

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the study that has been briefly explained in Chapter I. In this section, research design is covered first, and then site and participant follow afterwards. The overview of the methodology is continued to data collection which is done by using two techniques; document analysis and interview. Data analysis is presented as the last part of this chapter.

3.1 Research Design

The study is conducted to answer the questions as follows:

- a. What types of assessment techniques do the teachers adopt in assessing students' writing ability?
- b. How do the teachers design the instrument of assessment techniques to assess young learners' writing ability in English classroom?

In order to reach the objectives, this study used qualitative method because it deals with assumptions, motives, reasons, goals, and values which is being the focus of the problems (Fraenkle et al, 2012). Besides, qualitative method was selected because it is more concerned with understanding situations and events from the point of view of the participants where the participants usually involved directly in the research process itself (Fraenkle, et al. 2012). Hatch (2002) argues that qualitative study is intended to explore reality about human behaviors within naturally present settings and contexts which describes and investigates the situation as it is.

In relation to the qualitative method, descriptive study is chosen in order to describe explicitly what and how the teacher developed the assessment. As asserted by Grimes and Schulz (2002), a descriptive study is concerned with and designed only to describe the existing distribution of variables. Descriptive was considered appropriate since it is intended to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003 *in* Baxter and Jack, 2008). The settings are natural, in which there is nothing such as control and treatment for subjects or variables of research, but rather within the context of its natural occurrence. (Hatch, 2002; Alwasilah, 2008).

This research includes a small number of participants; the sample is small and purposive, meaning that the participants involved in collecting data do not have to be a large number, but it is selected purposively in accordance with the necessity of the investigation since the researcher can gather information as much as possible from any accounts (Fraenkel and Wallen, 2006; Cresswell, 2007; Alwasilah, 2008).

3.2 Site

The site of this research was proposed in one of Junior high schools in Bandung. The study was conveyed in the first semester and academic year of 2014-2015. There are two main reasons why this school was chosen. The first reason was the school quality. The school is located in suburban area of Lembang. Even so, the school is categorized as the best school in *Kabupaten Bandung Barat*. The result of this research can be useful for teachers teaching in such area. The second one is because of accessibility of the school. The school was cooperative in supporting the study and the environment was familiar for the researcher in which it contributed to the comfort of doing the study.

3.3 Participant

As the participants, two of English teachers who teach 1st grade of students in the school were involved in this study. The first teacher (T1) graduated from Non-Education Department in 2008 and has been teaching since he graduated from college, while the second teacher (T2) graduated from English Department and she has been teaching English for more than 30 years, meaning that the two teachers have significant differences in the matter of educational background and teaching experiences.

3.4 Data Collection

As mentioned in Chapter I, the data collection methods of the study were document analysis and interview. The researcher analyzed the form of assessment implemented in the classroom includes the syllabus and lesson plans as the document analysis. Interview was conducted to the teacher by using a set of interview questions as the guidance of interview which was then transcribed. All instruments were used to discover what types of assessment techniques the teachers adopt, and how the teacher design those techniques with its instrument to assess students' writing skills.

3.4.1 Document Analysis

Document analysis is used in qualitative study because it has natural and authentic evidence (Guba and Lincoln, 1981 as cited in Alwasilah, 2011). It is in line with Setyadi (2006), document analysis is kind of source that is natural and relatively easy to acquire. Document analysis was chosen as the first step in collecting data to

see the ideal teaching-learning and its assessment plan that has been made by the teacher. The analysis document both from the syllabus and the lesson plans of each teacher would be compared to each other to be then analyzed. Meanwhile, the table below showed the analysis guideline of the syllabus and lesson plans:

Table 2
Guideline of Document Analysis

No.	Notion
1.	Identifying the objective of the lesson plan
2.	Comparing the objectives in the lesson plan with the syllabus
3.	Identifying teacher's techniques of assessment
4.	Identifying the instrument of assessment techniques

3.4.2 Interview

According to Cohen, Manion, and Morrison (2007), interview functions to look into participant's experience and concern of situation from their point of view. Interview is intended to know what happen to people. It is needed as directive means of finding what people are thinking, feeling, and doing (Given, 2008).

The interviews were conducted to the teachers as the second step to acquire the information regarding the teachers' way of assessment techniques that was written in the lesson plan, the ideas of how the teachers develop the assessment, the teachers' background, includes teachers' identity, teachers' knowledge of teaching-learning and assessing students in English class. The interview section was recorded and then transcribed to be analyzed.

In this study, the interview was a formal interview where it was guided by a set of questions. According to Hatch (2002) as cited in Maulida (2013), formal interview is called as structured/semi-structured interview where guideline questions are included and designed to see the level of understanding of the participant. A semi-structured interview was planned to create a set of open-ended questions for the interview, but additional questions to explore much more information needed from participants were presented as the interview proceeded. Setyadi (2006) also states that formal interview is an interview where the topic of the question has been prepared to avoid similar or unnecessary information from different participant, even it is naturally flexible to add spontaneous question to find out more information in detail.

In addition, the interviews were simultaneously carried out with audio-tapping. By taking audio-tapping while interviewing the participants has a lot of benefits, Firstly, the researcher is free to think creatively while the interviews are taking place. Secondly, it allows the researcher later to analyze the statements recorded. Then, recording participants' words ensures reliability of the data as well as the whole data are recorded (Creswell, 2007; Given, 2008). As the result, audio-tapping participants' interviews make researcher more assured that they are capturing what so called the essence of interview's intents (Given, 2008). Meanwhile, the interview consists of which are specifically organized based on the following guideline:

Table 3
Guideline of the interview

Details	Item Number
Identifying teachers' background	1, 2, 3, 4, 5, 6
Identifying teachers' knowledge of teaching young learners	7, 8, 9

Identifying teachers' techniques in assessing writing skills	10, 11, 12
The weaknesses and the benefits of the assessment techniques	13, 14
The difficulties and how to handle it	15, 16

3.5 Data Analysis

In every single study, data analysis is very important part in order to give meaning to the data gathered. It can be simultaneously since the researcher begins to undertake the data collection up until the purposes of the research are pursued and completed (Denzin & Lincoln, 1998; Fraenkel & Wallen, 2006; Creswell, 2008).

To analyze data, Denzin and Lincoln (1998) purpose an interactive model as an ongoing process throughout the whole investigation process. It is containing three sub-processes adapted from Denzin and Lincoln (1998) that can be illustrated as follows:

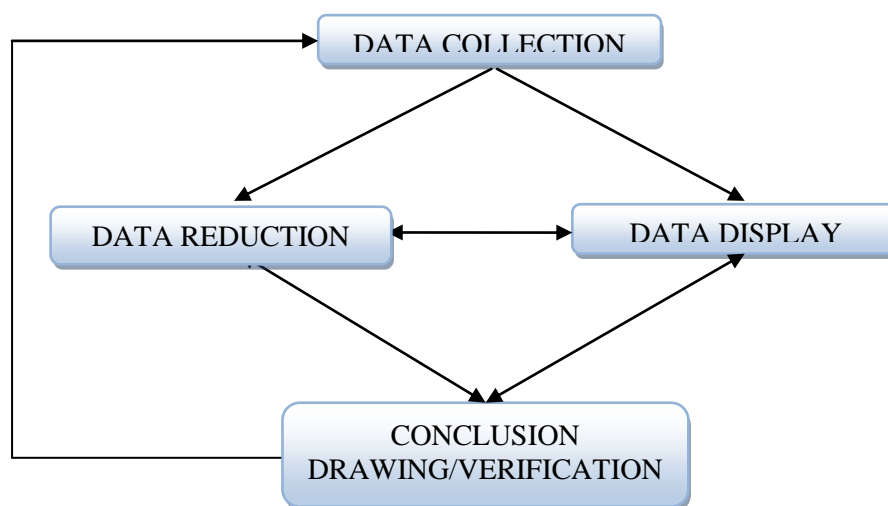


Figure 1 (Component of Data Analysis: Interactive Model)

1. *Data Reduction*, it functions to select the essential and relevant data to the study under investigation. This reduction of data was carried out based on research

questions and purpose of the research. Not all part of the lesson plans were captured to be extracted in the analysis, it was only the evaluation part in the lesson plan. As for the interview, it was only some certain statements that was extracted to be analyzed.

2. *Data Display*, it can be presented in the form of structured summaries, synopses, vignettes, diagrams and matrices with text. It enables researcher to give clear view of what was happening and what to do in further analysis as well as conclusion drawing about its meaning. To display the data, evaluation parts from the teachers' lesson plans and some certain statements were extracted in the discussion part of this paper.
3. *Conclusion Drawing/Verification* is the last step to draw and to verify conclusion. It is involved researcher's interpretation to make sense of the displayed data. The findings are process here and compared with one data to another. It is called "Data Transformation" because the data is condensed, clustered, sorted, and linked over time. The displayed data from the lesson plans and interview were synchronized to find out the techniques used by the teachers related to assessing writing and how the assessments were designed.

Having collected data, Interactive Model above was used in analyzing the data gathered. However, several steps literally were undertaken to analyze the data gained. The figure below illustrated the steps undertook by the researcher in analyzing the data:

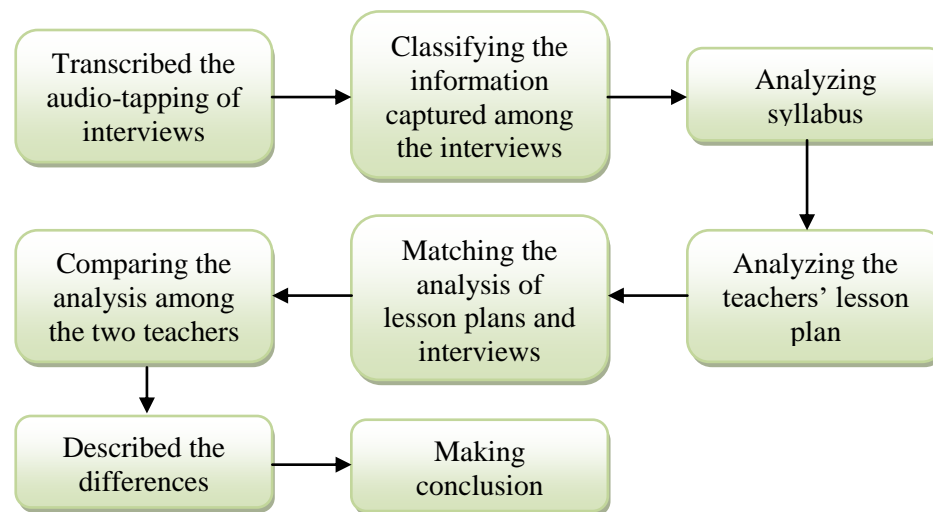


Figure 2 (The Steps in Analyzing the Data)

The first step to do before analyzing the data was to transcribe the recorded interviews by doing audio-tapping. The formal interviews were conducting once to each teacher, but it was possible to have less formal or informal interview that is not recorded. It was conducted if the information recorded from the formal interview was not clear or need more clarification. The transcriptions were then classified to see the information related to the theme of the research questions.

The second step was to analyze the syllabus and the teachers' lesson plans that the researcher gained from the teachers. The syllabus that used by the teachers were the same since it was included in the new curriculum used in the school which is called *Kurikulum 2013*. With regards to the syllabus, the lesson plans made by the teachers were compared and analyzed.

Having the data classified, the last step to do was analyzed and concluded the data according to the necessity and the research purposes; to find out the techniques used in assessing writing and how it was designed and developed to assess students' writing skills.