

## **CHAPTER III**

### **METHODOLOGY**

This chapter elaborates the description and account of the steps that have been taken to conduct the study.

#### **1.1 The Site and Participant**

The research was conducted in a private vocational school in South of Bandung. This site was chosen due to the fact that the researcher is a teaching staff in the site. Therefore, it would make the researcher' access easier in administering the research since the students, the teachers and the personnel of the school are familiar with the researcher. It was also expected that the result of the study will be natural.

The choice of conducting the research in a vocational school was chosen by the researcher' high interest to explore the implementation of SBC in the vocational school which is based on the fact that vocational education has recently got a great concern from the government and the society around. In addition, some studies that the researcher has been read (see Hallawa;2008, Hasbullah;2007; Dasep;2008; Zainurahman;2007; among others) dealing with SBC were conducted at Junior and Senior high school, so this research would be a pioneer of the Implementation of SBC at a vocational school and it is hopefully to give a slight difference.

The participants of the study were English teachers, and the students in the first, the second and the third grade at the site. There are two majoring departments in the school – automotive and mechanical Engineering departments. Those students in all grades in these two departments who were at school were involved in the research.

However, some students who were having a field practice (PKL) in some workshops throughout West Java were not included in the study.

## **1.2 The Design of The Research**

The researcher conducted descriptive and qualitative research (Sugiyono;2007, Hatch and Lazaration;1991, Hatch and Farhady ; 1982, Emilia;2008) as it is suitable for gathering an in-depth understanding of human behavior. Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior. In the study, the teachers' and the students' responses including their behavior, their opinion and attitude were investigated to find answers to the research questions. The qualitative method investigates the *why* and *how* of decision making, not just *what*, *where*, *when* as applied in the study. A case study was conducted in this study as it is an intensive study of a specific individual or specific context (Thomas: 2003). Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only hypotheses (informative guesses).

## **1.3 The Data Collection Techniques**

In research, there were some techniques used in collecting the data :

### **3.3.1 Observation**

The researcher observed how the teachers taught in the class, in terms of how the teachers delivered the assessment during the process of teaching and learning and after the teaching instruction had been ended. This instrument was intended to answer the first research question.

The researcher took as a non participant observer. The researcher sat at the back and took notes about “what was said and done “(Van Lier: 1998) by the students and the teacher in the classroom. A handy camera was used to help a clear recording of what was going on in the class. The observations were conducted in 6 classes for 6 times lasting for 2 - 4 teaching periods. The observations were conducted in order to observe closely how the teachers did the evaluation system during the process of teaching instruction by employing the note takings. There were some points to take into account when observing other teacher (Brown, 2001:432-434) and some categories of a good language-teaching characteristics (Brown, 2001: 430; Harmer, 2001:38). Those principles which elaborated by the theorists were applied in observation. Moreover, in term of procedures of language assessment and evaluation, the points stated by Lynch (2003), Lynch (2005), BSNP (2006) were also employed. After the sessions had been over, the researcher also analyzed how the teachers carried the assessment in the form of homework, assignments or project work. Those collected data were then transcribed and organized into some groups for further description and analysis. After categorizing all the observation data- an empirical generalization was then formulated.

### **1.3.2 Interview**

The researcher conducted a one-on-one interview to the English teachers, the students, and the headmaster in which in the interview process, the researcher asked some questions to and recorded the answers from only one participant in the study at a time (Cresswell, 2008). The participants were given opportunities to speak up their ideas or opinions frankly. The interview was conducted to enhance the validity of the

data. The interview was recorded by a recording tool and then the data were transcribed. The research used a semi structured life word interview (Dawson, 2009:28-29), that is an interview which purpose is to know specific information which can be compared and contrasted with information gained in other interviews. The same questions were asked in each interview which were prepared beforehand.

### **3.3.2.1 The Teachers' Interview**

The open-ended question was delivered in the interview. The interviewee were 4 English teachers who teach the first, the second and the third grade students at the school. They were voluntarily involved in the study, meanwhile one of the English teachers was not included because he did not want to involve in the study. The question was about how the implementation of SBC at the school and the evaluation system in English teaching. There were about 42 guiding questions to answer in the interview, to obtain the data as much as possible. The question of the interview and the transcribed of the interview can be found in the appendix 2 and 3 (see "Guiding questions on the Interview and The Transcribed Data of The Teachers' Interview").

The interview was conducted in a certain place at school (teacher's room and a library) in which all respondents felt comfortable to speak and had a more private situation. Therefore, it was expected that there would be a valid data gained from the teachers to answer the first and the second research questions.

### **3.3.2.2 The students' interview**

There were 4 students who were interviewed voluntarily. The open ended question was delivered. The question was similar to the question on the questionnaire. The interview was taken outside the class, as the interviewees wanted. There were 25 guiding questions to answer. All questions relating to learning English and its problems.

The researcher took into consideration the students' responses as the answer to the third research question. The data was recorded and transcribed. The question and the transcribed data can be seen in the appendix 5.

### **3.3.2.3 The Head Master's Interview**

The interview of the Headmaster was carried out to find out some policies relating to the implementation of SBC from the decision maker's view. There was 10 guiding questions to answer, and the Headmaster attentively responded the question. There were a lot of data obtained from the interview relating to teaching English at the school. This data is very useful as the additional data which presents the description of how SBC is implemented based on the Head master opinion. The interview was conducted in the Head master's office and it was lasted for about 30 minutes. The question and the transcribed data can be seen in the appendix 4.

### **3.3.3 Questionnaires**

The researcher also administered open and closed questionnaires to the participants, the students, in this case, to support the data collection and made the research much more valid. There were two types of questionnaires in the way that is a

closed-ended questionnaire, it was hopefully to make the students easier to answer as there will be several options. As Dawson (2009) points out that in open questions, respondents use their own words to answer a question, whereas in closed questions, prewritten response categories are provided. Thus, the students just selected the appropriate answer by crossing it. If the options did not cover all the students' choice, there was a space available to provide the other responses based on the students own choices. There were also 2 questions in the open ended form to get the students' opinion about the evaluation and their suggestion for the future. They had the opportunity to tell deliberately what their opinion. The questionnaire was conducted after the teaching session has been over. The questions were 21 questions closed ended and 2 open ended. The questionnaire was done in order to obtain detail information and to crosscheck the information gained from the interview. The total amount of respondents were 243 students but 4 papers were discarded because of technical errors. The obtained data was then organized and analyzed. The result is expected to answer the third research question. The questions and the students' responses to the questionnaire can be found in the appendix 6.

#### **3.3.4 Document Analysis**

The documents to be analyzed in this research were English Syllabus of each teachers, MMC or mastery criteria, sample tests, the students' score lists and the Curriculum of SMK Merdeka document, as the supporting data of the research. The analysis looked at closely on the assessment system that had been planned in the syllabus, the SBC document, MMC, sample test and the description of score lists.



#### **1.4 Data Analysis**

The obtained data from the observation, questionnaire, interview, and document analysis were analyzed in the study through some stages.

Firstly, the researcher videotaped the activities in class. The researcher took a role as a non participant observation. Then, a questionnaire was distributed to the students after the teaching session had been ended. This was expected to gain more accurate data and the students still had fresh memory about the activities.

Secondly, Having obtained the data from observation, the researcher transcribed it. While transcribing, the researcher observed closely and designed some questions to be given to the students in the interview about the problems faced by the teachers and the students' response toward the evaluation. The questions for the interview were more or less similar to those in the questionnaire. The interview was conducted in order to gain more accurate data in answering the second and the third research questions. The researcher also interviewed the headmaster to get additional data about the implementation of SBC based on the decision maker side. During the research was still in progress, the researcher also analyzed the school Curriculum documents such as English syllabus, lesson plans and many others, to give a supporting data from the observation.

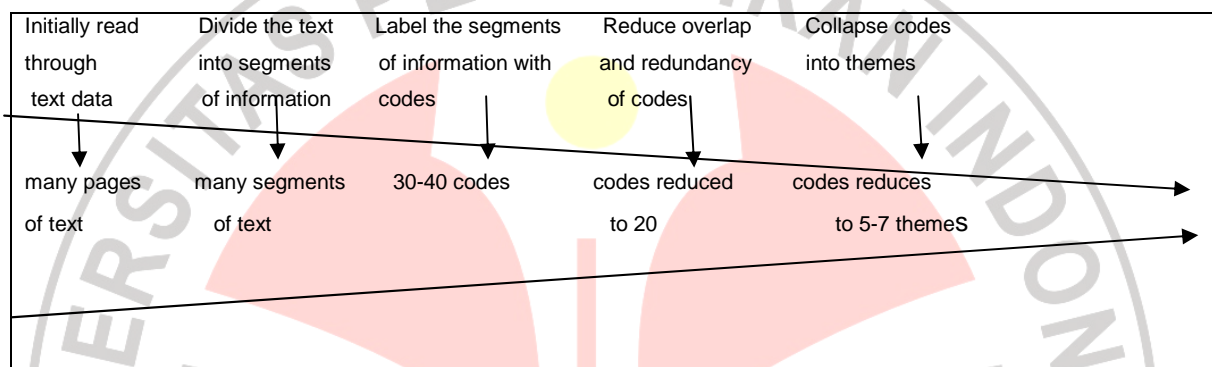
The gained data from observation, questionnaire, interview, and document analysis were then categorized based on their relevance to the research questions on how the teaching of English is implemented based on SBC specifically in the evaluation system of English for the students in the research site, also what the problems are faced by the teachers in administering the evaluation/assessment and what the students'

response toward evaluation system. Therefore, the collected data was then analyzed whether they had answered all the research questions or not.

The overall analysis after the data had been gained, followed some steps which can be elaborated as follows:

1. Coding the obtained data as the table 1.3 below (Cresswell,2008):

Table 3.1 Coding process of the obtained data



2. Interpret the findings

Interpretation involves making sense of the data. Interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both (Cresswell,2008). The interpretation involved a review of the major findings and how research questions were answered, personal reflections of the researcher about the meaning of the data, and personal views compared or contrasted with the literature. The result of the findings can support, modify, or reject the underlying theory.

### 1.5 Validating the Findings

It is necessary to make sure that the findings and interpretation are accurate. Qualitative researchers do not typically use the word *bias* in research; they will say that



all research is interpretive and that the researcher should be self-reflective about his or her role in the research, how he or she is interpreting the findings, and his or her personal and political history that shapes his or her interpretation (Cresswell,2008). Thus, accuracy or credibility of the findings is of utmost importance.

The strategies to determine the accuracy of the findings in the study are as follows:

*a. Triangulation*

Triangulation is the process of corroborating evidence from different individuals (the teachers and the students), types of data (observational field notes and interview) or methods of data collection (documents and interviews) in descriptions in the qualitative study. In the study, the researcher examined each information source and found evidence to support a theme. This ensures that the study will be accurate because the information draws on multiple sources of information, individuals and processes (Cresswell,2008).

*b. Member Checking*

Member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account (Cresswell,2008). The check involved taking the findings back to the participants and asking them in an interview about the accuracy of the report. The questions to the participants were about many aspects of the study, such as whether the description was complete, or the interpretation was fair and representative.

*c. External Audit*

External audits were also involved in the study to conduct a thorough review of the study and report back, the strength and weaknesses of the study. The auditors reviewed the study and communicated an evaluation of the study. Both of the researcher's supervisors played a role as the auditors. Also some of the researcher's best friend took a part as the auditors at the end of the study.

### **3.6 Synthesis**

In this chapter, it has treated the design of the study, some techniques employed in collecting the data, the data analysis, the instruments used and the site of the study. The chapter has also stated strategies of validating the findings based on the outlined principles. The data presentation and findings will be discussed in the next chapter.

