

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the steps taken by the researcher in conducting the study. There are four sections in this chapter. The first section is research design. It presents the methodology used in this study. The second section is research setting and participants. The third section is data collection. It shows the instruments used in collecting the data. The last is data analysis techniques. It explains the steps on how the data gathered is analyzed and interpreted.

3.1 Research design

This study tried to investigate EYL teachers' strategies in conducting speaking assessments, therefore it was conducted using qualitative design. This design was relevant to the nature since it could be used to investigate the quality of relationship, activities, situation, or materials (Fraenkl & Wallen, 1993). It was also useful to obtain an in-depth data and to understand a particular phenomenon (Preissle, 2002). In addition, Creswell (2008) defined a qualitative study as "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in natural setting."

During the term of the method, descriptive method was used in conducting the study. It was used to find a variety of possibilities in solving the actual problem through collecting, collating, or classifying the data, analyzing, and interpreting it (Surakhmad, 1994). Alwasilah (2002) also explained that descriptive method is useful for describing the characteristics of groups and the phenomenon.

3.2 Research setting and participants

Since this study related to young learners, therefore this study was conducted at five English Courses in Bandung. The participants were five English teachers who are teaching EYL in Bandung. The reason why the researcher chose those English courses because she has an access to go there. Thus, the data were gathered easily.

3.3 Data Collection

3.3.1 Observation

Observation was conducted first in collecting the data in order to know the framework of strategies that teachers used in assessing young learners' speaking skill. The observation could give the researcher some data that may not come up in the questionnaire or interview (Maxwell, 1996).

In this study, the participants' classes were observed using video recorder and field note. In the observation, the researcher did not take an active role in the classroom in order to have brief information related to the study that will be conducted.

3.3.2 Interview

To gain more accurate and specific data, a one-on-one interview with the participants were conducted. There were 24 questions delivered. They were asked with open-ended questions so that they have a freedom in expressing their perspectives of assessments for young learners. This is in line with Cresswell (2008) that explained, "asking the participants individually with open-ended questions or semi-structured interview will make the participants easier to have their best voice of their experiences unconstrained by any perspectives of the researcher findings and it allows the participants to

create the options for responding”. All the interviews were recorded and transcribed. The guideline questions for the interview were focused on the purpose of speaking assessment, their consideration in conducting the speaking assessments, the aspects to be assessed, the speaking assessment strategies they used in the classroom, how do they design the assessments, how do they understand the assessments, and how do they score the students.

3.4 Data analysis techniques

The data analyses were guided by the research questions. The data were taken from observations and interviews. After the data were collected, they were coded and classified based on research questions. Each classification was analyzed and interpreted.

In observation, the data collected was coded and categorized based on the types of speaking assessments proposed by the experts (Hughes, 2003; Brown, 2004; McKay, 2006). The analysis was interpreted by reviewing the major findings and it was reported in narrative discussion.

The interview was conducted in order to validate the findings. It was useful for checking the accuracy or credibility of the findings. The aim of interview in this study was to know specifically what teachers done in conducting the speaking assessment.