

CHAPTER III RESEARCH METHODOLOGY

This chapter provides the research methodology of this research, including formulation of problems, research design, subject of the research, data collection, and data analysis. First, *The Formulation of the Problems* is provided to make it clear in chapter 3, *Research Design* discusses the method employed in the study. Second, *Research Site and Participant* elaborate the place where the study is conducted and the participants involved in the study. Third, the *Data Collection* presents the techniques used to collect the data. Last, the *Data Analysis* explains the procedure to analyze the data. The purpose of the study also included at the beginning of this chapter.

3.1 Formulation of Problems

This study is intended to identify a priori validity that consists of context validity and theory-based validity of summative test items developed by teachers. This research is considered appropriate to the test items developed by teachers since the students' ability after learning session in one year will be assessed through the items. Therefore, this study is guided through the following question: How is a priori validity of summative test items developed by EFL teachers in Indonesia?

3.2 Research Design

Regarding the question of the research and aim of the research presented previously, the research design used in this present research is qualitative research that applies descriptive study as a framework. The research design used in this present research is qualitative research that applies descriptive study as a framework.

According to Bodgan and Taylor (1975) in Basrowi, et al. (2008, p. 88) stated that qualitative is research that will have descriptive data as the result in

written or oral from people, behavior, and document that can be observed. In addition, Creswell (2012, p. 337) states that descriptive research aims to examine a phenomenon that is occurring at a specific place(s) and time. Therefore, the result of this research cannot be generalized will also happen to all EFL teachers in Indonesia since this research only conducted to EFL teachers in Cimahi in 2015.

Furthermore this present study uses case study as its strategy in collecting data. According to Hancock (2002, p.7) case study research is used to describe an entity that forms a single unit such as a person, an organization or an institution. Furthermore, Yin (2003) states that the case study research design is useful for testing whether a specific theory and model actually applies to phenomena in the real world. It is in line with the research since this research analyzes the test items developed by the teacher in one school in Cimahi. Furthermore, in analyzing the validity, this research uses Weir's a priori validity that is important to be done because the test's posteriori validity will be invalid if it does not pass a priori validity.

3.3 Subject of The Research

The research was conducted in one public junior high school in Cimahi. The sampling technique used is purposive sampling, which researcher chooses the site and participant intentionally to learn a phenomenon (Creswell, p.206, 2012). The institution was chosen based on three reasons: First, the location is close to where the researcher lives. Second, the chosen school has got a number of trainings from USAID. USAID is an agency from US that works to help several countries, one of them Indonesia, to develop in education, health, global engagement, etc. In education field, USAID gives a number of trainings about school management, strengthening students' ability in reading, assessment and evaluation, classroom management, etc. Thus, it is assumed that teachers who join in the trainings understand the concept assessment and evaluation better than teachers who do not join. Additionally, this school is one of the pilot schools in applying The 2013

Curriculum therefore the syllabus of this school can easily be accessed in government website.

The participants were three English teachers grade 1-3 who made the test items for final examination. The examination for grade 1 consists of 40 items; 24 items measuring reading skill and 16 items measuring writing skill. Meanwhile the examination for grade 2 consists of 40 items; 32 items measuring reading skill and 8 items measuring writing skill. The last examination, is for grade 3, consist of 50 items; 43 items measuring reading skill and 7 items measuring reading skill.

3.4 Data Collection

The data collection took 1 month. In order to collect the data, triangulation data analysis was used to analyze the result of the research. Fraenkel, et al. (2012) state that, “triangulation establishes the validity of the observation. It includes checking what one hears and sees by comparing one’s sources of information.” Fraenkel et al. further explain that, “triangulation improves the quality of the data that are collected and the accuracy of the researcher’s interpretations.” The data were collected through some qualitative techniques: document analysis and interview. These two instruments are considered the most suitable to answer the research question. Below are further explanations of the two instruments used in this study.

3.4.1 Document Analysis

Fraenkel et. al (2012) state that, “there are several reasons a researcher might want to do document analysis: to obtain descriptive information about a topic, to formulate theme, to check other research findings, to obtain information useful in dealing with educational problems, and to test hypotheses.” In this case, the objective of doing document analysis is to obtain information useful in dealing with educational problems, validity of the test.

3.4.2 Interview

Fraenkel et. al. (2012) states that, “interviewing is an important way for a researcher to check the accuracy of—to verify or refute—the impressions he or she has gained through observation.” Fetterman (1988), in fact, describes interviewing as the most important data collection technique a qualitative researcher possesses. In the research, the interview was used to gain some phenomena missed in the observation. An interview makes phenomena which are not directly observable, such as perceptions and attitude, possible to be examined. The interview in this research was conducted for the teachers who develop the items.

3.5 Data Analysis

The data analysis took three months. In three months analysis in order to collect the data, triangulation data analysis was used to analyze the result of the research. Fraenkel, et al. (2012) state that, “triangulation establishes the validity of the observation. It includes checking what one hears and sees by comparing one’s sources of information.” Fraenkel et al. further explain that, “triangulation improves the quality of the data that are collected and the accuracy of the reseacher’s interpretations.”

In this study, the triangulation data analysis was done by combining the information got from the collected document and teachers’ interview and analyzed it by using Weir’s a priori validity framework. The data were used to support each other to validate the result of the analysis.

3.4.1 Document Analysis by using Weir’s A Priori Validity

The document analysis was conducted by analyzing the test items, test specification and the syllabus. The research was conducted by analyzing the validity of test items using Weir’s a priori validity. The analysis covered the context based validity and theory-based validity. Below is the format in describing context validity and theory based validity of test items.

CONTEXT VALIDITY OF TEST 1

Table 3.1 Format	TASK SETTINGS		FINE	HAS A PROBLEM
	Rubrics			
	Purpose			
	Known Criteria			
	Weightings			
	The order of items			
	Time constraints			
	TASK DEMANDS		FINE	HAS PROBLEM
	Reading Skill	Text 1		
		Text 2		
		Text 3		
		Text 4		
	Writing Skill			
	SETTINGS AND TESTADMINISTRATION		APPROPRIATE	HAS PROBLEM
	Physical Condition			
	Uniformity of Test			
	Security			

of context validity analysis

3.4.2 Interview

The interview was conducted to dig information from the teachers about the test items they develop. The teachers' interview was done to three English teachers. Each teacher was interviewed to get information missed in the document analysis related the way they develop the items.

3.6 Concluding Remarks

This chapter has discussed research methodology used in this study covering the research design, research site and participants, data collection and data analysis. The next chapter will present the findings and discussion of the implementation of character education in EFL Classroom Interaction.