

CHAPTER III

RESEARCH METHODS

This chapter reflected the research method used this study and determined its key objective, namely, to analyze and observe the implementation of constructed-response items in writing of hortatory exposition text. Research method is purposed to show an instruction the research was conducted. In this chapter outlines the research designed, the time and place research, the subject and object research, the data collection, the last is data analysis. Since it is included a case study the research will be conducted situation in institution.

3.1 Research Design

Based on the title of this research analyzed the implementation of constructed response items in authentic assessment of writing hortatory exposition text research methodology employees in this study was qualitative research design. This research used qualitative research design which occurred natural condition, explain through detail description of specific situation using, observation checklist, interview, and document reviews. It is supported by Ary et.al (2010:39) said that qualitative research focuses on comprehending social phenomenon and providing a lot of verbal descriptions of settings, situations, and participants.

According to Creswell (2008:46) mentioned that one kinds of the qualitative research design is case study what design of observation found varied in many sector, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, occasion, activity, process, or one or more individuals. Since this research relevant with above theory this analyze was implementation of constructed-response item took a case study. In the other theory described that a case study has meaning that a research implementing several cases selected to further comprehend and explore a phenomenon. (Ary et.al, 2010: 638). It means understanding the issue that real happened thing and be phenomenon investigated by researcher.

3.2 Subject of the Research

This research conducted in SMAN 1 TARIK which implements the 2013 curriculum that uses authentic assessment. In this school applied the constructed-response items in lesson hortatory exposition text especially in TEFL for eleventh grade. The researcher chose one class was 11S-IPS whom constituted active students than other class. The researcher analyzed the students in 11S-IPS and the teacher who teach them. Thus the subject of the research was an English teacher and 11A class in SMAN 1 TARIK.

3.3 Research Instrument.

The most important thing of the research instrument in qualitative research is the researcher because whatever that done like recognizing a phenomenon of interest consistently, organizing, and well-designed research protocol until finished. (Yin.2011:107). Thus the researcher have significant role to make the good form of research as rule of the qualitative research design. Based on the ideas the researcher conducted some instruments that are required to get information as follow;

3.3.1 Observation

In this research the data that had been collected by doing an observation to get the information before interviewing the respondent. Observe is an invaluable way of collecting data because this instrument based from what all of the researcher see and feeling with researcher own senses is not sifted by other document what made other people (Yin.2011:143). Thus, the observation is done to fulfill the research can be organize appropriate the system of research design on case study. The research investigated with indicators that decided and relevant of the implementation of constructed-response items in writing class at hortatory exposition text course. In this utilization of constructed-response items find whether can promote students higher order thinking or not. It was formed observational checklist what will be placed in the appendix (Appendix 3). Detail observation writes carry out as follows:

- a. Attending English classroom activities especially in writing of hortatory exposition text course,
- b. Observing physical infrastructure sustaining the implementation of constructed-response items in authentic assessment in and out the classroom, and
- c. Observing how teachers and students apply their roles and communicate in their school during implementation of constructed-response items.

3.3.2 Field notes

When researcher observed in other hand took field notes on the behavior and activities of individuals at the research site. In these field notes the researcher recorded or documentation in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know)(Creswell. 2008:181) Based on the Susanto's book (2010.71) said that field notes in the observation steps included two kinds are reflective notes and descriptive notes. Reflective notes are result of analyzing that occurrence, in term like argument, thought, and researcher's comment.

3.3.3 Interview

Interview is a meeting a researcher with the people that know about the information based on the subject. Interview is done to get the reality information about the matter. Interview as alternative way to check the validity of data require when the implementation have any unsuited activity with the indicator of observation. Interviews aimed to gather data from people about argument, beliefs, and sense about situations in interviewee's words. They are applied to facilitate comprehend the experiences people have and the meaning they make of them rather than to test hypotheses. It means in this stages found teacher's perception about implementation of constructed-response items in her or his class. Interviews may equip information that cannot be acquired through observation, or they can be applied to verify observations. (Ary et.al, 2010:438). In this stage the researcher was interviewing teacher in opening time to convince that teacher using constructed response items and closing time to found the problem when observed.

3.3.4 Documentation

The data documents how the study was applied, belonging what was done, when, and why. Documentation is called audit trail by Ary that involves raw data collected from the interview and observation, records of the inquirer decision, about who is interview and why to observe, files development until information result of the study become research complete. (Ary et.al, 2010:503). This research documented the implementation in real action and the teachers' journal like a lesson plan, as guideline of standard learning.

1.4 Data and Source of the data

The source of the data was between teacher and students in learning process of hortatory exposition text in SMAN 1 Tarik on eleven grades of selective class IPS. The data was word and utterances that saying by the teacher and students was obtained during learning process of hortatory exposition text.

3.5 Data Collection Technique

Data collection referred technique that was important step in the research because the main goal of this research was to obtain the data. Study data gathering methods will include semi-structured observations, and document analysis. Data gathered from the initial sample group in a cyclical process. (Punch, 2000: 104). Data collection has other name is data procedure. The data procedure can be drawn as research schedule in table in the bellow;

Table 3.1. Research schedule

Estimate Date Implementation	Activity
February 20 th 2017 – March 23 rd 2017	Pre-survey
March 24 th 2017 – March 14 th 2017	Opening Interview
March 15 th 2017 – April 30 rd 2017	Proposal
April 25 th 2017 – May 4 th 2017	Observation and Analyzing the data
May 5 th 2017 – May 6 th 2017	Closing Interview
May 6 th 2017 – July 28 th 2017	Writing Report
July 28 rd 2017 – July 31 th 2017	Submitting the document

3.6 Data Analysis

In this study the researcher described, explained, comprehended, clarified, and interpreted the objects or event to which researcher's data refers. The data analyzed implementation of constructed-response item which used observation checklists, filed notes, interview, and documentation. Observation was applied to analyze the implementation constructed-response items by the teacher based on O'malley theory described that the assessment is included open ended question type. Also observe whether this implementation have the strength can promote students' higher-order thinking skill or have the weaknesses. In the same word the research analyzed how construct response items can promote students' higher order thinking. The criteria of students' higher order thinking was analyzed by Susan Brookhart theory. Thus, it analyzed formative assessment in learning process how to teacher forming students' abilities in English to grow up be higher order thinking or opposite lower order thinking. The Students' higher order thinking skill could analyze from the student response by the teacher question that using open ended question during learning process of writing hortatory exposition text. From the observation researcher took field notes as matter of analyze that be result of observation. If the researcher was yet the accurate observation by result field notes the researcher can continue with the interview of the teacher what discussion discovery of the problem from observe. After that the documentation was done to complete the research.

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