

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this research. It includes research design, site and participant, data sources, and data analysis.

#### 3.1 Research Design

This research was conducted by employing qualitative research method since this research aims is to collect, analyze, and interpret the data to gain insights about *priori* validity of progress test developed by English teacher in junior high school (Gay et. al., 2012, p. 7). Moreover, related to the qualitative method, a qualitative case study was employed in this research as a case study enables the researcher to investigate in depth a phenomenon to collect an information as much as possible (Stake, as cited in Creswell, 2012; Miles & Huberman, as cited in Gay et. al., 2012; Fraenkel et. al., 2012), which is in this case about the *priori* validity on progress test items developed by English teacher in a junior high school. Furthermore, a case study is also appropriate for this research since it is concerned in detailed study of one or a few individuals or other social units, it can also of an activity or an ongoing process, with the aim of seeking understanding about the case under investigation (Fraenkel et. al. 2012, p. 440; Gay et. al. 2012, p. 448)

In addition, this research also used Weir's *priori validity* as a tool to analyzing validity on English teachers' progress test items. The use of *priori validity* help the researcher to investigate how adequate the English teachers' progress test before its actual administration

#### 3.2 Site and Participants

This research was conducted in a junior high school in Bandung. This site has been chosen because of several considerations. First, the location is close to where the researcher lives. Secondly as the researcher is also familiar with the situation and context of this site, the researcher expects that it may increase the feasibility of this research.

Furthermore, regarding research participants, the participants involved in this research were focused on three English teachers in a junior high school. The three English teachers have been chosen as they were considered to have an adequate experience in teaching English, thus, they were expected to be able to develop progress test which became primary data in this study.

### 3.3 Data Sources

The data in this study are obtained from the documents and interview.

#### 3.3.1. Documents

The researcher obtained the data from three English teachers in a junior high school who were asked to develop two progress test items. The following tables shows the test that were developed by the three English teachers in a junior high school:

Participants		Material being tested	The number of items.
Mrs. Ama	Test 1	Comparative and Superlative Expressions	35 Items
	Test 2	Adjectives	20 Items
Mrs. Beta	Test 3	Procedure Text and Narrative Text	25 Items
	Test 4	Procedures Text, Narrative Text, and Descriptive Text.	25 Items
Mrs. Cita	Test 5	Comparative and Superlative Expressions	20 Items
	Test 6	Past Tesnse	11 Items

Table 3.1 *Progress Test Items Developed by English Teachers*

These progress test developed by three English teachers in a junior high school were considered as the primary data which were analyzed in this research

### **3.3.2. Interview**

In this research, the interview was conducted with three English teachers in a junior high school who have been chosen to become a participants in this research. In this interview, the researcher used a semi-structured interview, in which researcher has specified a set of questions, but the researcher might add some questions that elicit the same information from the respondents (Gay et. al., 2012, p. 386).

Moreover, the aims of this interview are to find out more detailed information regarding the processes that the three English teacher experience when they develop the progress test. Thus, the results of the interview can combined with the data from the document analysis to minimize bias and establish credibility (Bowen, 2009, p.38).

Furthermore, the interview was recorded through a recorder. Then, the data obtained from the interview was transcribe on the researcher's field notes.

## **3.4 Data Analysis**

In order to answer the research questions, the data analysis was divided into two steps. Each step will be presented in detailed in the following sections.

### **3.4.1 Analysis of Progress Test Items**

Document analysis was employed in this research to help researcher to elicit meaning, gain understanding, and develop empirical knowledge around the topic by examine and interpreted the data (Bowen, 2009, p. 27), which is in this case, the topic is about the priori validity in progress test items.

The document analysis was conducted to analyze the priori validity by analyzing the test items, test specification and the syllabus. The research was conducted by analyzing the validity of the test items using Weir's *priori validity* which are covered the context validity and theory-based validity.

### 3.4.2 Analysis of Interview Data

The data from interview was analyzed in order to obtain more detailed information regarding the process that the three English teachers experienced when they developed the progress test items. Thus, the results of the interview were expected to confirm the teachers' experiences in developing progress test items and to check the originality of the test items that they have develop.

Moreover, the process of analyzing data from interview was conducted by using the following steps. First, to follow Creswell (2003, p. 21), to organize and prepare the data analysis, the interview data which was recorded by the tape recorder was transcribed into written text. Second, the transcribed data from the interview was categorized in the form of interview log (Alwasilah, 2015, p. 120). Then the data was triangulated with the result of text analysis. Finally, data was interpreted qualitatively in order to fulfill the aim of interview.

### 3.5 Concluding Remarks

This chapter has presented a brief explanation regarding the research methodology which was employed in this research, including purpose of the research and research questions, site and participants, research design, data collection techniques, and data analysis. In the following chapter, the findings and discussion of this research will be elaborated. It includes the findings and discussions from the analysis of English teachers' progress test items and interview of the three English teachers.