

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the explanation about the procedures of the study in order to find out the answer to the research question which is stated in the previous chapter. This chapter covers research method, setting, research participants, data collection, and techniques for analyzing the data.

3.1 Research Method

In accordance with the aim of the study, this study employed a qualitative research design. As stated by Key (1997), qualitative research is a generic term to investigative participant of the research.

This method was considered relevant to the study because of several reasons: (1) the researcher needed to gather information from the English teachers about their experiences in assessing students' speaking proficiency and (2) the researcher wanted to collect data in general about the phenomena how English teachers conduct an assessment tool to assess their students' speaking ability. These reasons are in line with Mack (2005: 1) who says that qualitative research provides complex textual descriptions of how people experience on a given research issue and with Denzin and Lincoln (Ospina, 2004) who say that qualitative researchers study things in their natural settings, trying to make sense of, or to interpret, phenomena in terms of the meanings that people bring to them.

Nicholls (2011: 3) states that:

Qualitative research methods allow for much more detailed investigation of issues - answering questions of meaning, who is affected (by the issue) why, what factors are involved, do individuals react or respond differently to each other.

3.2 Setting

The study was undertaken at one of Junior High School in Bandung. This school was chosen based on the previous observation; the English teachers in the school usually assess their students' performance in speaking. However, it looks like the speaking assessment that is made by the teachers could not assess the students appropriately yet. This based on the facts that mostly the teachers asked the students to memorize text and then practice it in the class without considering to their general ability to produce language.

3.3 Participants of the Research

Three English teachers in one Junior High School in Bandung were chosen as the participant of this study. Junior High School teachers were chosen because English has been one of the subjects required in *Ujian Nasional*. Besides, it was also caused by the consideration that Junior High School students still have few experiences in speaking the English and need to be assessed appropriately to know their basic competence in speaking skill.

For the purpose of confidentiality, the participants will be called as Teacher I, Teacher 2 and Teacher 3.

3.4 Data Collection

In collecting data, some instruments were used in the research as follows: (a) interview, (b) observation and (c) document analysis. Each of these instruments will be discussed below.

3.4.1 Interview

Interview was used to gather information from the teachers' point of view. As stated by Kvale (1996), "interviews allow people to convey to others a situation from their own perspective and in their own words".

In doing interview, there should be a comfortable atmosphere. The participants should feel relax and enjoy the interview process. "Interviewees should feel as though they are participating in a conversation or discussion rather than in a formal question and answer situation (Hancock, 1998: 10)".

The interview process will be recorded to keep the information save from the beginning to the end. After the interview is done, the recorded will be transcribed. Besides, some important data and keywords will be noted by the researcher. Mack (2005: 30) claimed that "interview data consist of tape recordings, typed transcripts of tape recordings, and the interviewer's notes".

3.4.2 Observation

Since this study was aimed to investigate what kind of assessment used by the teachers and how the teachers design the assessment tool itself as an ongoing process, observation was considered as one of relevant instruments to get information about the teachers' behavior.

It is a need to do the observation in addition the other instrument; interview, to collect more valid data. According to Hancock (1998: 12), observation is "technique that can be used when data collected through other means can be of limited value or is difficult to validate". For example, during interview process participants may be asked several questions related to their behavior on the issue but there is no guarantee that the information they share in line with what they do in the real

situation. This is in line with Mack (2005: 13) said that “what people say they believe and say that they do are often contradicted by their behavior”. The observation of the participants in the situation could be useful to see how they exactly behave.

To specify, questions addressed to the teachers, as the participants in the interview, were related to the reasons they used particular kind of assessment tools to assess their students’ speaking proficiency, how they design the assessment tool, the administration of the assessment tool that has been designed, the benefits and the difficulties they found in the process of designing and implementation of the assessment tool.

3.5 Data Analysis

In analyzing the data, ongoing analysis was employed since data collection, interpretation and narrative writing began. As stated by Creswell (2008: 245) that qualitative data involves a simultaneous process of analyzing while you are also collecting data. It means that the data collection and the analysis of the data are done in simultaneous process.

The analysis of collected data was conducted in several steps as follow:

- 1) First, the data collected were divided into groups and categories. The categories used in this study were the kind of the assessment used by the teachers and the step procedures done by the teachers in designing the assessment tool to assess the students’ speaking proficiency.
- 2) Second, reading and marking data relevant to the categories identified. The process of reading the data will be done several times to get the particular information from the data. According to Creswell (2008: 245), “qualitative researchers analyze their data by reading it several times and conducting an analysis each time”.

- 3) Third, the patterns found from the analysis were described in general.
- 4) Finally, the findings will be written concisely as presented in chapter 4.

3.6 Concluding Remark

This chapter elaborated the methodology of the study to investigate the main issue of the study which is how English teachers in one Junior High School in Bandung assess the students' speaking ability. It also described the research setting, research participants, data collection, and techniques for analyzing the data. Findings and discussion of the data analysis will be explained in the next chapter.