

CHAPTER III

RESEARCH METHODOLOGY

3.1. Introduction

This chapter deals with the discussion about the research design, the research site, the participants, the data collection techniques, and the data analysis techniques.

3.2. Research Design

This study encompasses the characteristics of a mixed method study since it attempts to collect, analyze, and mix the collected data through both qualitative and quantitative methods (Malik and Hamied, 2014). In line, Creswell (2003) explains that a mixed method study is designed and carried out to collect both quantitative and qualitative data in order to answer the research questions. He adds that a mixed method study may promote advantages, such as: it provides a broader perspective of the research problems being investigated and the data, which are collected through both the qualitative and quantitative methods, are more compatible.

This study applies the explanatory design which means that qualitative data is gathered to help explain or build the result obtained through the quantitative method (Malik and Hamied, 2014). The study was carried out in two phases. In the first phase, the researcher collected quantitative data by using a set of questionnaires, which consist of two open-ended questions and 44 Likert-scale questions. The questionnaires were used to collect the data about English teachers' attitudes towards performance-based speaking assessments, English teachers' attitudes towards the advantages of performance-based speaking assessments, English teachers' attitudes towards the principles of speaking tasks, the frequency and the schedules of the speaking assessments carried out by the English teachers, the English teachers' personal experiences in conducting performance-based

speaking assessments in their classrooms, the types of speaking tasks applied by the teachers, and the problems encountered by the teachers while conducting performance-based speaking assessments.

In the second phase, the researcher selected three participants as the purposive sampling to be observed. The researcher conducted classroom observations to get more information in depth about: (1) how the English teachers conducted performance-based assessment to assess their students' speaking skills, (2) whether or not the performance-based speaking assessments carried out by the teachers meet the characteristics of a performance-based assessment, and (3) the problems encountered by the teachers while conducting performance-based speaking assessments. Besides that, a rubric analysis was held to get more information about whether or not the rubrics used by the teachers meet the characteristics of a good rubric. The qualitative data collection is done to provide more data which help explain the initial quantitative results (Malik and Hamied, 2014). The results of the classroom observation and rubric analysis are used to help explain the quantitative results obtained in the first phase. At last, using the data obtained through the questionnaires, classroom observations, and document analysis, the researcher analyzed whether or not the English teachers' attitudes towards the performance-based speaking assessments reflect the way they conducted the assessments in the classroom.

3.3. Research Sites

The research sites are classified into two, based on the phases of the study. In the first phase, the study was undertaken in 15 senior high schools in West Java. The names and the locations of the schools are listed in Table 3.1.

Table 3.1 The research sites and the locations

No	Schools	Locations
1	SMA N 1 Cimahi	Jl. Pacinan No. 22A, Cimahi.
2	SMA N 2 Cimahi	Jl. KPAD Sriwijaya IX No. 45A, Cimahi.

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No	Schools	Locations
3	SMA N 3 Cimahi	Jl. Pasantren No. 161, Cimahi.
4	SMA N 7 Bandung	Jalan Lengkong Kecil No.53, Kota Bandung.
5	SMA N 5 Cimahi	Jl. Jendral Gatot Subroto No.39.
6	SMA Plus Al-Ittihad Cianjur	Jl. Raya Bandung Km. 3, Kab. Cianjur.
7	SMA Pasundan 7	Jl.Kb. Jati No.31, Kota Bandung.
8	SMA N 1 Ciparay	JL. Raya Pacet, No. 188, Ciparay.
9	MAN Cimahi	Leuwigajah, Cimahi Selatan.
10	MA Multiteknik Asih Putra	Jl. Cihanjuang, Cimahi.
11	SMK N 1 Cimahi	Jl. Mahar Martanegara, Utama, Cimahi.
12	SMK TI Pemb. Cimahi	Jl. Mahar Martanegara No. 48 B, Cimahi.
13	SMK Terpadu Al- Ittihad Cianjur	Jl. Raya Bandung Km3, Kab. Cianjur.
14	SMK N 1 Haurwangi	Jl. Raya Bandung Km. 20, Kab. Cianjur.
15	SMA N 1 Lembang	Kayu ambon, Lembang, Kab. Bandung Barat.

To collect the quantitative data, 50 English teachers from these senior high schools participated to fill out questionnaires in the first phase. Then, in the second phase, classroom observations were held to collect the qualitative data. Of the 50 English teachers, three teachers were chosen as the purposive sampling for the observations. The classroom observations were carried out in three of the 15 schools. In each school, the researcher held the classroom observation for three times. The reason to choose these schools as the research sites was related to the access to the schools.

3.4. Participants

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This study involves a voluntary participation from English teachers in 15 senior high schools. For the quantitative data, 50 English teachers were involved as the participants. Then, three of the teachers were chosen as the purposive sampling in the qualitative data collection. Malik and Hamied (2014, p. 200) state “In qualitative research, sample is typically purposive. Participants are selected because of who they are and what they know”. The purposive sampling of this research were three English teachers from three different schools. The choice of the three teachers to be observed was based on accessibility to the schools where they teach. The schedules for the observations were based on the agreement with the teachers.

In reporting the result of a research, it is important to keep the identity of the participants pseudonymous to ensure confidentiality of the participants. The private information of the participants must not be reported without any written agreement from the participants. The participants of this study have their rights to decide whether or not they intend to participate in this study, to share information about themselves, to have their names pseudonymous, or to let the information about them reported or published. This study involved 50 English teachers from 15 senior high schools in West Java. The spread of the participants can be seen in Table 3.2.

Table 3.2 The number of participants from each school

No	Schools	Number of participants
1	SMA N 1 Cimahi	3
2	SMA N 2 Cimahi	5
3	SMA N 3 Cimahi	6
4	SMA N 7 Bandung	4
5	SMA N 5 Cimahi	3
6	SMA Plus Al-Ittihad Cianjur	4
7	SMA Pasundan 7	2
8	SMA N 1 Ciparay	3
9	MAN Cimahi	4
10	MA Multiteknik AsiAh Putra	1
11	SMK N 1 Cimahi	6
12	SMK TI Pemb. Cimahi	2
13	SMK Terpadu Al-Ittihad Cianjur	2
14	SMK N 1 Haurwangi	2
15	SMA N 1 Lembang	3
Total		50

Then, the data on the English teachers' qualifications and working experiences are also involved. The working experiences of the teachers are classified based on the range, while the qualifications are classified based on the degree. The classifications are described in Table 3.3.

Table 3.3 The participants' working experiences and qualifications

Working Experience (Year)					Qualification				
1-5	6-10	11-20	21-30	>30	No response	D3	Bachelor	Master	No response
10	4	14	16	2	4	2	40	7	1

In Table 3.3, it can be seen that most of the participants are senior English teachers who have taught for more than ten years. Only ten of the participants are categorized as new teachers, while the others can be admitted as experienced teachers. Regarding the qualification of the participants, most of the participants

have their Bachelor Degree (40 participants), seven participants have their Master Degree, and two participants have their Diploma three Degree. The 50 English teachers were involved to fill out the questionnaires. Then, three of them were chosen as the purposive sampling who were observed. The information about the purposive sampling teachers are described in Table 3.4.

Table 3.4 The data of the purposive sampling teachers

No	Teacher	Experience	Qualification	Sex
1	Teacher A	16 years	S1	Female
2	Teacher B	5 years	S1	Female
3	Teacher C	10 years	S1	Female

3.5. Data Collection Techniques

This study involves both qualitative and quantitative methods, so the data were collected by using both qualitative and quantitative data collection techniques. The quantitative data were collected by using a set of questionnaires, while the qualitative data were collected through both classroom observations and document analysis. Heigham and Croker (2009) explain that a qualitative research applies a variety of data collection techniques such as observations, interviews, open-response questionnaire items, verbal reports, diaries, and discourse analysis. Regarding the classroom observation, Malik and Hamied (2014, p. 212) state, “Data are collected through sustained contact with people in the settings where they normally spend their time.”

3.5.1. Questionnaires

The first data collection technique used in this study is a set of questionnaires. According to Thomas (2003) as cited in Lee (2010), the main strength of questionnaires is that they enable a researcher to provide a large quantity of factual information in a relatively short period of time.

The questionnaires were used to collect the data about the English teachers’ attitudes towards the performance-based speaking assessments, English teachers’

attitudes towards the advantages of performance-based speaking assessments, English teachers' attitudes towards the principles of speaking tasks, the frequency and the schedules of the speaking assessments carried out by the English teachers, the English teachers' personal experiences in conducting performance-based speaking assessments, the types of speaking tasks applied by the teachers, and the problems encountered by the teachers while conducting performance-based speaking assessments.

Table 3.5 The items of the questionnaires

No	Area of inquiry	Number of items	Types of questions
1	The frequency and schedules of the speaking assessments held by the English teachers	2	Open-ended questions
2	English teachers' attitudes towards performance-based speaking assessment	10	Likert-scale questions
3	English teachers' attitudes towards the advantages of performance-based speaking assessment	7	Likert-scale questions
4	English teachers' attitudes towards the principles of speaking tasks applied in performance-based speaking assessment	5	Likert-scale questions
5	English teachers' personal experiences in conducting performance-based speaking assessments	8	Likert-scale questions
6	Types of speaking tasks applied in performance-based speaking assessment	10	Likert-scale questions
7	The problems commonly encountered in performance-based speaking assessment	5	Likert-scale questions

3.5.2. Classroom Observations

The classroom observations were carried out to get more information which helps explain the quantitative results in the initial phase of this study (Malik and Hamid, 2014). Classroom observations were conducted to collect more data on three points: (1) how the English teachers conduct performance-based assessment to assess the students' speaking skill in the classroom, (2) whether or not the

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performance-based speaking assessments carried out by the teachers meet the characteristics of a performance-based assessment, and (3) the problems encountered in the performance-based speaking assessments.

The researcher carried out the classroom observations for three times in three classes of each teacher. The schedules for the observations were based on the agreement with the teachers. The focus of the observations was on how the teachers carry out performance-based speaking assessments in the classroom, the characteristics of the performance-based speaking assessment, and the problems encountered in the performance-based speaking assessments. During the observations, field notes were provided to record the data needed in this study. In having the observation, the observer made a field note to maintain any information, evidence, and data which are important for the validation of the study. Then, an observation sheet was used to write all the observed phenomena which occurred during the observations. Moreover, during the observations, the classroom activities were recorded to avoid the possibility of leaving certain information.

3.5.3 Document Analysis

Another technique used to collect the qualitative data is document analysis. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around a topic. The documents, which were analyzed by the researcher, were the rubrics used by the teachers in conducting performance-based speaking assessments in their classrooms. The instrument used to analyze the rubrics was adapted from Stevens and Levi (2005). The instrument is a checklist form and consists of six aspects which are described in Table 3.6.

Table 3.6 The aspects of the instrument for the rubric analysis

No	The aspects	Number of questions
1	The elements of the rubrics	4 questions
2	The marking criteria	4 questions
3	The descriptions of levels of performance	2 questions
4	The levels of performance	3 questions
5	The overall rubric	3 questions
6	Fairness and sensibility	3 questions

3.6. Data Analysis Techniques

Because this study is a mixed method study, it involves both the quantitative and qualitative data analysis. Each is discussed separately as follows:

3.6.1 Quantitative Data Analysis

In a quantitative method, the results of a study are mainly presented in the forms of graphics and numbers. To analyze the quantitative data, descriptive statistics, including frequency, mean, and percentage, was applied. Hatch and Farhady (1982) imply that analyzing quantitative data by using descriptive statistics is done through three main steps, namely: coding the data, doing the numerical computations, and preparing a final display.

In the first step, all the items in the questionnaires were codified into seven categories, namely: (1) English teachers' attitudes towards performance-based speaking assessments; (2) English teachers' attitudes towards the advantages of performance-based speaking assessments; (3) English teachers' attitudes towards the principles of speaking tasks; (4) the frequency and the schedules of the speaking assessments carried out by the English teachers, (5) the English teachers' personal experiences in conducting performance-based speaking assessments, (6) the types of speaking tasks applied by the teachers, and (7) the problems encountered by the teachers while conducting performance-based speaking assessments. In the second step, numerical computation of the data was done to get the frequency, mean, and

the percentage of the participants' responses to each item in the questionnaire. The participants' responses to the questionnaires were compiled, mapped, and counted to get the frequency. After that, the frequency of each response to the items of the questionnaire was calculated to get the mean and percentage. Finally, all the data, which have been codified, compiled, mapped, and calculated, are presented in tables and charts. The interpretation and discussion of the findings are based on the data presented in the tables and charts.

3.6.2 Qualitative Data Analysis

The data obtained through the classroom observations and the document analysis were analyzed by using qualitative data analysis technique. Creswell (2009) as cited in Malik and Hamied (2014) described three main phases of qualitative data analysis, including: (1) Raw data management, (2) Data reduction, and (3) Data interpretation and themes. Each phase of the analysis has some specific steps. The analysis of the data of this study is explained based on the data collection techniques used, as follows:

A. The Data Obtained through the Classroom Observations

The classroom observations were conducted to collect more information in depth about both how the English teachers carry out performance-based assessments to assess the students' speaking skill in the classroom and the problems faced by the teachers in conducting the assessments. Then, the data on how the English teachers carry out the performance-based assessments to assess the students' speaking skills were categorized into five categories, namely: types of performance-based assessment, the types and the formats of the speaking tasks, the rating scales, the rubrics, and the other related documents and materials which are applied by the teachers. After that, the data on the problems encountered by the teachers in conducting performance-based speaking assessments are categorized into three: problems by the teacher factor, problems by the student factor, and

problems by the educational system factor. Finally, after sorting, selecting, managing, and categorizing the data, the researcher continued to interpret the data.

B. Document Analysis

The rubrics were analyzed through three steps. In the first stage, the researcher carefully read the rubrics one by one. It aims to examine the elements of the rubrics to see whether or not the rubrics include all the elements of a good rubric. In the second stage, the researcher used a checklist form to examine each of the rubrics. The checklist was adapted from Stevens and Levi (2005). While examining the rubrics, the researcher checked whether or not the rubrics meet each of the items in the checklist form. When the elements of the rubrics meet what is asked in the checklist form, the researcher put a checklist on each of the “yes” columns in the checklist form. In the last stage, the researcher carefully read each rubric together with the checklist to make some conclusion and interpretation. The conclusion and the interpretation of the data from the checklist forms were made based on the characteristics of rubrics proposed by some experts as explained in chapter two. Finally, the data obtained through the rubric analysis have been analyzed and interpreted.