

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method of study which is important as a guideline to attain the objectivity of the study. It includes the research design, the site and participants, the data collection technique, the data collection procedure, testing validity and reliability, and the data analysis. The research site and the samples emphasize on the place where the study took place and the samples involved.

3.1 Research Design

This study was aimed at analyzing the communicativeness of the tasks and the appropriateness of scoring criteria during the speaking assessment. In line with the aim of the study, a descriptive qualitative study was chosen since it was suitable to give a complete description of the English teacher in using the tasks and constructing the scoring criteria for the speaking assessment. As stated by Creswell (2008: 254), “descriptive qualitative study aims to investigate detail rendering of people, places, or events in a setting in qualitative approach”. In addition, “descriptive studies are designed to gain more information about a phenomenon as it naturally occurs” (Burns & Gove, 2003: 200).

3.2 Site and Participants

This study was conducted at an elementary school in Bandung. The school was selected since it was located in the same location with the researcher’s university. It helped the researcher to get to the school easily. Besides, since the school was in one location with the researcher’s university, it helped her to have enough time to consult with the supervisor whenever she got problems during the research. Moreover, it was also easy for the researcher to get permit from the school since one of the teachers in the school was the researcher’s colleague.

This research employed qualitative purposeful sampling in which the participants were selected intentionally to learn or to understand the central phenomenon (Creswell, 2008). The participant of the study was an English

teacher who has just been teaching in this school for 11 months. The selection of the participant was based on her teaching experience. She is a novice teacher. It was the teacher's first experience in teaching English to young learners, but she teaches 16 English classes every day. The researcher also involved 3B students and 4C students. Those two classes were selected because of some reasons. 3B students were known as the good students since their homeroom was very disciplined. Thus, it was easy to manage the classroom condition. Besides, there was a student with a special need in this class. On the other hand, the number of the students in class 4C was less than the number of the students in class 3B. There were 30 students in class 3B. Meanwhile, there were only 24 students in class 4C, but they belonged to disorganized students. Furthermore, the two classes were selected based on the teacher's recommendation. The researcher analyzed one teacher with two different classes in order to get to know teacher's understanding on an ideal speaking assessment process.

3.3 Data Collection Technique

In collecting the data, the researcher conducted an observation, a document analysis, and an interview.

3.3.1 Observation

Classroom observation is the process of gathering open-ended, firsthand information by observing people and places at a research site (Creswell, 2008). Observation was the primary data, which was used in this study. Observation was conducted to answer RQ 1 (research question 1). It aimed to get more comprehensive pictures and general descriptions about the tasks used in children's speaking assessment. The researcher became a non-participant observer in this study since her roles were visiting the site, recording the classroom activities, and taking notes. The researcher observed how the teacher opened the English class, how she presented the learning materials, how she handled the classroom activities, and how she conducted the speaking assessment. Students' responses and attitude toward the lesson were also noted down. All the classroom activities during the observation

process were recorded in the form of observation sheet and field notes.

The observation sheet consisted of seven dimensions of communicative task checklist. The first dimension was divided into seven learning activities. The second dimension was divided into three learning activities. The third dimension was divided into seven learning activities. The fourth dimension was divided into nine learning activities. The fifth dimension was divided into eight learning activities. The sixth dimension was divided into eight learning activities. The seventh dimension was divided into six learning activities.

3.3.2 Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic material (computer-based and Internet-transmitted) (Bowen, 2009). Document analysis was conducted to answer RQ 2 (research question 2). In this study, the analyzed document was the scoring criteria constructed by the teacher. The researcher analyzed whether or not the scoring criteria met the learning objectives and was relevant to assess children's speaking skill based on the theories of speaking scoring criteria categories by Brown (2001) and Heaton (1989) namely accuracy involving grammar, vocabulary, and pronunciation; comprehension; fluency; and task.

3.3.3 Interview

Another instrument which was used in this study was an interview. It was used as the additional instrument to support the data in RQ 1 and RQ 2. Interview can be a meaningful instrument when the researchers have not obtained complete data from the observation and allows them to get deep understanding of the participants' attitude (Malik and Hamied, 2014). The interview which was conducted in this study was a semi-structured interview. "A semi-structured interview is one where the interviewer has a clear picture of the topics that need to be covered (and perhaps even a preferred order for these) but is prepared to allow the interview to develop in unexpected

directions where these open up important new areas” (Heigham and Croker, 2009: 186). In this study, the interview was addressed to the English teacher. There were several questions related to teacher’s professional experiences and her knowledge of learning materials. Therefore, through interview, the researcher got more information about teacher’s understanding of TEYL.

3.4 Data Collection Procedure

The data were collected during the research conducted. In collecting the data, the researcher firstly conducted observations. The researcher observed how the teacher assessed the students’ speaking through the tasks. The observations were started from September 6th to November 17th. The observations in class 3B had been conducted for seven times. Those were on September 6th, October 11th, October 18th, October 25th, November 1st, November 8th, and November 15th. Meanwhile, the observations in class 4C had been conducted for five times. The observations in this class were conducted on September 15th, October 20th, October 27th, November 3rd, and November 17th. The observations were conducted until the data needed in the research question 1 was obtained. The role of the researcher in this study was as a complete observer, thus, the researcher did not take a part during TL process. The observations were conducted by recording all of the activities done by the teacher and students.

In the next session, the researcher conducted a document analysis. The official document was teacher’s rubric assessment. It was used to gain the data of the appropriateness of the scoring criteria constructed by the English teacher. Furthermore, the researcher conducted an interview with the English teacher. The interview was conducted to deepen the data needed. The interview was conducted in Indonesian in order to enrich the information about teacher’s perspective of TEYL. The interview was in the form of semi-structured questions so that the English teacher could give her answers freely.

After all of the data were collected, the researcher analyzed it. The observation data were then transcribed. Besides, the document analysis data were analyzed and elaborated in a narrative form. Furthermore, the interview data were

transcribed in the form of interview transcripts. Transcripts are the primary data after the researcher conducts an interview (Bogdan and Biklen, 1992). Finally, all of the data were matched one others.

3.5 Testing Validity and Reliability

Testing validity and reliability of the data are important to determine the eligibility of the instruments we use. According to Brown (2001: 387), “validity is the degree to which the test actually measures what it is intended to measure”. Meanwhile, reliability in qualitative research is defined as the trustworthiness of the procedures and data generated (Stiles in P *et al*, 2006). In order to maintain the validity and reliability of the data, the researcher conducted two techniques. Those are as follows.

3.5.1 Triangulation

“Generally, the researcher held triangulation by cross-checking the existence of certain phenomena and the veracity of individual accounts by gathering data from a number of informants and a number of sources, subsequently comparing and contrasting one account with another in order to produce a balanced study” (Bell, 1999: 102). Here, the researcher matched the data gained from the observation and interview. It was done to know whether or not the reliability of the data was evident.

3.5.2 Member Checking

Member checking is defined as “an important quality control process in qualitative research as during the course of conducting a study, participants receive the opportunity to review their statements for accuracy” (Harper & Cole, 2012: 1). The participants are allowed to read any transcripts of the data in which they were involved. This strategy serves to decrease all of the misunderstandings of the data since “the researcher asks the participants if the themes or categories make sense, whether they are develop with sufficient evidence, and whether overall account is realistic and accurate” (Creswell & Miller, 2000: 127).

3.6 Data Analysis

To answer the research questions mentioned previously, three techniques of data collection were employed, namely the observation, the document analysis, and the interview. To make the process of the data analysis easy, all the data obtained were organized based on the instruments obtained.

First, the data from the observation were analyzed to answer RQ1. As mentioned previously, the data from the observation checklist were about the dimensions of communicative tasks adapted from Nunan (1989). The observation guideline was divided into seven categories, namely goals and rationale, input, activities, roles and settings, implementation, grading and integration, and assessment and evaluation. Those seven categories were elaborated into some teacher and students' activities checklist. Those were used to help the researcher in observing the classroom activities. The researcher put 'x' mark to show that the teacher or the students did not do one of the checklists. In addition, the researcher put 'v' mark to show that the teacher or the students did one of the checklists. Moreover, the observation checklists were also completed with the examples of teacher or students' expressions/activities and notes in order to give more information about teacher and students' attitude toward the learning process. In these columns, the researcher took a note of everything she found during the classroom observation. All of the activities during the observation were also recorded in the form of field notes. The observation checklists were attached in appendix B.

Second, the data from the teacher's document were analyzed to answer RQ2. The document was in the form of speaking rubric assessment. The researcher analyzed the scoring criteria constructed by the teacher. Analyzing this document helped the researcher to gain the data of the appropriateness of the scoring criteria. The researcher used oral proficiency test scoring categories proposed by Brown (2001) and Heaton (1989) as a guideline to analyze the scoring criteria. The researcher analyzed whether the criteria made by the teacher were suitable or not to the students' speaking assessment. Then, the data analyzed from teacher's documents were elaborated in the form of the narrative texts.

Last, the researcher analyzed the interview data. Interview was conducted as the additional instrument in order to know teacher's perspective of TEYL. The interview guidelines were divided into two parts. Those were teacher's professional experiences and teacher's knowledge of content and materials. The interview was conducted in Indonesian. Furthermore, the data obtained were transcribed into English. The researcher analyzed the data by initially reading through the overall data to get the general sense of the data, drawing ideas, thinking about the organization of the data, and considering whether or not more data are required (Cresswell, 2008). Then, as stated by Miles and Huberman (1994), there are three activities in analyzing the qualitative data, namely, data reduction, data display, and conclusion drawing on verification. In the process of data reduction, the data were reduced and selected. Inappropriate data were omitted. The information supporting the aims of this study especially related to the tasks used in speaking assessment was selected to be displayed in the next stage.

The second process of analysis was data display. "Data display is a process of analyzing the data obtained in which the researcher organizes, compares and assembles information gathered from different sources" (Malik and Hamied, 2014: 215). In this research, the data from the observation were displayed in the form of table and the data from the document analysis and interview were displayed in the form of text. Those displays were aimed to simplify the data presentation.

After reducing and displaying the data, the researcher classified the data based on the research questions. Then, the conclusions were drawn to answer the research questions that were mentioned previously, namely (1) the communicativeness of the tasks used to assess children's speaking skill and (2) the appropriateness of the scoring criteria in children's speaking skill assessment.

