CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology used in the study. It covers statement of the problem, methodology of the study, definition of key terms, site and participants, data collection methods, data analysis, and concluding mark.

3.1 Statements of the Problem

This study was conducted to answer the following questions:

a. What kinds of strategies are applied by the English teachers in assessing writing in EYL context at Primary School in Bandung?

b. Why do teachers choose those assessment strategies?

c. To what extent is the assessment appropriate for the teaching programs?

3.2 Methodology of the Study

In this study, descriptive method was used. Through qualitative research design, Silverman (2005:15) states "the researcher can get complex and also holistic picture about the problem" and it is evident in the comments of Sugiyono (2006) and Sukmadinata (2007) when they state that the purpose of conducting the descriptive method is to give a portrait in real condition without interference from the researcher. In this method, the researcher has an opportunity to get clear

information of the assessment strategies used by English teachers at primary schools, the teachers' reasons in choosing those strategies, and the appropriate assessment for the young learners.

In qualitative research, as explained by Sugiyono (2007:8), the design allows the researcher to examine students' written texts that were produced in natural classroom activities. The idea is same with Alwasilah (2006:78) and Fraenkel and Wallen (1993:11) when they state that, in the natural classroom, the researcher can use the result of students' written as data. The descriptive method is also used for solving the found problems in the research (Arikunto, 2006; and Sukamandinata, 2007). In order to keep the naturalness, the researcher avoids any act of manipulations or interventions to the classroom activities by focusing on assessment.

As discussed by Nunan (2000:79), this method also allows the researcher to investigate a phenomenon in single case or in a single instance of a class. Moreover, by using case study, Cresswell (1994:61) also acknowledges that the exploration can be conducted over time through detailed in collecting many sources of information. Therefore, this study used class observation, interviewing, and document analysis (Alwasilah, 2006:142).

3.3 Site and Participants

3.3.1 The Site

The study was conducted in six public elementary schools in Bandung. The six schools were chosen for several purposes. As discussed by Soy (1992) as

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50

cited in Setiyadi (2006) that subject for case study is selected on purpose. The schools chosen were school A, school B, school C, school D, school E, and school F. School A and school B are the nearest to city center in Bandung, A grade accredited school, and considered as the most favorite school in Bandung. Different from school A and school B, school C and school D are around city center of Bandung. It is not far from the city center. Those are B grade accredited School, and considered as favorite school in Bandung. Meanwhile, school E and school F are very far from the city center but still in the area of Bandung city. The schools are accredited C or have not been accredited. Those schools are considered less favorite.

Based on the data gained from Regional Office of Education in Bandung, school A and school B have more complete facilities and better quality of teaching and learning facilities than schools C and D which are accredited B. The following is the description of six selected schools in the form of table 3.1.

Six Selected Elementary Schools	Location	Assumption of KKG	School Qualification, Accredited by Regional Office of Education in Bandung
SDN A	The nearest to the city center	The most favorite school	Grade A
SDN B	The nearest to the city center	The most favorite school	Grade A
SDN C	Near city center	Favorite school	Grade B
SDN D	Near city center	Favorite school	Grade B
SDN E	Far from city center	Less favorite school	Grade C or not accredited
SDN F	Far from city center	Less favorite school	Grade C or not accredited

Taken from Regional Office of Education of Bandung Center and KKG (2012)

Table 3.1
The Six Selected Elementary Schools

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51

3.3.2 The Participants

There was one participant for each school. So there were six participants who took part in this study coded as Teacher 1 (T1), Teacher 2 (T2), Teacher 3 (T3), Teacher 4 (T4), Teacher 5 (T5), and Teacher 6 (T6).

Respondents	Schools	Grades	Assessments Symbol	Educational Background	Experience of Teaching
Teacher 1 (T1)	A	Teaches grade 6	(As 1)	S1, English Department, STKIP Siliwangi	8 years
Teacher 2 (T2)	B	Teaches grade 6	(As 2)	S1, Business Management, UPI	5 years
Teacher 3 (T3)	C	Teaches grade 6	(As 3)	S1, English Department, UPI	2 years
Teacher 4 (T4)	D	Teaches grade 6	(As 4)	D1, PGTK, LPGTK Tadika Puri	6 years
Teacher 5 (T5)	E	Teaches grade 6	(As 5)	S1, PGSD, UT	15 years
Teacher 6 (T6)	F	Teaches grade 6	(As 6)	S1, Mathematic, UNINUS Bdg	11 years

Table 3.2
Respondents of the Research

The differences of the educational background of the teachers, facilities, and other factors would influence the way teachers teach English to the students. It would be necessary for the researcher to get more information in this study.

3.4 Data Collection Methods

In collecting the data of qualitative research, as described by Alwasilah (2000:150), it is better to use triangulation strategy. Triangulation strategy in

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52

collecting the data is a strategy that combines more than one method of collecting data for the research. Using only a single method in gaining the data cannot provide enough data and description of the phenomena happen in doing qualitative research. Using triangulation in which more than one method used in the research can facilitate understanding for the researcher.

The three advantages of using triangulation strategy are evident in the comment of Alwasilah (2000:150) when he explains that it can reduce the limitation of data used and research findings and it can reinforce the validity of the research. It is in line with Patton (1980) as cited in Sugiyono (2007:241) that "triangulation can build on the strengths of each type of data collection while minimizing the weakness in any single approach".

Based on what had been elaborated above, triangulation strategy in collecting the data which employed more than one data collecting method was used. Alwasilah (2006:142) acknowledges that in collecting data, the researcher can use class observation, interview and document analysis.

3.4.1 Class Observation

Observations were conducted to gain the information of what the teachers did in teaching writing and also the writing assessment to young learners. In this study, the researcher used the passive participant observation where the researcher is present at the scene of action but does not interact or participate (Sugiyono, 2006:312).

The observations provide data related to the physical place, actor, activity, act, time, goal, and feeling (Sugiyono, 2006:314). The data collected from the classroom observation were documented into observation sheets, classified, and interpreted (Alwasilah, 2006:175). Field note was used in taking data from observation, the guide of which is attached (See Appendix 4). In the observation, the researcher made no effort to manipulate variables and noted what happened as things naturally occurred (Wallen and Fraenkel, 1993).

The observations were conducted three times for each class including the focused and selective observation. There were six teachers from six schools observed for this study. There were three observations conducted in the process of assessing writing: Observation 1 and 2 (in January 2012, week 1 and 3), Observation 3 and 4 (in February 2012, week 1 and 4), and Observation 5 and 6 (On March 2012, week 2 and 3). It was about an hour for each meeting because at elementary school, the time allocation for teaching English was an hour. There were also coding to ease the process of the identification of the phenomena occurred from the transcribed recording (Alwasilah, 2008:159).

3.4.2 Interviewing

This study employed interview as an instrument to gain detail information. The some information that might not be acquired from documents could be obtained from interview (Alwasilah, 2006). Purposes of conducting interviews were to find out the teachers' strategy in assessing writing to young learners, teachers' reasons in choosing those strategies, and to know the appropriate

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54

assessment for the young learners. The interview was done after the class observations had been conducted.

The interviews were conducted two times: Interview to the teacher (24th January 2012) and interview to the students (in January until March 2012). Furthermore, interviews can be useful to clarify information that has been gained from observations. The data collected from the interview are transcribed, classified, and interpreted (Alwasilah, 2006:175).

Number	Aspects Assessed	
	Aspects	Categories
1	Assessment	The concept of assessing students' achievement
2		Linkage of the assessment with the instructional goals
3		Congruent assessment with the activities

Adapted from Reiser and Dick (1996), Cameron (2001), and Damayanti (2008)

Table 3.3
Interview Guidance

The assessment was observed whether the assessment was able to measure what was expected to be achieved by students. Secondly, it was observed whether the assessment connects with the instructional goals. Finally, the assessment was observed whether it was congruence with the instruction that had been done.

3.4.3 Document Analysis

Lesson plans and syllabuses were collected to get a portrait of what aspects are taken into six English teachers' lesson plans of six primary schools. Document analysis was conducted because documents are natural sources that can give real information (Alwasilah, 2006). Lesson plans, syllabuses, schedules, students' scores were analyzed as information. Document analyses might be

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55

difficult or even impossible to obtain through direct observation (Fraenkel and Wallen, 1993:390).

Syllabuses and lesson plans each teacher made for a half of even semester, term 2011/2012, were collected in this study. These documents are important to analyze what type of assessment of writing set by each teacher and what kind of syllabus the teachers made. The data collected from the document analysis would be labeled and classified. It was analyzed descriptively (Alwasilah, 2006:175).

3.5 Data Analysis

The qualitative method was used to identify assessment strategies used by English teachers at primary schools, teachers' reasons in choosing those strategies, and the appropriate assessment for the young learners. In the comments of Basrowi and Suwandi, (2008), in qualitative research, data analysis begins when the observations started and this study applied the Interactive Model by Miles and Huberman (1984) as cited on Sugiyono, (2007).

Data analysis was done after all the data, which consisted of observation data, interview data, and document analysis, had been gained. In analyzing the data, the data from class observation, document analysis and interview were divided based on the research questions such as the assessing strategies used by the teachers in assessing writing to young learners (which included correct all the mistakes, correct mistakes selectively, indicate mistakes so that the students can correct them, and let the students identify and correct their own mistakes),

teachers' reasons in choosing those strategies, and to know the appropriate assessment for the young learners.

This study applied the Interactive Model by Miles and Huberman (1984 as cited on Suwandi, 2008). There are three steps of analyzing the data. There are data reduction, data display, and drawing conclusion.

3.5.1 Data Reduction

The data collected from the observations were carefully elaborated. The more the data collecting process conducted, the more data gathered. In this process, the data were reduced. As defined by Miles and Huberman (1984) as cited on Suwandi (2008), reducing data means that the researcher summarized and chose the main items to construct particular pattern. Focused on contributing items and deleting inappropriate data were done to give a clear picture of what is actually needed. The data below are the example of data reduction in interviewing teacher.

Contributing item

Researcher   : *Berdasarkan pengalaman Anda, seperti apakah buku teks yang baik?*

Teacher   : *Banyak gambar, materi beragam. Satu materi bisa dieksplor bisa masuk kemana aja dan berwarna isi bukunya.*

Deleting item

Researcher   : *Apakah Anda pernah mengadakan tes tulis? Kalau ya, seperti apa?*

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57

Teacher : *Iya pernah. memberikan tes membuat kalimat pendek, positif,*

       interogatif, dan negative.

3.5.2 Data Display

 After the data were reduced and the important items remained, the next step was to display the data. Sugiyono (2007:341) acknowledges data display could be presented in the form of graphics, tables, charts, or citation. So, in qualitative research, data display can be presented by brief narration, tables, flow charts, or interrelation of categories.

 As explained by Miles and Huberman (1984) as cited on Sugiyono (2007: 341), the most of data display for qualitative research data in the past has been narrative text. Here the researcher has to make a deep understanding to the data until particular relationships between one item and another comes up and creates certain patterns. Once the pattern is found, it must be supported by the data along the research and displayed in the end of the report. The data below are the example of data display in class observation.

Observation	Strategies in Writing Activity	Types of Assessing Writing	The Correction Procedure by Teacher
#1	Forming Dialogue	Assessing writing by Portfolio Assessment	Correct all mistakes
#2	Labeling items	Assessing writing by observation	Correct mistakes selectively

Table 3.4
The Example of Data Display

3.5.3 Drawing Conclusion

This third step of Interactive Model, as outlined by Miles and Huberman (1984), is drawing a conclusion. The beginning conclusion is still temporary and may change when new findings appear. So, the conclusion in data analysis is placed in the end. In here, the findings from data analysis are explained in conclusion.

3.6 Concluding Remark

This chapter has described the research methodology which underlies the data collection of the qualitative research. It consists of the research questions, research method, setting of the study, data collection method and data analysis method. Moreover, in gathering the data, the researcher employs classroom observation, interview, and document analysis.

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59