher (researcher) about the difficulties they are experiencing or about the task if something makes them confused. Students asked researcher through the whatsapp application or by asking directly at school.

c. Post-task

In this stage, the researcher provided brief feedback after watching the student videos. The researcher provided feedback on words that students often pronounced incorrectly in the video. Apart from that, the researcher also provided feedback to students to turn down the volume of the background music if students used background music in their videos. The researcher also asked students whose videos had not answered the questions given to revise their videos. Apart from providing feedback, the researcher also appreciated the students who had made the video.

2. Second meeting

a. Pre-task

For the second video recording, the topic is still about the song. However, in this video, the students need to analyze their favorite song and tell a message that is contained in their favorite song. Before giving the assignment, the researcher and participants discuss the material. The researcher also made an activity to see students' understanding about the material so they can do the task. The researcher also gave them the opportunity to ask questions about the assignment.

b. Do the task (record video)

The deadline for completing this video assignment is the same as the first video, which was one week. Students recorded their videos outside class hours and uploaded them on flipgrid. The researcher opened the topic section on flipgrid as a place for students to upload videos.

c. Post task

At the next meeting, the researcher gave feedback to students about their videos. The researcher also asked students to pronounce the words they often pronounced incorrectly in the video and gave examples on how to pronounce them correctly.

3. Fourth meeting

a. Pre-task

The pre-task for the third video was carried out in 2 meetings. This is because the material discussed is explanatory text. The researcher thinks that this text has a fairly high level of difficulty. At the first meeting of explanatory text, the researcher gave material about what explanation text and language features are. In addition, the researcher also presented several examples of simple explanatory texts for students. To see students' understanding of the material provided, the researcher made the activities like a game. For the second meeting of this explanatory material, the researcher gave material about "how bees make honey", in which the purpose of this lesson is for students to explain the process of bees making honey. The researcher made a PowerPoint containing words that would be needed and used by students when explaining the process of making honey by bees. The researcher also displays a video about the bee-making process. To make it easier for students, the researcher provides a picture of a simple bee-making process. In class, researchers and students also discuss step by step honey making so that students have an idea of what they will explain. In this assignment the researcher also gives students the freedom to add other facts about bees beyond what has been discussed in class together.

b. Do the task (record video)

In this third video assignment, students are asked to explain the process of making honey by bees. The deadline for working on the video is still the same as the previous two videos, which is 1 week. Videos recorded by students are being uploaded to flipgrid in the topic section provided by the researcher.

c. Post-task

Just like the two previous videos, in this section the researcher provided feedback about the videos that have been recorded by students and appreciated students who have worked on the videos.

3.4 Data Analysis

To answer the first research question, namely to see whether there is an effect on students' speaking performance or not after using video based assessment, the researcher analyzed data quantitatively to see the relationship. The researcher

used a speaking rubric adapted from Brown (2000) to analyze the results of participants' video. This rubric assesses six aspects, namely grammar, vocabulary, comprehension, fluency, pronunciation, and task. However, the researcher only assessed vocabulary, fluency, grammar, and pronunciation aspects. The contents of this rubric can be seen in figure 3.2 below.

Table 3.2 Speaking Rubric

	1	2	3	4	5
Grammar	errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.	able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.	equivalent to that of an educated native speaker.
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs	Has speaking vocabulary sufficient to express himself simply with some circumlocution	able to speak the language with sufficient vocabulary to participate effectively in most formal and informal	can understand and participate in any conversation within the range of his experience with a high degree of	speech on a levels is fully accepted by educated native speakers in all its features including breadth of

	1	2	3	4	5
			conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	precision of vocabulary.	vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	(no specific fluency description Refer to other four language areas for implied level of fluency.)	can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	errors in pronunciation are frequent but can be understood by a native speaker	accent is intelligible though often quite faulty.	errors never interfere with understanding and rarely disturb the	errors in pronunciation are quite rare	equivalent to and fully accepted by educated native speaker

	1	2	3	4	5
	used to dealing with foreigners attempting to speak his language.		native speaker. Accent may be obviously foreign.		

(Adapted from Brown, 2000)

In calculating the total score of students' speaking performance, the formula being used is:

$$Score = \frac{students' \ total \ score}{Total \ maximum \ score \ (20)} \times 100$$

Students' scores also will be classified into 4 types, namely excellent, good, average, and poor. The score classification can be seen in table 3.3 below. This is taken and adapted from Harris (1974).

Table 3.3 Score Classification

Score	Classification
80-100	Excellent
60-79	Good
50-59	Average
0-49	Poor

(Adapted from Harris, 1974)

After analyzing the data and classified the data, the researcher analyzed the data using average to see if there is a difference in three videos.

To analyze interview data, the researcher used a data categorization strategy, where the researcher categorized data that looks the same based on the themes found in the interview and gave a name for each category. After all the data has been analyzed, the researcher interpreted the data obtained to see students' response and attitude towards video based assessment.