

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

This chapter describes methodology aspects of the present study which attempts to find information about the teachers' understanding of classroom-based reading assessment, the techniques employed by the teachers in assessing reading comprehension, and the way the teachers construct classroom-based reading assessment. Three main methodology aspects of the study are discussed, i.e. first, research design, second, data collection method, and third, data analysis. Data collection method consists of questionnaire, interview, observation, and document analysis.

#### **3.1 Research Design**

The present study is qualitative in nature. It concerns a detailed description of situation. The data are collected in natural setting without being manipulated. Every detail of data contributes to a better understanding of behavior. The data focuses on process, and participants' item of view is essential. Therefore, the objective of qualitative research is to understand participants from their items of view (McMilla, 1989). To have a good understanding of a process, such a study needs observing, describing, and interpreting (Lynch, 1996).

This study is to do with the people such as three English teachers as research participants. In line with this, Merriam (1998 quoted in Sary, 2006:48) mentions that a case study presents the case which could be person such as a teacher, a student, a program, and so on.

## **3.2 Data Collection**

This study employs some data collection methods, i.e. observation, interview, questionnaire, and document analysis (see Gray, 1990). The data collection started from 1<sup>st</sup> to 28<sup>th</sup> February 2009. The data were obtained from the three English teachers of an MAN in Makasar as participants of this study. They were chosen as participants of this study because the researcher has a good access to them. They teach English at different grades. Two of them have been teaching English for more than ten years, and one of them has been teaching English for more than five years. All the data collected were recorded in order to keep the authenticity of the data.

### **3.2.1 Questionnaire**

Questionnaire was used to get the main data. The questionnaire was aimed to answer three research questions, i.e. the teachers' understanding of classroom-based reading assessment, the techniques employed by the teachers in assessing reading comprehension, and the way the teachers construct classroom-based reading assessment.

The questionnaire consists of eleven questions. These questions were both open-ended questions and mixture of close and open questions (see Nunan, 1992:143). The open-ended question consists of six numbers and the mixture of close and open one consists of five numbers. The questionnaire was written in Bahasa Indonesia to ensure complete understanding of the items by the participants. The questionnaire guide is presented in Appendix 1.

### 3.2.2 Interview

Interview is a major source of qualitative data needed for understanding the phenomenon under focus. Interview is used to obtain specific information or data. Merriam (1988:72 quoted in Sary, 2006:49) suggests that “interviewing is necessary when the research cannot observe behavior, feelings, or how people interpret the world around them”. Meanwhile, Maxwell (1966: 76) says that “interviewing can be a valuable way, the only way, for events that took place in the past or ones to which you cannot gain observational access of gaining a description of actions and events. These can provide additional information that was missed in observation and can be used to check the accuracy of the observation”.

In this study, interview was carried out as a complement to the questionnaire. According to Alwasilah (2000) interview should be conducted in accordance with the researcher’s need. Interview was carried out either to answer research questions number 1 and 2 or to check the accuracy – to verify or refute – the impressions the researcher has gained from the questionnaire (Fraenkle and Wallen, 2000:509 cited in Gendroyono, 2006).

The present study employs semi-structured interview. It provides three advantages for researcher (see Nunan, 1992). First, it provides the interviewee a degree of power and control over the course of the interview. Second, it gives the interviewer a great deal of flexibility. The last, it gives one privileged access to other people’s lives. The questions were open ended, then, were followed by

subsequent questions which were conversational. The interview was recorded. Thus, the interviewee's contribution can be analyzed after the interview.

The interview was conducted individually to the three English teachers. The interview for respondent 1 took place on February 10<sup>th</sup>, 2009 at 01.00-02.45 p.m in language laboratorium. The interview for respondent 2 took place on February 16<sup>th</sup>, 2009 at 01.00-02.45 p.m in language laboratorium, and the interview for respondent 3 took place on February 16<sup>th</sup>, 2009 at 08.00-09.45 a.m in the teacher's room. The interview guide can be seen in Appendix 2, and the results of teachers' interview in Appendix 3.

### **3.2.3 Observation**

To validate the data gained from questionnaire and interview, class observation was carried out. Through observation researcher would get some data that cannot be acquired through questionnaire or interview such as participants' tacit understanding and how theory-in-use ( see Maxwell 1996:76). Furthermore, he also clarifies that "observation often enables a researcher to draw inferences about someone's meaning and perspective that he could not obtain by relying exclusively on interview data".

The aim of classroom observation is to see the actual process of reading assessment carried out by the teachers. To observe the class, the researcher acted as non participant observer. He sat at the back of the classroom and took notes about what the teacher does in giving students assessment after reading teaching

learning process. The researcher used field notes since the students' attention was distracted when they were videotaped.

The observation was carried out to three classes during three sessions for each class. The observation was conducted when the teachers were teaching reading. The classes were observed carefully until the researcher was able to identify how the teachers assessed the students after teaching reading. The file notes of the observation can be seen in Appendix 4.

#### **3.2.4 Document Analysis**

Document collection was done to enrich the data obtained during the research. As Glaser and Strauss (1967) cited in Natalina (2007:36) state that the data found in document can be used in the same manner as data from interview or observation. The data can furnish descriptive information, verify emerging hypothesis, advance new categories and hypothesis, offer historical understanding, track change and development, and so on. The document data were taken from the materials used by the teachers, list of score, students' work. The results of the documentantion can be seen in Appendix 5

### **3.3 Data analysis**

The data of this study were analyzed through qualitative data analysis. The data analysis was immediately conducted after the data from questionnaire, interview, observation, and documentation were available. All data were analyzed based on the research questions stated in chapter one. They were categorized into

three main central theme, i.e. the teachers' understanding of classroom-based reading assessment, the techniques employed by the teachers in assessing reading comprehension, and the way the teachers construct classroom-based reading assessment.

To answer research question number 1 concerning the teachers' understanding of classroom-based reading assessment, number 2 relating to the techniques employed by the teachers, questionnaire, interview, and observation were carried out. Furthermore, to answer research question number 3 regarding the way the teachers construct classroom-based reading assessment, questionnaire and observation were carried out. To support the answer of research questions 2 and 3, document analysis was also conducted. Data from questionnaire and interview were analyzed based on the responses given by the three respondents. Meanwhile, data obtained from observation and document study were analyzed to clarify the data from questionnaire and interview.