

CHAPTER THREE

METHODOLOGY

This chapter discusses some aspects related to the methodology. It includes research design, research site and participants, data collection techniques and data analysis techniques.

3.1. Research Design

This study employed qualitative case study research design. Case study design was chosen because it was similar to the nature of a case study, that is a study focusing on a bounded system comprised of an individual, institution, or entity and the site and context in which social action takes place (Hood, 2009: 69). This study was conducted in a public primary school in Bandung.

3.2. Research Site and Participants

The study was conducted in Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5 of a public primary school in Bandung. This school was chosen because it was a national standard school. As Verdugo and Flores (2007: 186) state that school quality has direct effects on student achievement and that the better the school quality, the better the student performance, it was assumed that teaching and learning process in a national standard school had been conducted effectively. It was also assumed that the quality of English teaching and learning in the school was also good. That is why the school was chosen as the participant.

3.3. Data Collection Techniques

The methods used in collecting research data were observation, interview and document analysis.

3.3.1. Observation

In doing the observation, direct observation was conducted. It means that the researcher was at the site but completely observed and took notes, without getting involved (Sugiono, 2008: 66; Yin in Hood, 2009: 77). The observation was conducted 6 times in Grade

1, 6 times in Grade 2, 6 times in Grade 3, 6 times in Grade 4, and 6 times in Grade 5, so there were 30 observations. Each observation lasted 80 minutes (2x40 minutes). The observation was guided by an observation sheet. In recording the observation, the researcher took notes and used a video camera.

Observation was conducted to find out what assessment techniques were used (research question number 2) and what language skills were assessed (research question number 4). The data obtained from the observation were transcribed, dated and coded.

3.3.2. Interview

In this study, there were 5 teachers to be interviewed. They were English teacher of Grade 1, English teacher of Grade 2, English teacher of Grade 3, English teacher of Grade 4, and English teacher of Grade 5. All the English teachers were female. In interviewing the respondents, semi-structured interview was conducted. The interview was meant for obtaining information which was impossible to obtain from observation (Alwasilah, 2006: 154). The researcher prepared an interview guide which consists of topics to be covered and to a large extent what questions needed to be asked (Richards, 2009: 185-186). There were 18 questions in the interview guide. The questions were to do with assessment purposes, techniques, and language assessment focus. Even though there were prepared questions, the researcher also led the participants' response in the same way as in an open interview, in which questions were not pre-determined (Richards, 2009: 185). The interview was conducted in Bahasa Indonesia, so both the researcher and the participants could obtain better understanding. The interview with each teacher lasted around 40 minutes. The interview was recorded using a recorder.

The interview was carried out to find out what the purposes of assessment in English language teaching of YLLs were (research question number 1), what assessment techniques were used (research question number 2), and what language skills were assessed (research question number 3). Just as the data obtained from the observation, the data from interview was also transcribed and then coded.

3.3.3. Document Analysis

Documents analyzed included students' task sheets, students' test results that had been assessed, syllabus, lesson plan (*rencana pelaksanaan pembelajaran*= *RPP*) and teacher' assessment record. The analysis was conducted to find out what assessment techniques were used (research question number 2) and what language skills were assessed (research question number 3).

3.4. Data Analysis Techniques

Data analysis was conducted during the research and at the end of the research. The data analyzed was the data obtained from observation, interview and document analysis. The analysis of data from each data collection technique was elaborated in the following sections.

3.4.1. Data from Observation

First, the data from the observation was transcribed. Then, the transcription was read carefully and repeatedly so that accurate data could be obtained. After that, the data transcribed was analyzed to capture the same phenomenon (Alwasilah, 2006: 159). The same phenomenon was then coded consistently (Alwasilah, 2006: 159). Next, the coded data was grouped into some categories by referring to the theories in Chapter II (Alwasilah, 2006: 161). The data was categorized based on the assessment techniques: observation, on-the-run assessment, conferences, portfolios, contract of work and projects, self- and peer-assessment, and classroom tests (McKay, 2006: 152-168); language skill assessed: assessment of listening, assessment of speaking, assessment of reading, and assessment of writing; and assessment techniques stated in decree of Ministry of National Education number 20, year 2007, 11 June 2007 (*Peraturan Menteri Pendidikan Nasional Nomor 20 tahun 2007 11 Juni 2007*). Finally, the data from the observation was analyzed by comparing the findings to the theories presented in Chapter II.

3.4.2. Data from Interview

First, the data from the interview was transcribed. Next, the transcription was read carefully in order to allow the researcher to obtain accurate information. The data transcribed was used to verify the data from the observation. In this case, the data from the the interview was meant for finding out the purposes of assessment that the teachers conducted: formative

purpose, summative purpose, informative purpose, diagnostic purpose, and evaluative purpose (Brewster, Ellis and Girard, 2003: 245).

3.4.3. Data from Documents

Documents analysed in this study covered students' task sheets, students' test results that had been assessed and teacher' assessment record. First, the documents were coded. Then the data coded was categorized based on the theories of assessment techniques: observation, on-the-run assessment, conferences, portfolios, contract of work and projects, self- and peer-assessment, and classroom tests (McKay, 2006: 152-168); and language skill assessed: assessment of listening, assessment of speaking, assessment of reading, and assessment of writing; and assessment techniques stated in decree of Ministry of National Education number 20, year 2007, 11 June 2007 (*Peraturan Menteri Pendidikan Nasional Nomor 20 tahun 2007 11 Juni 2007*).