CHAPTER III
RESEARCH METHODOLOGY

The research methodology applied in this study is discussed in this chapter. The discussion of this chapter involves research design, research site and participants, data collection techniques, and data analysis.

3.1 Research Design

This research was guided by a qualitative research design as this study attempted to describe the assessment techniques used by a teacher in assessing students’ language skills. Qualitative research, as stated by Creswell (2014), refers to “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. According to Denzin & Lincoln, qualitative research is appropriate to employ because it attempts to study things in their natural settings, to make sense of, or interpret, phenomena in terms of the meanings people bring to them (in Creswell, 2013).

Furthermore, this research employed a case study method since it tried to focus and obtain understanding about a particular case or phenomenon (Merriam, 2001). Multiple instruments are typically employed to collect data for case studies, including interviews, use of archival data or documents, or participant observation (Klenke, 2016). The use of case study method gave benefit to the current research in helping the researcher obtained rich information about the teacher's techniques in assessing students’ language skills, the teacher's reason for implementing the techniques as well as the students’ responses toward the implementation of the techniques.
3.2 Research Site and Participants

This research was conducted in a junior high school in Bandung. There are two reasons why the school was chosen as the setting for this study. First, the teacher in that school was willing to do the research. Second, the school was chosen for its availability since the authority of the school allowed the researcher to conduct the research at that time. Meanwhile, the participants involved in this study were an English teacher and a class of ninth grade of junior high school students.

3.3 Data Collection Techniques

This research employed some data collection techniques in order to collect the data. The techniques used are classroom observation, interview, and written document. This is in line with Klenke (2016) who believes that “multiple instruments are typically employed to collect data for case studies, including interviews, use of archival data or documents, or participant observation”. The detail process of data collection will be described below.

3.3.1 Classroom Observation

The first instrument employed in order to answer the research question was classroom observation. According to Cowie, “Observation is the conscious noticing and detailed examination of participants’ behavior in a naturalistic setting” (in Kato & Mynard, 2016). Observation commonly takes the form of two ideal types including participant and non-participant (Blackshaw & Crawford, 2009). The type of observation conducted in this study was non-participant observation, where the researcher observed without participating and separated from the phenomenon (Blackshaw & Crawford, 2009). To help the researcher to observe all the classroom activities and to complete the information, video recording was used in this study. It was a rich source since it captured all the
things happened or emerged during the classroom observation. The data of classroom observation that was recorded on the video recorder was converted to video transcription.

The researcher conducted the observation in a class of ninth grade. There were three observational visits for 100 minutes (2 learning hours) in each visit. The observational visits were intended to discover what kind of assessment techniques used by the teacher in assessing students’ writing skill. It was seen through teacher-students’ interaction and the whole classroom activity.

The classroom observation was conducted three times in the classroom, from August 15th, 2017 to September 5th, 2017. The observation schedules are as follows.

Table 3.3
Observation Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Observation</td>
<td>August 15th, 2017</td>
<td>Tuesday</td>
<td>10.30 am-11.50 am</td>
</tr>
<tr>
<td>2nd Observation</td>
<td>August 29th, 2017</td>
<td>Tuesday</td>
<td>10.30 am-11.50 am</td>
</tr>
<tr>
<td>3rd Observation</td>
<td>September 5th, 2017</td>
<td>Tuesday</td>
<td>10.30 am-11.50 am</td>
</tr>
</tbody>
</table>

3.3.2 Interview

The second instrument used in this study was an interview. An interview allows the researcher to obtain information from the subjects who agree to participate in research (Malik & Hamied, 2014). It was conducted in this study in order to elicit information that probably could not be captured through observation (Subrahmanyam, Mohan, & Prasad, 2008). Richards claims that there
are three types of interview namely structured, semi-structured, and open (in Deters, 2011). This study used a semi-structured interview since it is guided by a list of questions but allows both the researcher and the participant to explore the certain topic in greater depth (Deters, 2011). The interview consisted of two sessions. The first session was intended for the teacher and the second session was intended for the students. The interview session was addressed after the classroom observation ended on Tuesday, September 5th, 2017 and it was recorded by using a voice recorder.

The interview to the teacher was aimed to supply more information about data gathered from classroom observation. The questions for the teacher were focused on five aspects: 1) the teacher’s awareness of the purpose of assessment (one question), 2) the techniques in assessing students' writing skill (one question), 3) the reason for implementing the techniques (one questions), 4) types of assessment techniques used by the teacher (two questions), 5) the teacher’s adjustment in assessing students’ writing skill (one question).

The interview to the students was administered to find out students’ responses toward the implementation of the assessment techniques. There were 10 students who were interviewed. The interview consisted of six questions and the questions were delivered in Bahasa Indonesia to make it easier for the participants to answer the questions (see Appendix B).

3.3.3 Written Document

According to Bailey (1994), “Written document contains information about the phenomena we wish to study”. The written document was used in this study to support the data which were gathered from other types of data collection namely observation and interview. The written document analyzed here was lesson plan. As the supporting data, lesson plans were used by the researcher to fill up the information that might be missed through observation and interview.
3.4 Data Analysis

The process of data analysis in a qualitative research involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and making interpretation of the larger meaning of the data (Creswell, 2003). The data analysis was divided into three steps; data analysis of classroom observation, data analysis of the interview, and data analysis of the written document. In analyzing and presenting the analysis of each research instrument, this study proposed a descriptive explanation. The following are the steps of data analysis.

3.4.1 Classroom Observation

The data gathered from classroom observation has resulted in a form of video transcription. There were several steps employed in this study to analyze the video in order to answer the first research question about the teacher’s techniques in assessing students’ writing skill.

The first step was transcribing. After transcribing all the data, the second step was reading the whole transcription of videotaping to get the general sense of the data, reflected on them, and noted down some thoughts. After reading the whole transcription, the data then coded and labeled based on the theory of writing performance tasks proposed by Brown (2010). IM referred to Imitative Writing, IN referred to Intensive Writing, and RE referred to Responsive & Extensive Writing. After that, the researcher interpreted the data based on the research questions that had been formulated.
3.4.2 Interview

In analyzing data, the interview recording was replayed. The researcher transcribed the interview and presented it into interview transcription. After that, the data can be categorized based on the information needed about writing assessment task, the teacher’s reason in its implementation, and students’ perception about the techniques, after the unrelated information was reduced. The further presentation from the data gained from the interview will be presented in chapter IV.

3.4.2 Written Document

In order to complete and confirm the data from classroom observation and interview, there were documents namely lesson plans analyzed in this study. There were several steps to analyze data from written documents, as follows: reading all written documents, selecting the data related to research questions and analyzing the data based on the form proposed by Brown (2010) and other related theories.

3.5 Concluding Remarks

This chapter has discussed the methodological aspects applied in this study covering the research design, research site and participants, data collection techniques, and data analysis. In the next chapter, the findings and discussions of the study will be discussed.