

CHAPTER III

RESEARCH METHODOLOGY

In order to answer the research questions in this study, there are several points that need to be expanded. Therefore, this chapter provides the research methodology that was used in conducting the research and getting the answers from the research questions shown in chapter 1. This chapter consists of research design of the study, research site and participants, data collection method, and the data analysis.

1.1 Research design

This study used qualitative case study research design. Because it is a study focusing on a bounded system comprised of an individual, institution, or entity and the site and the context in which social action takes place, following Hood (2009). This study used multiple sources of data. Through case study design, this study relied on multiple data sources of evidence (Croker & Heigham, 2009) in this case, three data sources which were taken from observations, document analysis and interviews. In this study, the participants' classes were observed using video recorded, and field note, interviews of the three teachers, and document analysis of students' works. These multiple data sources helped the researcher to investigate and understand the focus of this study, which were the teachers' assessment practices in EYL classrooms.

Yin (2002) categorizes case studies into single case studies and multiple case studies and maintains that the evidence from multiple cases is often more compelling and robust. Miles and Huberman (1984) as well as Meriam's (1998) claim that multiple case studies provide much potential for both greater explanatory power and greater generalizability than a single case study can deliver.

This study was considered a multiple case study involving two schools both public and private schools focusing on teachers' assessment practices in English for young learners' classrooms. Through a multiple case study, this study provided an opportunity for the intensive analysis of specific details of teachers' assessment practices in EYL classrooms, following Malik & Hamied, (2017). The participants of this study are three teachers in specific places, therefore,

the results of teachers' assessment practices in EYL classrooms are limited from the case of the participants and the places in this study.

1.2 Research site and participants

Considering the feasibility of the study, the researcher decided to investigate teachers' assessment practices in English for young learners' classrooms in one of the cities in West Java. Due to that reason, this study was conducted in two primary schools in Bandung, Indonesia both public and private schools. Then, to know the teachers' assessment practices at these primary schools in Bandung, the case studies was undertaken by the researcher with three teachers in different primary schools, two teachers in the public school and one in private school.

Since the focus of this study was the assessment practices of English for young learners, this study was conducted in two primary schools, both public and private schools. The private primary school was located in Universitas pendidikan Indonesia (UPI), and the public primary school was located in Sumur Bandung subdistrict. Those schools were selected based on good accreditation that they have. As Verdugo and Flores (2007) state that school quality has direct effects on students' achievement and that the better the school quality, the better the student performance, it was assumed that the quality of English teaching and learning in the school was good. That is why those schools were chosen as the participants.

This research involved three EYL teachers as the participants. The first participant of the study was an English teacher who had just been teaching in this school for 1 year. She graduated from Indonesia University of Education in 2016, majoring in English education. Throughout her career as an English teacher she had never participated in any seminars or workshops in dealing with how to teach English to young learners, but she admitted that she got the lesson on how to teach English to young learners from EYL courses. It was the teacher's first experience in teaching English to young learners, but she taught 6 English classes every day. The second participant of the study was a primary school teacher that had been teaching for 6 years, and had been teaching English at the primary school for 2 years. She graduated from UIN Bandung, majoring in PGSD. She had also never attended seminars or workshops concerning teaching English to young learners. The third participant of the study was a primary teacher that had been

teaching for almost 20 years. He graduated from UPI, majoring in English education. Throughout his career as an English teacher he had participated in seminars or workshop annually.

1.3 Data Collection method

The instruments used in collecting the research data were observations, interviews, and document analysis.

1.3.1 Observations

Observations are aimed at getting to know first-hand information about social process in a naturally occurring context (Cresswell, 2008), and the observations could give the researcher some data that may not come up in the questionnaires or interviews (Maxwell, 1996). In this study, the participants' classes were observed using video recorded, and field note. In the observations, the researcher did not take an active role in the classroom in order to have brief information related to the study that would be conducted.

1.3.2 Interview

This present study employed recorded interviews to the participants of this study. The models of the interviews were semi-structured interviews. They were asked with open-ended questions so that they had the freedom in expressing their perspectives of assessments for young learners. This was in line with Cresswell (2008) explaining that asking the participants individually with open-ended questions or semi-structured interviews would make it easier for the participants to have their best voice of their experiences unconstrained by any perspectives of the researcher is findings and it allowed the participants to create the options for responding. All the interviews were recorded and transcribed. The guideline questions for the interviews were focused on how the teachers designed classroom assessments, what the assessment techniques that teachers used in the classroom were, how frequent they conducted the classroom assessment, what language skills were assessed, how teachers scored the students' tasks, and what difficulties were encountered by teachers during the assessment process. The interviews were conducted in Bahasa Indonesia, so both the researcher and the participants could obtain better understanding.

1.3.3 Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents for both printed and electronic materials (computer based and internet transmitted) (Bowen, 2009). In this study, the analyzed documents were the scoring criteria constructed by the teachers, students' task sheets, tasks in students' textbooks, and students' test results that had been assessed. The analysis was conducted to find out what assessment techniques were used and what language skills were assessed.

1.4 Data Analysis

The data of this study were gained from the classroom assessment constructed by the primary teachers. Then, there were three parts of data analyses in this study: observing teaching activities in the classroom, analyzing the teachers' interviews, and analyzing the documents used in the classroom assessment made by the participants.

Classroom observations were conducted to capture a clear picture of each activity. The researcher observed teaching activities in the classroom and assessment practices of these teachers for their students. The researcher described what was seen, heard, and experienced on site. First, the data from the observations were transcribed. Then the transcription was read carefully so that accurate data could be obtained. After that, the data transcribed was analyzed to capture the same phenomenon coded consistently, following Alwasilah (2006). Next, the coded data were grouped into two categories: assessment techniques by Mckay (2006) and language skills assessed (assessment of listening, speaking, reading, and writing). Lastly, the data from the observations were analyzed by comparing the findings to the theories presented in chapter II.

The interview sessions were conducted in the form of semi- structured using five guiding questions. The first step in analyzing the data from the teachers' interviews was transcribing used to analyze occurrences happening in the classroom that the researcher might miss while observing. Transcription began with converting recordings into text data. Transcribing the teacher's interview took place during the informal stage. The informal stage referred to ongoing stage (Malik & Hamid, 2017). Which was why the analyses process of the interviews in this

study was flexible. In this case, the data from the interviews were meant for finding out the difficulties encountered by the teachers during assessment process.

Regarding the use of document analysis in the data collection, documents analysed in this study covered students' task sheet, students' test result that had been assessed and teacher's assessment record. First, the documents were coded, then the data coded was categorized based on the theories of assessment techniques; observation, on-the-run assessment, conferences portfolio, self assessment, and classroom tests by (McKay, 2006) and language skill assessed; assessment of listening, assessment of writing, assessment of speaking, and assessment of reading. After all data were obtained, then the results from the data instruments were interpreted. This was the process where this study matched the nature of research which employed multiple case study methods.

