

CHAPTER III

RESEARCH METHODOLOGY

This chapter highlights and discusses the research design, sample of the research, data collection and data analysis.

3.1 Research Design

According to Fraenkel, Wallen, and Hyun (2012) the method design which is selected for research studies should be the one that is the most suitable to the research topic, as the method design itself is aimed to gain the answer of the research question. Thus, a qualitative approach was used to conduct this research because it is best to answer questions about the ‘what’, ‘how’ or ‘why’ of a phenomenon (Paton and Cochran, 2002).

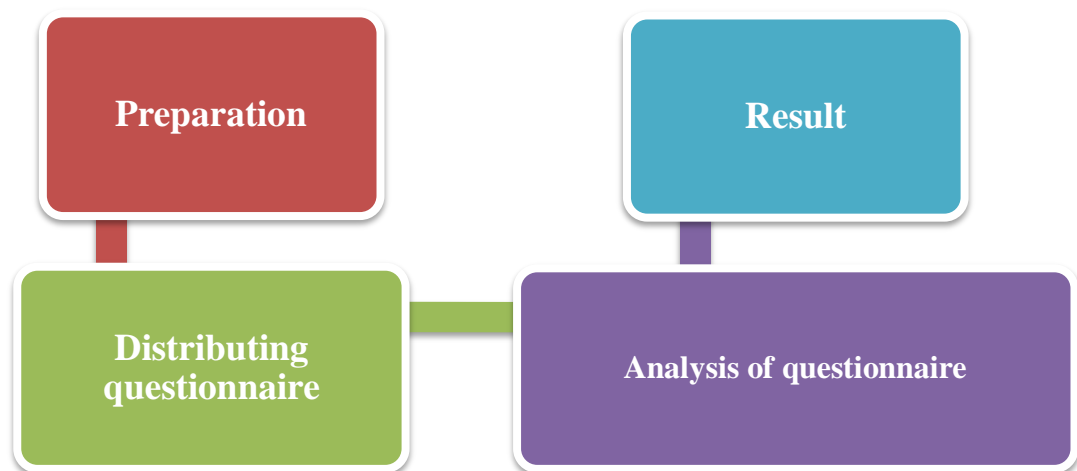


Diagram 3.1 Methodological Process of the Research

Malik & Hamied (2014) stated, “The descriptive qualitative design is expected to determine relationship between variables since the focus of the descriptive research method are collecting, organizing, and summarizing

information about the conducted research”. Therefore, descriptive qualitative design was applied for this research to explore teachers’ view of good Multiple choice (MC) criteria and compare it to the taxonomy of multiple-choice item-writing guidelines by Haladyna. The resulting data are presented in the form of quotations and descriptions.

3.2 Sample of the Research

As stated by Fraenkel *et al.* (2012) that one of the most important things in a research is defining the sample to be observed and questioned. They also stated that a sample is the group on which information is obtained. The sample for the research are chosen by purposive sampling, where purposive sampling is one of the non-probability sampling, which is the most effective that can be used to determine a particular condition relating to the expert whose election is determined by the researcher’s research question (Tongco, 2007) and the researcher uses their judgment to select a sample based on the samples’ knowledge. To ensure the research get appropriate participants, the researcher show the list of qualifications to resource people who can help find the participants to save much time and effort (Allen, 1971 in Tongco, 2007). Therefore, the researcher get the data needed (Fraenkel *et al.*, 2012). In this case, the teachers are the experts in the field of teaching, including making the kind of assessment in the form of multiple choices. The teachers who become participants are those who teach English and have made multiple choice questions.

3.3 Data Collection

The research employed questionnaire as the instrument to collect the data. The instrument was used to get a general description about what are good criteria of MC based on teachers’ view compare to the taxonomy of multiple-choice item-writing guidelines. Each of the instruments will be explained as follows.

3.3.1 Questionnaire

Ross (2005) stated that a questionnaire is a survey instrument used to collect data from individuals about themselves, or about a social unit. Moreover, she also said that a questionnaire is said to be standardized when each respondent is to be exposed to the same questions and the same system of coding responses. Several close ended and open ended questions were given to the respondents. Given (2008) stated that closed questions are associated with structured questionnaires. Closed ended questions are used in the questionnaire due to its advantage that can give specific answer and it typically provides possible responses in the questions because there are 31 points to be elaborated. The use of closed questions also can help to eliminate possibilities for participants to provide answers that do not fit the researcher's need for a research projects in which the same information must be obtained from a large number of participants (Given, 2008).

This research obtain the data given to the English teacher who experienced making multiple choice items for the classroom assessment. There are total 52 respondents filled the question form. The respondents were asked to fill out a questionnaire from the link provided to their email and social network. Questionnaire was made in google form to facilitate data processing by researcher. The points to be asked are the points on whether teachers have the same understanding of good multiple choice criteria compared to the taxonomy of multiple-choice item-writing guidelines or not. The questions given to the respondents and the results of the questionnaire can be found in the Appendices.

3.4 Data Analysis

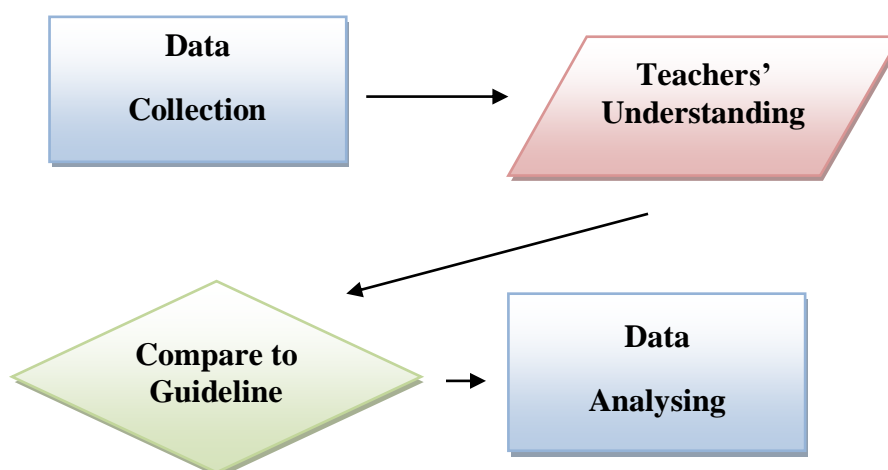


Figure 3.2 Process of data analysis

Basically the analysis of the collected data is conducted in some steps. Firstly, the researcher met and conducts online questionnaire in google form. The participants are limited since the target participants are teacher who have made multiple choice items before. After that, the analysis from the questionnaire data was further analyzed in order to find out whether the teachers support or against the taxonomy of multiple-choice item-writing guidelines, what are the similarities and differences between the questionnaire results by doing library research in order to get relevant theories. The results of data analysis were described in a descriptive explanation.