

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the research method, which is presented in detail. Also, it covers the research design, site and participant, data collection, data analysis, and ethical issues.

3.1 Research Design

The qualitative approach was employed in this study because it investigated the teachers' beliefs and practices about formative assessment and the practices used by the teachers in the Indonesian EFL classroom environment, among other things. Based on the research questions, the qualitative approach is relevant in this study because the qualitative approach is concerned with the process. According to Creswell (2012), the qualitative approach investigates a problem and develops a detailed understanding of a central phenomenon. It is supported by Hancock and Algozzine (2017), who propose that the qualitative approach is concerned with human behaviors as they occur naturally, includes a small and purposive sample, and uses different data collection techniques. Concerning these perspectives, the qualitative approach is considered suitable for the characteristics of this study. This present study finds teachers' beliefs and practices of formative assessment without any control or treatment to them as they occur naturally, selecting the participants purposively by the necessity of the study. Data collection techniques, interviews, and observation were also used, and the analytic procedure analyzed the data.

In the terms of the qualitative approach, a case study was used to investigate teachers' beliefs and practices about formative assessment and the techniques they utilize. This research aims to explore the social phenomenon of the Indonesian EFL teachers' beliefs and practices in assessing students learning process by using formative assessment in Indonesian classroom settings as Creswell (2012) said that conducting a qualitative case study

typically aims to understand the natural setting of human life and how they engage socially with it. Further, the primary purpose of a case study is to understand a case in-depth, and it is also helpful to answer descriptive and explanatory questions (Hamied, 2017), in which the research questions of this research need to be answered descriptively based on the in-depth analysis. The case study was chosen for this study for three reasons: first, the researcher conducted an in-depth investigation and analysis of the teachers chosen to examine their beliefs and practices about formative assessment and the assessment techniques they use in the Indonesian EFL classroom. The fundamental goal of a case study, according to (Hamied, 2017), is to generate an in-depth examination of a case, a program, an event, an activity, or a process from one or more individuals. A case study, in this sense, is concerned with describing and understanding phenomena or situations. As a result, it employs in-depth analysis and a deeper grasp of the phenomenon when researching and analyzing it. In addition, (Yin, 2014) wrote that a case study is best used when looking at phenomena in a real-life context and explaining how and why. Therefore, this study investigated the teachers' beliefs and practices through the actual teaching and learning process in a whole school community in Indonesia.

Second, the case's border should be considered. According to Miles and Huberman (1994), the subject of a case study is a case or phenomenon occurring within a limited environment. Consequently, it encompasses an individual, a position, a small group, and a community. This study's case is limited to two Junior High School teachers from Tembilahan, Riau. It is consistent with the case study provided by Simons (2014), which is a school, and the researcher may focus on the school's principal, instructors, or pupils. This study focused on the attitudes and practices of formative assessment and the technique utilized by instructors at one Junior High School in Tembilahan, Riau.

This study included a variety of data collection techniques, including interviews and classroom observation checklists. According to Creswell

(2012b), a case study can provide a comprehensive picture of a program, event, or activity involving people by gathering several data types. According to Yin (2014), one characteristic of a case study is the utilization of multiple sources of evidence. Consequently, the case study revealed in-depth information regarding the beliefs and practices of Indonesian EFL teachers by employing several data-gathering methods.

3.2 Site and Participant

This research was employed in one of the junior high schools in Tembilahan, Indragiri Hilir. There are a variety of factors that influenced the researcher's decision to perform the research at the location. First and foremost, assessment subjects are not as well examined and investigated in the Indonesian setting. The assessment of students and teachers in Indonesia has been widely investigated and recorded from several aspects, such as the practices of teachers in the country (Zulaiha et al., 2020; Lengkanawati, 2017; Widiati & Cahyono, 2001) and Senior High School teachers' formative assessment practices and their impact on students learning (Nurhayati, 2020; Nurhijah et al., 2020). However, the research on teachers' assessment beliefs about their practices that are particularly relevant in the Indonesian educational system is still limited.

Second, the researcher chose to research Junior High School because some studies about educational practices on Junior High School students focus more on implementing diverse learning models and students outcome in the form of experimental studies (Faqiroh, 2020; Suparman et al., 2021). These investigations lacked the teachers' beliefs in the context of Junior High Schools in Indonesia. Therefore, very limited information on how the formative assessment was given by the teachers, especially in Junior High School. Thus, this study was significant to be conducted to reveal the junior high school teachers' assessment practices in the classroom.

Further, the school in one of the junior high schools in Tembilahan, Indragiri Hilir, was chosen as the study site for four reasons. First, the school

is a favorite junior high school in Tembilahan due to the school's achievement, both academic and non-academic. Second, the teaching and learning facilities are better than other junior high schools. Several teaching facilities, such as projectors and speakers in each classroom, support this school. Third, this school uses the 2013 curriculum due to the district government policy implementing the 2013 curriculum independently. Then, the English teachers in this school are experienced and become an expert for the 2013 curriculum in Indragiri Hilir.

The study participants were two English teachers at one Junior High School in Tembilahan, Indragiri Hilir. The sample quality is more concerned than the number of samples in a qualitative study (Yin, 2014). However, the teachers were chosen purposively due to some reasons. The first is the participants' teaching experience ranging from two to ten years. The second is all qualified with M.Pd. in teaching English as a foreign language (TEFL). Lastly, the researcher chose two teachers of different ages and teaching experiences to obtain a broader database to identify and substantiate different approaches to their beliefs toward formative assessment.

3.3 Data Collection

The data obtained through this data collection technique aligns with the research questions. The qualitative data of the research were obtained using interviews and observation checklist analysis. The procedures for collecting the data through each technique are explained below.

3.3.1 Interview

The interview was the primary data collection technique used in this research. The interview is an essential data source since it relates to human affairs (Yin, 2014). The interview was categorized as a semi-structured in-depth interview intended to determine the teachers' opinions regarding the implementation of formative assessment and the formative assessment methodologies employed by the teachers. Two teachers from the Junior High

School level were interviewed. The reason for relying heavily on interviews as a primary approach was that the study questions attempt to delve deeply into teachers' beliefs about formative assessment because no one can witness thoughts, intentions, or opinions (Patton, 2003). Therefore, interviews enable the researcher to elicit information on the reported beliefs of participants.

The research used semi-structured in-depth interviews. The semi-structured questions were used because the researcher wanted to make the questions in the interview still stay on the line. Besides that, the researcher combined formal and informal language to make the teacher feel comfortable and make the interview atmosphere less rigid. The interview framework was based on the formative assessment framework by Wiliam & Thompson (2007), and the interview question was adopted from the research by Clemons (2018). Further, the list of questions can be seen in appendix 3.

For instance, the writer can shift the options when the research objectives need open-ended questions, which require the participants to answer the questions using their own words. The second is the ability of the interviewer to clarify or restart questions they do not understand at first. For example, an interviewer can help participants clarify the answer by saying, "I'm not sure exactly what you mean."

3.3.2 Observation

The observation was carried out to determine to what extent teachers' beliefs are practiced in the classroom. According to (Stake, 2010), many qualitative writers prefer observation data to other kinds. The information from observation can be seen, heard, or felt directly. Observation is used to help researchers look at what is happening around the subject (Gay et al., 2009). The kind of observation used by the researcher was the non-participant observation, where the researcher acted as a passive observer. The observer only watched the teaching and learning process without interrupting or involving the participants' activities. In other words, the nonparticipant

observer only sits in an excellent place to watch and record the phenomenon under study (Creswell, 2012b).

In the observation process, the researcher recorded and noted the practice of formative assessment in the English class based on the observation checklist in appendix 4. Two classrooms were observed based on the class of the teachers. The researcher observed the classrooms six times. In addition, the observation was taken for about a month. The observation checklist was adopted from (Education, n.d.) (Appendix 4). Then, the researcher observed the formative assessment process by following the critical techniques of formative assessment in the classroom stated by (Cauley & McMillan, 2010), these are:

1. Provide clear learning targets.
2. Offer feedback about progress toward meeting learning targets
3. Attribute student success and mastery to moderate effort
4. Encourage students' self-assessment
5. Help students set attainable goals for improvement

A sample of the observation checklist for the formative assessment practice can be seen in appendix 4.

3.4 Data Analysis

The interview and observation analysis data were about the Indonesian EFL teachers' beliefs and practices on formative assessment. Also, the technique they use in the classroom. The data analysis gained from the interview and observation will be explained below.

3.4.1 Interview Data

In this research context, the researcher identified the data from the interview related to the teachers' beliefs and practices of formative assessment. The transcribed data gained through the interview were analyzed according to analysis techniques by Creswell (2012). The first technique is

transcribing. The interview data was gathered in Bahasa Indonesia or the mother tongue based on the participant's use in the interview process. The recording conversation was only transcribed into writing conversations without any modification. As a result, the most significant portion of data analysis and management should be based on the participants' perspectives. It was their voices that the researcher was attempting to capture to be analyzed and reported on for the benefit of others who may read and learn from them.

The second step was coding. Coding was used to categorize the data from the interview into the theme of the research. The data will be identified and classified based on the formative assessment framework (William & Thompson, 2007). The researcher read the transcriptions of the interview, read all of the sentences, and gave the code for the relevant information for the research. All suitable information was collected in the same unit.

The next step was to organize the information into categories. Some information gathered through interviews, and observation may need to be deleted since it was unrelated to the study. In contrast, other information was used to analyze the data to reach the research's conclusion. The final phase in the data analysis process was interpretation. The researcher incorporated the study's findings into their interpretation of the data. However, suppose the researcher determined that the data collected was insufficient. In that case, the researcher can re-interview and re-observe the study participant until the researcher is satisfied that the data collected is sufficient to answer all the research questions.

3.4.2 Observation Data

In analyzing the observation data, reading and reviewing the observation checklist were conducted after the classes. The videos of the observations were then replayed to ensure that the information in the checklist was correct. It was then recognized and grouped into various categories relevant to the teachers' practice in formative assessments based on their beliefs as the primary focus of observation. At the end of the process, the data

from observations were categorized depending on the teachers' activity in completing a formative assessment, as collated by Cullinane (2011).

The interpretations of the data were carried out at the end of the session. The data were analyzed to answer the research questions of how teachers undertake formative assessment based on their beliefs about the subject matter. To address the research questions, Creswell (2012) proposed that the conclusions of interpretation data from observations may be formed and described in words to provide an answer.

3.5 Ethical Consideration

Before collecting data, the researcher had to get consent from the relevant institutions involved in the study project before beginning. The initial permission comes from the post-graduate program in the Faculty of Language and Literature Education at Universitas Pendidikan Indonesia and from the selected schools in the country. After receiving consent, the researcher discussed the study strategy with the school and the teachers conducting the interviews and observing the students in English class.

During the investigation, two rules were communicated to the participants by the researcher. Regarding the regulations, moral considerations, and the secrecy of the participants, participants must sign informed consent forms. If the teachers were afraid to say anything negative about the school's implementation of formative assessment, the researcher advised them to utilize their understanding of this type of assessment to overcome their fear of speaking up. Because the participants were anonymous, the study's outcome had no impact on the teachers' professional development or the running of the schools.