

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

This chapter discusses the methodology of the study. It covers research design, samples, data collection, procedures, and data analysis of the research.

#### 3.1. Research Design

The goals of the research are to find out what speaking assessment techniques that the teachers used in assessing children, the reasons for applying those assessment techniques, and what kinds of feedback that the teachers gave in using Project- Based Learning approach. Thus, this study used qualitative descriptive as the research method.

Descriptive research provides an answer to the questions of how something happened and who was involved, but not why something happened or why someone was involved (explanatory research). (Strider, 2002).

Using qualitative research is fairly recent phenomenon in an education setting (Hatch, 2002:3). The goal in using qualitative research is to explore human behaviors within the contexts of their natural occurrence (Bogdan & Biklen, 1992; Erickson, 1986; Hammersley & Atkinson, 1983; Jacob, 1988; Lincoln & Cuba, 1985 as cited in Hatch, 2002:7). Usually, qualitative has complex report and detailed narrative (Hatch, 2002:7). He also says that qualitative researchers collect many specific details from the research setting and try to find relationships between them and/or patterns. In addition, researchers move the data analysis from specifics to analytic generalizations (Lincoln and Guba, 1995 as cited in

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Hatch, 2002). Wolcott (1994 as cited in Hatch, 2002:9) says that qualitative emphasizes description, analysis, and interpretation.

Thus, this study used qualitative descriptive method because it generates data through the use of instruments such as field notes, checklist sheets or observation sheets, and transcriptions from observations and interviews. The study also used data from artifacts such as the assessment cards used by the teachers.

### **3.2. Samples**

The sample used for the study was a group of teachers who teach English speaking in the third and the fifth grade in one elementary school in Bandung using Project-Based Learning approach. As Maxwell (1996:69) states that one of the goals in purposeful sampling is to capture the heterogeneity in the population.

### **3.3. Data Collection**

The data collection methods of the study were observations, interviews, and document analysis. While doing the observation the observer used field notes and checklist sheets or observation sheets. The interview used a set of interview questions which was then transcribed. Moreover, the observer analyzed the lesson plans as the document analysis. All instruments were used to discover what speaking assessment techniques were employed, what kinds of feedback were given by the teachers in assessing children in speaking class using Project-Based

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Learning, and discover the reasons why the teachers chose the assessment techniques. The following part will elaborate more on each instrumentation process.

### 3.3.1. Observations

The instruments were field notes, checklist sheets or observation sheets, and transcripts. Field notes allow observer to gain the data because it helps to memorize the situation and condition during observation (Hatch, 2002:77). The study also used checklist sheets which helped the observer to list the assessment techniques which were used by the teachers.

The observer carried out five observations for each teacher which were recorded during the teaching-learning process and then transcribed. The function of transcription at each meeting is in order to re-check and compare what the observer watched, heard, and read when analyzing the data.

The observer was helped by a technician recording the videos to capture what was happened when all actions were moving so fast, so the observer easily to analyze it. It is very crucial for the observer to have a record of the observation and it also helps to find out the linguistic rules that sample in certain settings use to build meaning together (Hatch, 2002:21). The following table shows the observations schedule.

Table 3.1.The Observation Schedule in Third Grade

No.	Meeting	Time	Topic
1.	1 <sup>st</sup> Meeting	September 13 <sup>th</sup> 2012	Planning Fantastic Fashion Shows

2.	2 <sup>nd</sup> Meeting	September 20 <sup>th</sup> 2012	Planning Fantastic Fashion Shows (part 2)
3.	3 <sup>rd</sup> Meeting	September 27 <sup>th</sup> 2012	King Eddie's Family
4.	4 <sup>th</sup> Meeting	October 11 <sup>th</sup> 2012	King Eddie's Fashion Show
5.	5 <sup>th</sup> Meeting	October 18 <sup>th</sup> 2012	Choosing Indonesian Traditional Clothes

Table 3.2. The Observation Schedule in Fifth Grade X

No.	Meeting	Time	Topic
1.	1 <sup>st</sup> Meeting	September 13 <sup>th</sup> 2012	Special Musical Instrument from West Java
2.	2 <sup>nd</sup> Meeting	September 20 <sup>th</sup> 2012	Musical Instruments Classification
3.	3 <sup>rd</sup> Meeting	September 27 <sup>th</sup> 2012	Physical Characteristics of Musical Instruments
4.	4 <sup>th</sup> Meeting	October 11 <sup>th</sup> 2012	Show Time Part.1
5.	5 <sup>th</sup> Meeting	October 18 <sup>th</sup> 2012	Students' Demonstration

Table 3.3. The Observation Schedule in Fifth Grade Y

No.	Meeting	Time	Topic
1.	1 <sup>st</sup> Meeting	September 13 <sup>th</sup> 2012	Indonesian Foods and Drinks
2.	2 <sup>nd</sup> Meeting	September 20 <sup>th</sup> 2012	The Ingredients of certain recipes
3.	3 <sup>rd</sup> Meeting	September 27 <sup>th</sup> 2012	Cooking set and the functions
4.	4 <sup>th</sup> Meeting	October 11 <sup>th</sup> 2012	Action verbs related with cooking
5.	5 <sup>th</sup> Meeting	October 18 <sup>th</sup> 2012	Students' Demonstration

### 3.3.2. Interviews

Hatch (2002:99) categorizes the fifteen techniques of interview strategies.

One of interview strategies according to Hatch which related to this study is

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*theory- based or operational construct samples* (e.g., interviewing primary teachers who teach reading via “direct instruction”). During this study an interview was conducted with the teacher who taught young learners through Project- Based Learning approach in speaking class. The interview in this study was a formal interview. According to Hatch (2002:94), formal interview is called as structured/ semi structured/ even in-depth. They always include guideline questions, and are designed to explore the level of understanding of the informant. See the appendix to see the interview guideline and the transcription.

### 3.3.3. Document analysis

Document analysis is used by the researcher to enrich information in qualitative study because it has a role as authentic and natural evidence. In this study the documents were the teachers’ lesson plan (Guba and Lincoln, 1981 as cited in Alwasilah, 2011:112).

## 3.4. Research Procedures

In this section several methods in collecting the data are considered. To collect the data the study used observations, interviews, and document analysis methods. The function of observation is to record every single moment in teaching process. This sample were the teachers who teach English using Project- Based Learning, especially in teaching English speaking skill in one of elementary schools in Bandung.

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Firstly, during the observation, the observer used field notes, observation sheets, and transcriptions as the instruments in order to record all activities in the classroom. To know the way samples organized their statement, the observer transcribed each video in each meeting. The second method considered was interviews where the aim was to get answers to the research questions which are not apparent from the observation, especially finding out the assessment feedbacks given to the children by the teacher. The third method is documents analysis. To make the data more accurate, the observer used documents analysis as the evidence, such as the lesson plans. Documentary evidence can be written or video as required to complete the researcher requests (Guba and Lincoln, 1981 cited in Alwasilah, 2011:111).

### **3.5. Data Analysis**

Creswell (2008:244-261) suggests that before analyzing qualitative data, researcher must do several preparations which include data organization, data transcript, means for analysis (exploring the data, coding the data, developing themes, layering and interrelating themes, and reporting findings).

This study analyzed three questions by using two kinds of framework i.e. the assessment techniques and feedbacks. The following are the two types of frameworks in order to analyze the answers.

Table 3.4 Assessment Techniques

Assessment Techniques
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Portfolio	Learner-developed assessment tasks
Structured assessment activities/ tasks	Take-home tasks
Project Work/ Projects	Observation/ Assessment during Classroom Activity
Self-assessment	Conferencing
Peer-assessment	Combining assessment instrument
Traditional test	

Adopted from Georgiou, et.al (2003); Pinter (2006); Cameron (2005), and alternative assessment of PBL

Table 3.5 Feedback

Feedback
Corrective
Evaluative
Strategic

Adopted from Cameron (2005)

### 3.6. Concluding Remarks

This chapter describes the statement of research design, samples, data collection, procedures, and data analysis of the research. The following chapter will describe the findings and the discussion of the research.

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