CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the explanation of steps taken by the researcher in conducting the study. The description about the research method of the study, site and respondents, data collection, and data analysis will be presented below.

3.1 Research Design

In line with the description of the background in Chapter I, this study implemented Classroom Action Research (CAR) as its method. More specifically, this study used participatory action research since it involved all the personnel in its practice. The researcher functioned as the one who conducted the study and the students were observed by the researcher (Creswell, 2008).

The CAR method was chosen out of consideration seeking information about learning support provided by implementing on-going assessment in an EYL class and revealing the benefits and the challenges faced by the teacher in implementing on-going assessment in an EYL class.

CAR is mainly used for exploring solution for a particular problem (Hien, 2009). The practice involves some cyclical steps which offer researchers to see how successful the efforts and try it again if the expected results have not been achieved yet (McNiff, 2002). Kemmis and McTaggart (Koshy, 2005) give a visualization of those cyclical steps which are formulated into a chart.
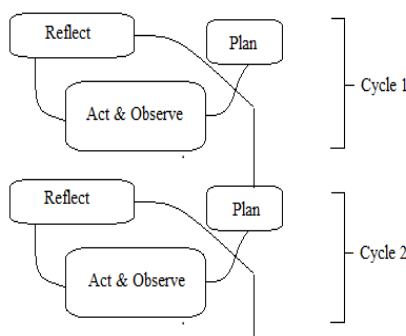

Figure 3.1 The Action Research Spiral

The figure above shows that action research is divided into four essential steps in each cycle. The first one is planning a change, and then it is followed by acting and observing the process and consequences of the change. After doing the "act", the activity moves into reflecting on those processes and results. Then, it moves to the next cycle that repeats all of the processes. It starts from re-planning activity, acting, observing and reflecting.

Within the cyclical steps as the foundation in this classroom action research, this study was conducted following those four steps; i.e. planning, action, observation and reflection repeatedly in two cycles. The first step in the first cycle was to make a plan based on problems found in the observed class. Then it moved to the process of executing the plans into the actions in the classroom which was occupied by the observation during the process. After that, the reflection session was made based on the data from the observation in order to make betterment to teaching in the next cycle. However, these are the forms of assessments which were used during the assessment process.

Table 3.1 Types of Assessment Forms

Assessment forms	Explanation
Information exchange	Students were demanded to exchange information orally. This notion is to create information gap where students were allowed to choose their personal preferences about particular things and did information exchange with another student.
Picture-cued description	This activity required students to make a simple description towards some pictures orally by using language features that had been taught
Matching activity	Students were asked to recognize matching items or to complete sets.
Written products	In line with the curriculum objectives, students were asked to write in word level and sentence level.

Four of assessment forms above then were set into the two-cycle schedule which followed the traits of action research itself. Detailed information about the schedule is shown as follows.

Table 3.2 Lesson Schedule in Conducting the Study

Cycle	Meeting	Topic	Lesson Objectives	Focus	Activities	Tools of Assessment	Form of Assessment
1	**Meeting 1** (April 9, 2013)	Occupation	to identify kinds of occupation	Listening-Speaking	-Introducing some pictures of occupation -Practicing conversation (drilling) -Asking students to do the conversation based on pictures in pairs (pair work)	Observation sheet	Information exchange
	Meeting 2 (April 17, 2013)		to be able to tell job description	Listening-Speaking	-Introducing some pictures of occupation and its job description -Practicing to tell the description of the job(drilling) -Asking students to tell the job description (individual work)	Observation sheet	Picture-cued description
	Meeting 3 (April 20, 2013)		to tell the job description of several occupations	Reading-Writing	-Playing "Bring Me" game (group work) -Asking students to do worksheet in groups	Worksheet	Matching activity
	Meeting 4 (April 22, 2013)		to be able to write down the public places of where the workers work	Reading-Writing	-Introducing some pictures of place of works -Drilling -Doing a worksheet (individual work)	Worksheet	Written products
2	**Meeting 5** (April 27, 2013)	Weather	to identify kinds of weather	Listening-Speaking	-Introducing some pictures of weather -Drilling -Asking students to do worksheet	Observation sheet	Picture-cued description
	Meeting 6 (April 30, 2013)		to be able to write down kinds of weather	Reading-Writing	-Reviewing the name of weather -Drilling -Doing a worksheet	Worksheet	Matching activity
	Meeting 7 (May 4, 2013)		to identify kinds of clothes	Listening-Speaking	-Introducing some pictures of clothes -Practicing conversation (drilling) -Asking students to do the conversation based on pictures in pairs	Observation sheet	Information exchange
	Meeting 8 (May 11, 2013)		-to be able to write down the name of the clothes -to classify the kind of clothes used during a particular weather	Reading-Writing	-Playing "find partner" game -Asking students to do worksheet (group work)	Worksheet	Written product

The table above presents the specific information about the schedule of lesson of the research. Detailed time, kinds of material given, specific goal and lesson focus, general explanation of the activities, tools of assessment and kinds of assessments used in each meeting were presented in order to give the visualization of the action research plan in the real practice.

3.2 Site and Respondents

This study took place in one of private elementary schools in Bandung which has already been certified "A" grade on its accreditation. There were at least two considerations in choosing this site. Firstly, this school is one of primary schools in Bandung which is in the process of shifting their curriculum from KTSP into Curriculum 2013. This condition gave an opportunity to conduct the research since Curriculum 2013 allows the institution to implement on-going assessment in its learning practice. Secondly, the reason of its accessibility was preferably chosen due to an ease of the access to carry out the research in that school.

Third graders in this private elementary school were chosen as the object of the study since the students at this level have already been assessed through integrating skills. The class itself consisted of 31 students. There were 16 female students and the other 15 male students who served the role as the participants of the study.

3.3 Data Collection Method

There are several methods that can be employed in collecting data. Alwasilah (2012) states four of those methods which are survey or questionnaire, interview, observation and document analysis. However, the data in this study was collected through observation and document analysis. The observation processes in this study were occupied by the presence video-recording in order to recall the activities that were conducted in the classroom and complement another data of assessment that might be unnoted by direct observation. Fraenkel and Wallen

(1990) said that recording could be replayed for several times in order to check and to correct the data. Moreover, by using video recording, the more information could be gathered to complete the information that was not observed when the research was conducted. In this research, the transcripts of the video recording were analyzed to see students' reaction towards support given from OA during the lessons and to complete the information that was not observed by the teacher during the lesson. While in terms of instruments, this study used observation sheet, field note which are elaborated as follows.

3.3.1 Observation

Observation was made in every single meeting in order to make judgment about students' performance. Moreover, Creswell (2008) suggests the practice of observation:

> Observations occur when the researcher takes field note on the behavior and activities of individuals at the research site. He also adds that in these field notes, the researcher records, in an unstructured or semi structured way (using some prior questions that the inquirer wants to know), activities at the research site (p. 168).

Observation in this study was conducted in two ways; participant' observation and non-participant observation In participant observation, teacher employed observation sheets to take the result of students' performance during the assessment process. However in a non-participant observation, the instrument was in a form of field notes. And the last instrument was video-recordings which later were transcribed in a form of video transcription. Each of the observation was conducted due to each function which was intended to get different information about what happened during the lessons. However, the different information was complementary and gave contribution in completing the entire data required. Below is the explanation of each instrument used in observation.

3.3.1.1 Observation sheet

Observation sheet explains a list of specific list to observe occupied with the range of the score given towards the performance presented (Atkinson and Hammersley, 2011). For the detailed form of the observation sheet will be explained in the next sub-chapter.

3.3.1.2 Field notes

Field note is an anecdotal note written by the non-participant observer during the lesson. However, the information kept is how children respond in class in a daily lesson plan (Moon, 2000). Here is the example of field note used in writing the information about student. The categorization itself was taken from students' characteristics explained in Chapter II.

Table 3.3 Example of field note used in doing the observation

Aspect to observe	Comment
Ss' attention span	
Ss' participation	
Teacher's obstacle	

3.3.2 Document analysis

Document analysis in this study was in the form of students' works during the assessment process happened (Atkinson and Hammersley, 2011). The result of students' writings and students' works became the instruments in generating the data about students' performance along the assessment conducted in each lesson.

3.4 Procedure of the Research

The procedures of the research were conducted using action research method which are divided into four main parts; gathering data and defining the problem, finding out some resources related to the problem by exploring several theories, literature, and existing data to help the study problem, identifying what type of data needed to collect and doing reflective cycle (Creswell, 2008; Hien, 2009). Here is the summary table of reflective cycle conducted in this study.

Table 3.4 Reflective Cycle of the Research

Cycle	Steps	Activities	Implementation
1	Planning	a. developing assessment procedure - deciding purpose of procedure - checking appropriateness of assessment with the context - checking learners' characteristics b.preparing assessment form - preparing instruction of assessment form -preparing scoring method	Before the lesson administered
	Action	Implementing assessment procedure	In Meeting 1 (Information exchange)
			In Meeting 2 (Picture-cued Description)
	Observation	Observing and monitoring the students	In meeting 3 (Matching activities)
			In Meeting 4 (Written Product)
	Reflection	Reflecting the result of the observation and determining the action to make decision for the next cycle.	After each meeting had been administered
2	Planning	Preparing assessment form -preparing instruction of assessment form -preparing scoring method	After Cycle 1 had finished but before the lesson in Cycle 2 been administered
	Action	Implementing assessment procedure	In Meeting 5 (Picture-cued Description)
			In meeting 6 (Matching activities)
	Observation	Observing and monitoring the students	In Meeting 7 (Information exchange)
			In Meeting 4 (Written Product)
	Reflection	Reflecting the result of the observation	After each meeting had been administered

The elaboration on each step taken in each cycle when the study is conducted will be depicted in the following lines.

3.4.1 Cycle 1

a. Planning

Making plans was the initial step in conducting the study. This step involved two out of three main assessment phases as mentioned in Chapter II; design phase and internalization phase.

Design phase is the process where the assessment procedure was planned. Following the guideline of the OA, the planning started from deciding the form of assessment by its purpose. Since the purpose was to inquire about the extent of learning support offered by OA, therefore the assessment process was designed through activities conducted in the classroom. This step included the process of choosing themes, designing activities, and selecting assessment forms.

The first one was the process of time choosing. In this case, the school demanded to give the material by following the course book used. Furthermore, the course book entitled Speed Up English for Elementary School Grade 3 was used to decide the themes. The theme used in the first cycle was Occupation and the second one was Weather. They were also taken from the course book. The material such as grammar focus and homework were also taken from the book.

The second one was setting the goal of the lesson. Since the Core Competences from the new Curriculum 2013 had not been released yet, the goals set were derived from the Basic Competence and Standard Competence of School-Based Curriculum (KTSP), but still, the themes were applied as the base of the learning process. For the details of Basic and Standard Competence used, see Appendix 1.

After setting the goals, it moved into the third step that was designing lessons plans for each cycle. This process included planning activities that were going to hold in the classroom. Teacher's explanation of some pictures and drilling towards the expressions focused were listed in order to lead the students

being assessed in form of picture-cued description, question answer activity, matching activity and written works.

Next step is formulating observation sheet (rubrics for assessing students) on each activity in every lesson. The rubrics used in this study were taken from the goals that had already been set beforehand.

The last step was the process of making the media needed. The media were made to support the teaching process. Media used were several pictures related to kinds of occupations and weathers that were taken from the internet.

b. Action

Teacher delivered the material by using prepared media. Two first meetings in the Cycle 1 dealt with activities which put speaking as the focus of the study. Students were expected to recognize and use the vocabularies related to occupation. Drilling of grammar focus in each meeting was practiced to prepare students in performing their speaking skill. While the rest two meetings in this cycle were focused on writing. The writing part was continued from the previous two meetings and students were asked to complete some worksheets.

c. Observation

The use of observation was very useful especially when it came to assessing young learners. Observation was seen to be more reliable since it did not disturb the students and allowed them to be assessed during classroom activities (Cameron, 2001).

The observation as conducted eight times, started from April 9th to May 11th, 2013. The teacher took part in observing the students by assessing them, sixteen students in each meeting. Each lesson lasted for 60 minutes. The teacher used the observation sheet (rubrics) to record the data of the students. The lessons were also recorded in a form of a video in order to gain more data about learning activity. This could provide a more accurate data since it can give additional information which was unnoted during the observation.

As mentioned earlier in Chapter II, observation sheet is a tool of evaluation and report information of the children, such as an indication of the child level on performance standard (McKay, 2008). Here is the example of the rubrics used in doing the observation

Table 3.5 Example of holistic rubric used in doing the observation

No.	Indicator	Need improvement <65	Good 65≤85	Very good 85≤100
1	Mention 5 occupations (pilot, doctor, singer, police, and teacher) after being introduced into some pictures related to the occupations correctly.	<2 occupations mentioned	3 occupations mentioned	5 occupations mentioned
2.	Make a drawing of preference occupation.	The drawing doesn't represent an occupation	The drawing represents an occupation, but not detail.	The drawing represents an occupation clearly with details.
3.	Express the preference occupation based on the drawing by using expression "I want to be a..."	No auxiliary verb lost some element of sentence.	Use auxiliary verb, only lost one or two elements of sentence.	Use auxiliary verb. No element loss.

This holistic rubric was made for assessing student in each meting. Additionally, a profile sheet was also provided in order to record student's achievement for a set of attainment targets (objectives). To see the example of student's profile sheet, see Page 22.

c. Reflection

In the Cycle 1, teacher assessed all of the students in each meeting. This method is sought to be very impractical since the size of the class was big. It was difficult to assess 31 students and take note every single student's progress in each meeting

Table 3.6 Example of student's profile Sheet

Adapted from Fanfare 1 Teacher's Book (Moon, 2000, p.155)

Attainment targets	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Listening-Speaking																															
1. Can follow simple oral messages																															
2. Can use simple expressions																															
3. Can produce original oral message																															
Reading-Writing																															
1. Can produce short modeled information at word level																															
2. Can produce short modeled information at phrase/sentence level																															
3. Can produce original written messages																															

Note: (-) child needs more experience in this skill area, (+) has secure understanding, (++) can apply and extend his/her skill

3.4.2 Cycle 2

a. Planning

The number of the students to assess was considered in the second cycle of action learning. Plans were made to divide which students to assess in every meeting. Sixteen students were chosen to be assessed in every meeting according to their performance in speaking and writing performance. Therefore, the change of focus of the lesson was made. The arrangement of the focus of the study changed into oral and written cycle in the first two meetings and the second two meetings. Sixteen students were assessed in the first two meetings and another fifteen students were assessed in the last two meetings. This separation was expected to reduce the difficulties in assessing students in a big class.

b. Action

Using the name of weathers through pictures and drilling on its grammar focus still be the activities conducted in Cycle 2. Students were asked to perform their speaking skill in the first and third meeting and did the worksheet to assess their writing skill in the second and fourth meeting.

c. Observation

Observation was conducted based on the change of the plan that was made in reflection session in Cycle 1. There were sixteen students who were assessed in each meeting by using the rubrics that had already been prepared beforehand.

d. Reflection

In this section, all of the information gathered from four meetings in Cycle two was analyzed. And since the information had provided enough data to analyzed, the action research cyclical steps were finished.

3.5 Data Analysis

The data in this research were gained through participant observation, video recordings and teacher field notes. The data obtained were analyzed by descriptive qualitative data analysis. Alwasilah (2011) states that basically, one of action research characteristics is qualitative. Therefore, qualitative data analysis was used.

In this part, the data gained from three instruments were divided into several steps of analysis to answer the research questions. Miles and Huberman (1984) as cited in Alwasilah (2011) state that there are three steps on analyzing the data, those are: data reduction, data display, and conclusion that are described as follow.

3.5.1. Data Reduction

Data reduction means reducing several unnecessary data gained from instrument for collecting the data in order to make the analysis easier to conduct. In this study, the instruments used were observation sheet, field note and video recording.

After the significant data related to the research' problems were selected, then, the data were coded into several categorizations. The data from the transcript of the video recording were analyzed and were coded based on a framework developed by Cameron (2001). She summarizes the activities taken in the procedures of implementing on-going assessment into five categories. The framework was used to reflect and analyze learning support provided by implementing OA.Then, the observation sheets and field notes were analyzed to see the challenges in implementing OA in an EYL class.

Moreover, here is the table showing the aspects analyzed from the video recordings. The aspects are summarized and presented in a form of table below.

Table 3.7 Coding for video analysis

No	Assessment support		Code
1.	Learner's motivation	Participation	Sparticipation
		Initiative	Sinitiative
2.	Model of language use	Plenty opportunities for repeated listening	Srepetition
		Plenty opportunities to say the words and phrases	Ssayword
3	Learning skills	Ability to work independently	Sautonomy
		Ability to select and carry out own work	Sresponsibility
		Ability to make use of resources	Sresources

Those aspects were taken from Cameron's framework of learning support provided by an assessment (2001).

3.5.2. Data Display

Descriptive technique was used in elaborating the analysis of the data. It was chosen because, basically, the characteristic of data obtained was qualitative (Alwasilah, 2011). Some of data in this research needed deeper information that might be difficult to deliver by using scoring technique. Therefore, descriptive technique was used to analyze the instrument and describe the result of the study. Besides, some data were displayed in form of table and graph to simplify the description of the data.

3.5.3. Concluding the Result

The last step was making conclusion from the obtained data that had been analyzed in previously. The conclusion related to the research questions; (1) To what extents does on-going assessment provide learning support for young learners? (2) What are the challenges in implementing on-going assessment in an EYL Class?

3.6. Reliability and Validity

The reliability in action research was achieved if the data was recorded as what actually occured in the setting when the research was conducted (Cohen, et.al., 2007; Baumfield, et.al., 2008 cited in Merawati, 2010 cited in Alwasilah 2011). The reliability of this research was established by observing and describing the assessment process as detail as possible.

The result of action research might not be generalized (Cohen, et.al, 2007; Baumfield, et.al, 2008 as cited in Merawati, 2010 cited in Alwasilah, 2011). In order to test the validity of this research, Cohen (2007 as cited in Alwasilah, 2011) suggests conducting triangulation. Triangulation in this research was done by associating or triangulating the data obtained through observation sheet, field notes and video recording. Data triangulation was expected to increase the accuracy of the data.