

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the methodological aspects of the research. It covers statement of the problems, research design, site and participants of the research, data collection techniques, and data analysis of this research.

#### **3.1. Statement of the Problems**

This research is designed to answer these following questions:

1. How can self-assessment be used towards students' reading behavior?
2. How are students' responses about the use of self-assessment on students' reading behavior?

#### **3.2. Research Design**

This research employs qualitative approach as the method to analyze the data gathered. This approach is chosen since this research works toward in-depth understanding to the effect of using self-assessment towards students' reading motivation. Qualitative approach is applied when a researcher wants to get a more holistic depiction of what actually goes on in a particular setting or situation (Fraenkel, Wallen, & Hyun, 2012).

A descriptive case study method was applied in this study to attain the data. Ary et al. (2010) argues that a qualitative case study is one type of qualitative research method which provides in-depth, reach, and holistic description. It has multidisciplinary roots, and one of them is education with focusing on a single unit, in my case a classroom. The data is obtained by using more than one technique. However, this method spent time to examine the important of the unit.

### **3.3. Site and Participants of the Research**

This study took place in one private high school in Bandung, West Java, Indonesia. The rationale of this place being taken as the site to conduct the research is because it supports the main objectives of the research which is to examine the effect of using self-assessment towards students' reading behavior. Besides, the participant carried out the KWL framework to assess learners' performance in language learning.

Furthermore, this research involved some participants. The participants were an English teacher and 30 students of twelfth grade. The English teacher was chosen with an assumption that she was already familiar with self-assessment and practiced it in her classroom. Also she regularly uses this assessment, especially in teaching reading. Meanwhile, the twelfth grader is chosen because they had to engage with some reading texts that obligate them to develop their reading skill.

### **3.4. Data Collection Techniques**

To achieve the objective of this study, the researcher needs to collect some data. Thus, two different kinds of data collection techniques were used by the researcher as mentioned below.

#### **3.5.1. Interview**

Interview is used to gather some opinions, beliefs, and feeling related to the use of self-assessment towards students' reading behavior. Besides, this technique is used to complete the data from classroom observation (Aryet al.,2010; Alwasilah, 2008). From the interview, the researcher can gather in-depth information directly from the participant.

The English teacher and the twelfth grade students were the interviewees. There were two different groups of questions, one for each, related to the topic. The English teacher had some questions concerning the reason and the processes of using self-assessment. Meanwhile, the students got the questions associated with their reading behavior also their feeling about the assessment tools used by their teachers.

Audio recorder was used to help the researcher comprehend and transcribe the result of the interview. Bahasa Indonesia and English were used in the process of interview. The interview conducted once for each participant.

As mentioned before, there were two participants to be interviewed. In order to dig up the deep information, the interview was divided into two groups of questions. The first questions group was given for the English teacher, while the second questions group was given to the students. These are the following questions:

**a. Question for the first participant (the English teacher)**

1. Would you like to explain the reason of using self-assessment in your classroom rather than other assessments?
2. What factors encourage you to implement this kind of assessment?
3. What benefits do you find out in implementing this assessment?
4. Is there any improvement you feel from your students in terms of their reading behavior along the implementation of this assessment technique? Would you please explain it?
5. What challenges do you face during the assessing process?

**b. Question for the second participant (the students)**

1. Have you ever seen this form? Would you like to explain it?
2. Why do you think your teacher give it to you?
3. What do you feel when you use this form? Do you feel that you are being forced to use this form?
4. In the second column, “what I want to know” you fill it with questions, right? Is there any effort to find the answer or not? What is it?
5. Is it beneficial for you or not? Why?
6. What happened with your language skills after you use this form, especially your reading skill? What are they?

**3. 5. 2. Classroom Observation**

This technique is used to gain the exact data with complete description of behavior in a specific site (Ary et al.,2010; Alwasilah, 2008). Therefore, the main

purpose of using observation is to explore the process of self-assessing used by the teacher and students directly. Then, to get a good comprehension of the classroom observation, the researcher decided to utilize video as a tool.

The type of this observation is a nonparticipant observation. It means that, the researcher has the role as a complete observer. As mentioned by Ary et al.(2010) the observer with this role is typically stay in public setting observing public behavior without participating in the setting. To answer the research question the researcher conducts two observation and take some field notes with some description inside.

The data from observation process were also documented in observation sheet. The observation sheet consists of the indicators that the researcher would like to know regarding to type of self-assessment used by the teacher, teacher's instruction, steps in conducting self-assessment, also feedback type given by the teacher (see table 3.1.).

**Table 3.1. Classroom Observation Sheet**

No.	Indicators	Yes	No	Notes
1.	Using KWL Framework in assessing reading skill.			
2.	Type of self-assessment used by the teacher in classroom ( <i>choose the appropriate one</i> ): a. Performance-oriented / direct assessment of performance b. Development oriented / indirect assessment of competence c. Metacognitive assessment d. Socioaffective assessment e. Students' generated test			
3.	Teacher's instruction: a. Defining the task clearly b. Guiding the students to do the task c. Monitoring the process of assessing d. Support and motivate the learners in using self-assessment e. Informing the students about			

	everything related to the self-assessment—e. g. teacher’s role, student’s role, the function of self-assessment, and the benefits in using self-assessment			
4.	How self-assessment is administered in classroom? a. Teacher-prepared assessment b. Learner-prepared assessment c. Generic assessment			
5.	Step in conducting self-assessment use KWL framework in classroom: a. Teachers distributes the form b. Teacher gives instructions (see point no.4) c. Teacher leads the students to make real connection between their prior knowledge and the topic. (Ogle, 1992) d. Teacher asks student to discuss, elicit, and elaborate the specific question in the second column. e. Teacher asks the student to reflect, consolidate, evaluate, and summarize what they have learnt from the text. f. Teacher only asks student to do it without guides them how to do it.			
6.	Teacher provides feedback for him/her students ( <i>choose one appropriate feedback below</i> ): a. Cheerleading feedback (by directly celebrate students’ works). b. Instructional feedback (by suggesting a strategy to the students) c. Reality-check feedback (by helping students to set a realistic situation/expectation for their language ability).			



### 3.5. Data Analysis

The data collected from the classroom observation and interview were analyzed by using frameworks of self-assessment (Brown, 2006; Gardner, 2000; Harris, 1997). Moreover the data were analyzed based on the theories of KWL Framework (Harris, 1997; Shelley et.al., 1997; Westwood, 2001).

The data from the videos were watched and transcribed. After the process of transcription is finished, some unnecessary data was reduced. Furthermore, coding and categorization are employed to analyze the consistency of similar phenomenon. Coding data, as mentioned by Alwasilah (2008) and Ary (2010), is the process of segmenting and labelling the data which is aimed at narrowing it into a few categories. The result of the analysis is fully and comprehensively described in Chapter IV.

To ensure the validity of the data, the researcher chose three techniques, triangulation, feedback and member checks. Triangulation is used by the qualitative researcher to avoid bias from the data (Alwasilah, 2008). This research employed classroom observation to survey the implementation of self-assessment in classroom. To avoid the bias data from classroom observation, the researcher also employed interview to be a comparison data of the research.

Feedback is a method used by qualitative researcher to avoid some data bias, non-valid assumption and validity issue of the data (Alwasilah, 2008). In line with that, Fraenkel, Wallen & Hyun (2012) states that this kind of technique can be used to gather some advices or review from others regarding the data gather. In this case, researcher got some feedback related to this research from the supervisors, experts, and researcher's peers.

Member checks are used to avoid misunderstanding in interpreting the data and to confirm the data gathered (Alwasilah, 2008). The researcher asked the respondent to check the data after the data gathering technique was done by reconfirmed all data from the classroom observation and interview to the participant of this research. Thus, the validity of the data would be highly valid and reliable.

Moreover, the data from the interview and classroom observations are displayed in the form of table. It is aimed at showing the analyzed data in an excerpt form and to make it easier to be analyzed and compared with the framework used. Table 3.2 below is the example of data display used in this research.

**Table 3.2 The Example of Data Display**

	Interaction	Description
T:	<p><b>(06.10)</b></p> <p><i>“Hariini, seperti yang telah disampaikan kemarin kan yah, kita akan bahas tentang discussion text. Sebelumnya disini ada sebuah text mengenai credit card. Have you ever seen credit card?”</i></p>	<p>Teacher informed students about today’s material, also she asked students a question related to the material.</p>
Ss:	<p>“Yes”</p>	<p>Students answered</p>
T:	<p><i>“Kalian tahu fungsinya apa? Nah hari ini, we will talk about credit card. Kita akan bicara tentang credit card. Sebelumnya kalian isi dulu seperti biasa di kertas ini, nama kalian dan topiknya credit card, yah? Di kolom ini, what I know, tulis apa yang kalian tahu soalcredit card, for shopping for example. Tulis disini yah”</i></p>	<p>The teacher gave the instruction to fill the “what I know” column. She also gave examples to guide the students to fill the column.</p>
T:	<p><i>“Di kolom kedua, what I want to know, you write your question tentang kartu kredit disini yah. Misalkan untungnya pakai kartu kredit apa? Seperti itu, mengerti? Kerjakan dulu dua kolom itu. I give you 10 minutes.”</i></p>	<p>The teacher asked students to develop questions related to the topic of the text. She provided the example of questions which can be used by students.</p>

T:	<p><b>(40.56)</b></p> <p><i>“sekarangkan sudah tahu apa itu function of credit card yah. Keuntungan, kekurangan. Sekarang kalian lihat kolom ketiga what I have learnt. You write here, what you have learnt about credit card and discussion text here. Ok? I give you 5 minutes. Jangan lupa cocokan dengan 2 kolom sebelumnya, yah.”</i></p>	<p>The teacher asked students to review and summarize what they have learnt and matched the content of last column with the first two column</p>
----	---	--

