CHAPTER III

METHOD OF THE STUDY

This chapter discusses research design of the study, source of the data and data, data collection technique, data collection procedures, and the data analysis.

3.1 Research Design

Cresswell (2010:18) states that in the qualitative research, typically you gather a text database, so the data analysis of text consists of dividing it into group of sentences, called text segments, and determining the meaning of each group of sentences. Rather than using statistics, you analyze words or pictures to describe the central phenomenon under study. While Best & Khan (2006:118), in descriptive research, concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. Then the result of qualitative research may be a description of individual people or place, also includes themes or broad categories that represent your findings Cresswell (2012:18).

In this research, qualitative descriptive study was used because this study was to study the implementation of authentic assessment which was

used by teacher to assess speaking, especially for the seventh B grade students of MtsM 1 Taman, Sidoarjo.

3.2   Source of the Data and the Data

The source of the data in this research is the seventh grade English teacher of MTsM 1 Taman, Sidoarjo, the seventh B grade students of MTsM 1 Taman, Sidoarjo, and the process of authentic assessment to assess speaking skills that was conducted by the seventh grade English teacher of MtsM 1 Taman, Sidoarjo.

Data refers to the kinds of information researchers obtain on the subjects of their research (Fraenkel and Wallen, 2009:110). In this research, the data were any information related to the research questions which were collected by observing and documenting the process of authentic assessment to assess speaking skills that was conducted at MtsM 1 Taman, Sidoarjo.

3.3   Data Collection Techniques

In this research, the data collection techniques were observations, documentations, an interview and a questionnaire and the researcher is the main instrument. In other word, the researcher decided which one is the data and which one is not.

3.3.1 Observation

Observation is the process of gathering open-ended, firsthand information by Observing people and places at a research site (Creswell, 2012:213). While non participant observation is the observation that researchers do not participate in the activity being observed but rather "sit on the sidelines" and watch; they are not directly involved in the situation they are observing (Fraenkel and Wallen, 2009:441). In this study, nonparticipant observation were used to get the data of the implementation of the authentic assessment to assess speaking at the seventh B grade students of MTsM 1 Taman, Sidoarjo. In these observations, researcher used a handy camp and the observation worksheets. The observation worksheets divided into two phases. These two phases of each observation worksheet based on the activities that was explained in the lesson plan. The observation worksheets can be seen in appendix 6-9.

3.3.2 Documentation

Documents in qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters (Cresswell, 2012:223). In this documentation, the researcher collected the lesson plan was

used in the implementation of the authentic assessment to assess speaking skill. In this study, the documentation was done to triangulate the gotten data from the observations, which is the data of the implementation of the authentic assessment to assess speaking at the seventh B grade students of MTsM 1 Taman, Sidoarjo. The triangulation is used to validated the founded data from several data collection technique. As Denzin in Flick (2004:178) states that triangulation is used as a validation strategy. The documentation worksheet can be seen in appendix 10.

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3.3.3 Interview

Interview is a conversation between the researcher and the respondent with the aim of gaining certain information from the respondent (Moser and Kalton in Lowe, 2007:78). While one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time (Cresswell, 2012:223). In this study, one-on-one interview was used to get the data of the problems that occur in the implementation of the authentic assessment to assess speaking at the seventh B grade students of MTsM 1 Taman, Sidoarjo. In this interview, researcher used an interview worksheet. The interview worksheet can be seen in appendix 11.

3.4   Data Collection Procedures

Procedures offer detailed, technical discussions about the mechanics and administration of data collection (Creswell, 2012:10). To collect the data, the researcher determined procedures. The purpose of the procedures is to maintain the appropriate way in collecting data. The researcher divided the data collection procedures into several procedures. They were data collection procedures of observation, documentation, and interview.

3.4.1   Observation

In these observation procedures, the researcher conducted the preliminary observation and the observations. In the preliminary observation, the researcher entered into one meeting class. In the class, researcher seat at the back. Then by using field notes, the researcher observed the whole class activities since the English subject lasted until the class ended. Based on this preliminary observation, the identification of the problem was made. To conduct the observations, The researcher made a teacher observation checklist and a student observation checklist, and then prepared field notes and a handy cam. All observation checklist items are based on the lesson plan. Then, in the observations, the researcher used a teacher observation checklist, a student

observation checklist, field notes and a handy camp. The researcher entered class three times. In each observation, the researcher seated at the back since the English subject lasted until the class ended. In the class, the researcher checked the observation checklists, wrote the important information that related to the research questions into the field notes and used the handy camp to document the whole class activities. After each observation finished, the researcher read observation checklists and field notes. Then, the researcher transcribed audiovisual material into texts. The used of texts were to get the forgotten important information. Then researcher analyzed observation checklists, field notes and texts. These procedures were conducted to get the data of the implementation of authentic assessment in assessing speaking at the seventh B grade students of MTsM 1 Taman, Sidoarjo. The lesson plan can be seen in appendix 1.

3.4.2 Documentation

In these documentation procedures, the researcher collected the lesson plan used to assess speaking skill authentically by asking to English teacher. Then, the researcher read this lesson plan. Next, the researcher analyzed this lesson plan. Then, the researcher got the sequence steps on implementing authentic speaking assessment

in this lesson plan. Last, researcher checked how this lesson plan was implemented in authentic speaking assessment at class. These documentation procedures were done to get the data of the implementation of the authentic assessment to assess speaking at the seventh B grade students of MTsM 1 Taman, Sidoarjo.

3.4.3 Interview

In these interview procedures, the researcher made an interview worksheet that consists of five semi-open questions. Then to conduct an interview, the researcher asked the English teacher at his leisure time, which was after study time ended. The interviewer asked each question, next the interviewee answered each question and the interviewer wrote each answer. After this interview ended, the researcher read and analyzed the interview worksheet. These procedures were conducted to get the data of the problems that occur in the implementation of the authentic assessment to assess speaking at the seventh B grade students of MTsM 1 Taman, Sidoarjo.

3.5 Data Analysis

The data was analyzed using descriptive qualitative data analysis. The procedures of analyzing the data were conducted. In this study, the

data were analyzed using adapted data analysis of Miles and Huberman's interactive data analysis model as follows:

Figure 3.5 Data Analysis: Interactive Model (Adapted from Miles and Huberman, 1994:6)
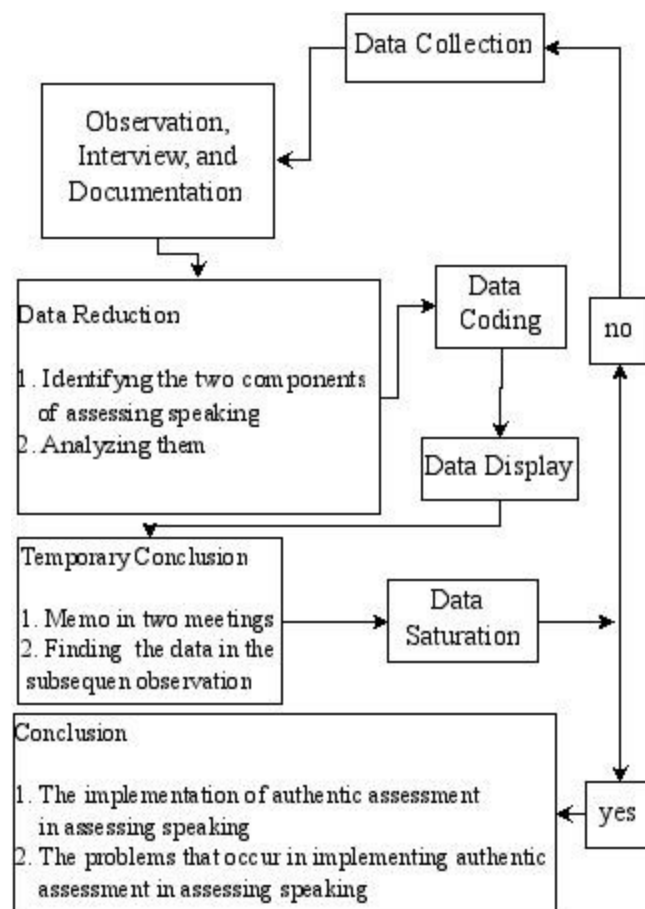
3.5.1

Data Reduction

Data reduction is a part of analysis. it refers to the process of selecting, focusing, simplifying, abstracting and transforming the data (Miles and Huberman, 1994:56). In this data analysis, the researcher reduced all irrelevant data collected through

observations, an interview, and documentations.

3.5.2 Data Coding

Coding is analysis. Codes are tags, labels or names while coding is the process of putting tags, names or labels against pieces of the data (Miles and Huberman, 1994:10). In the process of coding data, the researcher read all the data after writing, the researcher gave the code. New coding to each strategy used in assessing speaking skill through authentic assessment was made. The researcher gave the code the certain data. In instance, stand for implementation is I and stand for the problem is P. This code is to guidance the researcher located the component in the whole body of the data, so that the researcher can refer back to the codes to re-check.

3.5.3 Data Display

Data display is a part of analysis. it means an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994:11). In this study, the researcher displayed all data related to way in the assessing speaking through authentic assessment and all data related to problem that occur in the implementation of authentic assessment

in assessing speaking in the form of narrative description of the data gained through reduced the data.

3.5.4 Conclusion Drawing and Verification

To draw conclusion to the research question (1) how the authentic assessment is implemented in assessing speaking at the seventh B grade students of MTsM 1 Taman, Sidoarjo, the researcher synthesized the information from observations and documentations. Then, to draw conclusion to research question (2) what are the problems of the implementation of authentic assessment in assessing speaking at the seventh B grade students of MTsM 1 Taman, Sidoarjo, the researcher synthesized the information from an interview.