

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Research method is a way employed by the researcher to collect and analyze the data in order to solve the problem. In this chapter, the researcher presents the methodology of this study. Those are research design, research setting, and the subject of the study, data of the study, data collection techniques, research instrument, and data analysis. Each section is presented as follow:

#### **A. Research Design**

This research is classified as descriptive qualitative design. It is based on Bogdan and Biklen (1982) in Sugiono states that descriptive qualitative researches have five specific characteristic, they are: the first is qualitative research has the natural setting as the direct sources of data and researcher is the key instrument. The second is qualitative research is descriptive. The data collected is in the form of words of pictures rather than number. The third is qualitative researches are concerned with process rather than simply with outcomes or products. The fourth is qualitative research tends to analyze their data inductively. And the fifth is *Meaning* is of essential to the qualitative approach.<sup>1</sup>

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<sup>1</sup> Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung;CV Alfabeta, 2009) 13

Deal with qualitative research, the researcher describes all phenomenon and reality that happen in the class about how teacher implements performance assessment to her students and to verify how students' speaking ability and what are students' responses on the implementation of performance assessment. Then, she analyses reflective to the data and make it report more detail. The data collections are analyzed in descriptive. So, this research is qualitative research.

In this case, the researcher is not involved directly in teaching learning process. She takes a part as an observer who observes how teacher implement performance assessment in the classroom.

This study conducts to observe the tenth grade students' performance during assessment of speaking class. The researcher does observation and interview to the teacher to get exact data about how teacher implement performance assessment. Then, based on the scores (in one semester) and interview with the student, the researcher describes how students' speaking ability based on the result of performance assessment. And the last, the researcher distributes questioner to the students to know their responses on the implementation of performance assessment. The researcher also makes a field note to complete all the data.

## **B. The Subject of the Study**

The subject of this study is X-1 grade students of MAN Sidoarjo. X-1 class consists of 34 students. There are 6 boys and 28 girls. Those classes are chosen because the teacher in this class applies performance assessment in teaching learning process, especially in assessing students' oral performance.

## **C. Data of the Study**

The data of this study consists of the result of observation checklist, questioner, interview, scores, and field note. The data are functioned as follow:

1. The result of observation checklist and interview (with the teacher) are used to answer the problem 'how teacher implement performance assessment to her students'. It also support with field note.
2. Performance' scores (in one semester) and interview (with the students) are used to answer the research problem 'how students' speaking ability based on the result of the implementation of performance assessment.
3. The result of questioner is used to answer research question 'what students' responses on the implementation of performance assessment'.

## **D. Data Collection Techniques**

In order to get the data of this research, the researcher join to the class for three meetings to know the process of assessing students' oral performance.

Here, the researcher join in three meeting because the teacher does not ask to perform or assessing student oral performance everyday.

For conducting the research, the researcher used four kinds of data collection techniques, they are:

a) Observation checklist

In this research, the researcher acted as a non participant observer. The researcher observed the students' oral performance when they were conducting for assessment.

According to Kerlinger on Suharsimi stated that observation is common term that has meaning all kinds of receiving data that done by recording, counting, measuring, and making in note. It is done systematically by standardized procedure.<sup>2</sup> In using observation method the effective way is complete it with the format or observation form as the instrument. The format that is arranged contain of items of the event or behaviors of the subject.<sup>3</sup>

b) Interview

Interview is a kind of technique that is used to gain the data on the subjects' opinions, beliefs and feelings about the situation in their own word. Nasution stated that interview was a data collection technique that used oral question to elicit respondents' answer.<sup>4</sup>

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<sup>2</sup> Suharsimi Arikunto, prosedur penelitian, suatu pendekatan praktek, (Jakarta:PT.Rineke Cipta, 1998) 222

<sup>3</sup> Ibid, 229

<sup>4</sup> Prof. DR.Nasution, MA, Metode Research, (Bandung: Bumi aksara, 1996) 113

In this research, the researcher interviewed both the teacher and the students. The purpose of the interviewed with the teacher was to get more information about the implementation of performance assessment. While, the purpose of interviewed with the students were to know about students' speaking ability.

c) Questioner

Questioner is the technique of data collection that done by giving some written questions to the respondents.<sup>5</sup> The purpose of distributed questioner was to know students' responses on the implementation of performance assessment on students' oral performance of speaking ability in their class.

d) Scores

Suharsimi stated the data that are gotten from the research are classified in three kinds; they are fact, opinion, and skill or ability.<sup>6</sup> In this research the researcher used students' scores of oral performance, where it was included skill or ability. Those data were used to know about students' speaking ability as the result of performance assessment.

For more details techniques were explained in order. Firstly, the researcher observed by using observation checklist that is prepared before the research conducting. The observation checklist contains some notes; there are

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<sup>5</sup> Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung;CV Alvabeta, 2009) 142

<sup>6</sup> Suharsimi Arikunto, *prosedur penelitian, suatu pendekatan praktek*, (Jakarta:PT.Rineke Cipta, 1998) 223

the materials, the techniques, teacher' activity and students' activity. And all the phenomenons which are appeared during the observation process are noted in the field note.

Secondly, the researcher distributed the questioner to the students. The questioner allows the researcher to collect the data by providing a number of written questions about students' responses on the implementation of performance assessment in their class. The questioner contains some indicators. They are; deal with students' interest with English, students' opinion about speaking skills, the implementation of performance assessment, the materials which is used, students' responses about the implementation of performance assessment, and the last students' improvement in speaking skills after they do perform.

Thirdly, the researcher interviewed to the teacher. The interview allows the researcher to collect the data about 'how teacher implements performance assessment to his students. The questions are about how the implementation, scoring procedure, the steps in preparing performance assessment, criteria of task, the problems, and the advantages of performance assessment.

The last, the researcher asks about students' oral performance scores (in one semester) to the teacher. There are three times of assessment on students' oral performance. The scores allow the researcher to get the exact information

about how students' speaking ability based on the result the implementation of performance assessment.

## **E. Research Instrument**

### a. Observation checklist

Observation checklists were used to get any information during teaching learning process, especially in assessing of students' oral performance in speaking class. In the table of observation checklist, the table divides into four parts; the first column consist of criteria (the materials, techniques, teacher' activity, and students' activity), second column consist of some indicators, and the third and fourth column consist of 'yes and no' as the answer of indicators.

For more detail table will provide in Appendix 1

### b. Interview

The interview consists of some questions that contain about 'how teacher implements performance assessment in speaking class'. The researcher also asks about teacher' lesson plan to know weather the implementation of performance assessment is match with teacher lesson plan or not.

For more detail interview guideline provided in Appendix 3

### c. Questioner

It is a list of written questions about students' of tenth grade responses of the implementation of performance assessment in speaking class. The questions contain some indicators.

For more detail questioner provide in Appendix 2.

d. Field note

It is written in descriptive. The result will support the data from observation checklist and interview.

e. Scores

The performance' scores are gotten by the researcher from the teacher. She needs students' performance score (in one semester) to know how students' speaking ability based on the result of the implementation performance assessment.

## **F. Data Analysis**

According to Bogdan in Sugiono stated data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to presents what you have discovered to others.<sup>7</sup>

After all the data has been collected, then the researcher analyzes it. She analyzes five kinds of the data. They are:

a. Observation checklist

The data from observation checklist will be described and written in narrative. And the result is, the researcher knows how teacher implement performance assessment to her students

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<sup>7</sup> Opcit, 224



b. Interview

The data from interview were also described and written in narrative. And the result also support and complete to answer research question 'how teacher implement performance assessment to his students'.

c. Questioner

The result of questioner presented in percentage technique.<sup>8</sup> From the questioner, the researcher knows clearly about students' responses on the implementation of performance assessment.

Formula:

$$\frac{\text{Students' response of one question} \times 100\%}{\text{The number of students}}$$

d. Field note

The entire note has been collected during the class observation. This data will be written in narrative. And the result will complete or support data from observation checklist and interview.

e. Scores

To know students' speaking ability, the researcher uses average scores (in one semester) of students' oral performance in speaking class.

Formula:

$$\text{Average Score: } \frac{\text{Total scores}}{\text{Number of students}}$$

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<sup>8</sup> Opcit, 195

Based on the scores, there is a rubric of speaking score that contain of some criteria of speaking assessment (vocabulary, pronunciation, comprehension, fluency, and grammar). From those criteria of speaking assessment, the researcher describes general phenomenon and special phenomenon. This is important to know what aspect or what criteria that make students be easy and difficult to speak up.

Table I  
Oral Language Scoring Rubric

Rating	Demonstrated Competence
4 Outstanding	<ul style="list-style-type: none"> <li>- Uses a variety of descriptive vocabulary and expression</li> <li>- Communicates effectively, almost always responding appropriately and developing the interaction</li> <li>- Uses a Variety of structures with only occasional grammatical errors</li> <li>- Speaks with little hesitation that does not interfere with communication</li> </ul>
3 Satisfactory	<ul style="list-style-type: none"> <li>- Uses a variety of descriptive vocabulary and expressions</li> <li>- Communicates effectively, often responding appropriately and developing the interaction</li> <li>- Uses a variety of structures with more than occasional errors</li> <li>- Speaks with some hesitation that does not interfere with communication</li> </ul>
2 Good	<ul style="list-style-type: none"> <li>- Uses some descriptive vocabulary and expressions</li> <li>- Communicates acceptably although sometimes responding inappropriately or inadequately or</li> </ul>

	<p>developing little interaction</p> <ul style="list-style-type: none"> <li>- Uses a variety of structures with frequent errors or uses basic structures with only occasional errors</li> <li>- Speaks with some hesitation that interferes with communication</li> </ul>
1 Need improvement	<ul style="list-style-type: none"> <li>- Uses basic vocabulary and expressions</li> <li>- Communicates marginally; mostly responding inappropriately or inadequately</li> <li>- Uses basic structures with frequent errors</li> <li>- Speaks with much hesitation that greatly interferes with communication.</li> </ul>

Adapted from a scoring rubric developed by ESL teacher S. Copley (1994)<sup>9</sup>

The table above is one of oral language scoring rubric. The function is to make easy in giving score to the students when they are conducted for assessment, especially oral assessment. In that table there are four rating, each of rating have several demonstrated competence such as vocabulary, respond and interaction, grammar and fluency. The first rating is 4, it means students' oral performance or students' oral assessment is outstanding. The seconds rating is 3, it means satisfactory. The third rating is 2, it means good. And the fourth rating is 1, it means need improvement. In giving rating for students' oral performance or students' oral assessment, the teacher has to consider the aspect of demonstrated competence.

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<sup>9</sup> J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner*, (USA, Longman Inc, 1996) 84

For example:

- a) Uses a variety of descriptive vocabulary and expression (4)
- b) Communicates effectively, often responding appropriately and developing the interaction (3)
- c) Uses a variety of structures with more than occasional errors (3)
- d) Speaks with some hesitation that interferes with communication (2)

In similarly word:

- Vocabulary (4)
- Respond (3)
- Interaction (3)
- Grammar (3)
- Fluency (2)

The format of assessment can be modified as what the needs. The format as stated in Depdiknas is the following;<sup>10</sup>

Table II  
Format Assessment

Aspek	Skor	Keterangan	Bobot
Pengucapan	5	- Mudah dipahami dan memiliki aksen penutur asli	
	4	- Mudah dipahami meskipun dengan aksen tertentu	
	3	- Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman	
	2	- Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang	
	1	- Masalah pengucapan serius sehingga tidak bisa dipahami	
Tata bahasa	5	- Tidak ada atau sedikit kesalahan tata bahasa	
	4	- Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna	
	3	- Sering membuat kesalahan tata bahasa yang mempengaruhi makna	
	2	- Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat	
	1	- Kesalahan tata bahasa begitu parah sehingga sulit dipahami	
Kosa kata	5	- Menggunakan kosa kata dan ungkapan seperti penutur asli	
	4	- Kadang-kadang menggunakan kosa kata yang tidak tepat dan harus menjelaskan gagasan karena kosa kata tidak memadai	
	3	- Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena	

<sup>10</sup> Fatmah,Nur, *Performance Assessment on Students' Oral Performance Based on 2004Competency-Based Curricullum*, (Surabaya, 2006) 16

	2	keterbatasan kosa kata - Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami	
	1	- Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi	
Kelancaran	5	- Lancar seperti penutur asli	
	4	- Kelancaran tampak sedikit terganggu oleh masalah bahasa	
	3	- Kelancaran agak banyak terganggu oleh masalah bahasa	
	2	- Sering ragu-ragu dan terhenti karena keterbatasan bahasa	
	1	- Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi	
Pemahaman	5	- Memahami semua tanpa mengalami kesulitan	
	4	- Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu	
	3	- Memahami sebagian besar apa yang dikatakan, bila bicara agak diperlambat walau ada pengulangan	
	2	- Susah mengikuti apa yang dikatakan. Hanya memahami percakapan yang bersifat sosialisasi dengan bicara lambat dan banyak pengulangan	
	1	- Tidak bisa memahami walau percakapan sederhana	

Adapted Depdiknas, (2004c:26-27)

The table above is one of oral language scoring rubric or format assessment. The function is to make easy in giving score to the students when they were conducting for assessment. In that table there are five aspect of assessment. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Each of aspect has rating score (one up to five). And each of rating score has clear explanation.

For example:

- a) Mudah dipahami meskipun dengan aksen tertentu
- b) Sering membuat kesalahan tata bahasa yang mempengaruhi makna
- c) Kadang-kadang menggunakan kosa kata yang tidak tepat dan harus menjelaskan gagasan karena kosa kata tidak memadai
- d) Sering ragu-ragu dan terhenti karena keterbatasan bahasa
- e) Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu

Or in similarly word:

Pronunciation (4)

Grammar (3)

Vocabulary (4)

Fluency (2)

Comprehension (4)