

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter deals with the procedures for conducting the study. It covers approach and research design, researcher presence, research location, data and source of data, research instruments, data analysis technique, checking validity of findings and research stages.

#### **A. Approach and Research Design**

The design of this study is qualitative design using descriptive approach since the purpose of this study is to understand and describe the phenomenon that happens to the subject being observed in natural contexts. This descriptive study is used to gain certain information about a certain phenomenon that happens when this study is conducted<sup>1</sup>. Moreover, this study is designed to obtain information and description concerning with the implementation of formative assessment under the 2013 curriculum faced by English teacher at SMP Wachid Hasyim 7 Surabaya.

While according to Tayie, qualitative research viewed from the reality dimension, there is no one single reality. Each observer creates reality as part of research process; it is subjective and exists only in reference to the observer. Further, the qualitative researcher examines the entire process believing that

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<sup>1</sup> Bogdan and Biklen. *Qualitative Research for Education* (United States of America: Pearson. 2007), 11.

reality is holistic and cannot be subdivided. The qualitative researcher believes that human beings are fundamentally different and cannot be pigeonhole that makes the qualitative scholars attempt to produce a unique explanation about a given situation or individual. And the setting of qualitative research is conducted in field, or in natural surroundings which has purpose trying to capture the normal flow of events without trying to control the extraneous variables<sup>2</sup>.

### **B. Researcher Presence**

The role of the researcher in this research is the observer and the collector of the data. Instrument that is used in this research can be used to collect the data, but it has limited function to support researcher as research instrument, so that the researcher presence is needed. The role of researcher is an observer of the participant. The research subject, teacher and students of the teacher, knew about the role of the researcher.

### **C. Research Location**

This research is held in SMP Wachid Hasyim 7 Surabaya. This school is chosen by the researcher because the researcher has some considerations. First, the teachers of SMP Wachid Hasyim 7 has gotten training from minister of education to implement the 2013 curriculum, thus it is appropriate to this study that focused on formative assessment in the 2013 curriculum. Second, this school gotten “A” in school accreditation which means that this school has good service

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<sup>2</sup> Samy Tayie. *Research Methods and Writing Proposals* (Cairo: Cairo University press. 2005), 85 – 87.

in teaching and learning process. Third, this school is in the industrial where students live there have no eager to study because they chose to be the labor. Thus this is the challenge for the teacher to develop good learning in order to make them aware about education.

SMP Wachid Hasyim 7 Surabaya is an Islamic junior high school which is a part of Department of Religion affair. It is Private Junior High School that shelter in *Wachid Hasyim* Foundation which implements Islamic education. This school also provides some Islamic extracurricular activities, such as; reading Qur'an, Islamic band group, and Islamic dance, which affirm Islamic values of this school. The 2013 curriculum has been implemented in this school since 2013 with private fund. Although the 2013 curriculum is implemented in this school, Islamic curriculum in subject such as Fiqih, Aqida Akhlak and Alquran Hadits are also developed in this school.

This school is located on Benowo Street, no. 47, Pakal, Surabaya. Moreover it is located in strategic place which is near the street, hospital, sport center, *Bung Tomo* stadium, and industrial area. The vision of this school is "To implement Education that believes in god, fears in god, have a certain character that is in the way of *Ahlu Sunnah Wal Jama'ah*, science and technology" (*Terwujudnya Pendidikan yang berkeimanan, bertaqwa, berakhlakul karimah yang berhaluan Ahlu Sunnah Wal Jama'ah, berilmu pengetahuan dan berteknologi*).

SMP Wachid Hasyim 7 Surabaya has more than six hundred students which has three hundred students in each grade. Each grade has seven classes. There are

35 high quality teachers in this school. In addition, this school has two slots of time to conduct learning and teaching process. The morning class hour begins at 07.00 to 12.00 and the day school hour begins at 13.00 to 17.00.

#### **D. Data and Source of Data**

This research needs some data to answer the research question. In this research there are two data which needed, primary and secondary data. The primary data is obtained through classroom observation and taking field note in the class. The secondary data is from interview to 2 teachers and 3 students of the teacher. This type of data is for ensuring whether statements of the teacher and students are true or not.

The sources of data in this research are two English teachers of SMP Wachid Hasyim 7 Surabaya who have implemented the 2013 curriculum. They are female teachers. In Addition, three students of each teacher are also the source of data. While the criteria of the students who were taken as the sources were the students who gotten good achievement in English subject in the first semester. Moreover, the researcher took supporting data dealing with self- and peer-assessment in classroom, they are; the score of the quiz of each students, the portfolio of the teacher, and rubric of self- and peer assessment that have been made by the teacher. In addition, there are some theories which support the data which had been obtained. In this case the theories were used to match the obtained data in triangulating data.

## **E. Research Procedures**

This research is conducted at the following procedures: preliminary research, planning, implementing, analyzing data, and concluding data.

### **1. Preliminary Research**

Preliminary research is regarded a very important thing for deciding whether this research is possible or not. In this step, the researcher wanted to figure out the real self- and peer- assessment dealing with challenges and opportunities of formative assessment in the 2013 curriculum.

Through this step, the researcher has observed by coming to the real classes which are conducting formative assessment and took notes to make sure whether formative assessment through self- and peer- assessment exist or not. The researcher has conducted preliminary research by taking two teachers. The reason of taking them as the object of preliminary research is they have implemented the 2013 curriculum and have gotten training to implement the 2013 curriculum. Based on the preliminary research which conducted by interviewing two teachers who has implemented the 2013 curriculum, there are many challenges faced by them, for example to give clear explanation about the purpose of self- and peer- assessment, to decide when it should be conducted, to have lack of additional resources, and to design valid and reliable test. In addition, there are many opportunities and one of them is to make students to be self- regulated learner.

Not only that, the researcher also did the library research to find the sources and previous research which has similar area of study with this research. By doing those steps, the researcher expected that this research should be done, because the result of preliminary said there are many challenges and opportunities to conduct formative assessment through self- and peer- assessment.

## 2. Planning

In relation to the application of action research, the researcher makes a prior preparation to the implementation of action based on preliminary study. In this case, the researcher makes some questions in the form of interview guide and making observation checklist. After passing the process of instrument validity and reliability, the researcher directly plans to meet the teachers who are the research subjects.

## 3. Implementing

The researcher does this step after completing the planning step. In this step the researcher conducted classroom observation and took field note. After that the researcher interviewed 2 English teachers who have implemented the 2013 curriculum and gotten training from minister of education.

While interviewing the teachers, there is a note to record all the process of the interview between the researcher and the teacher. Moreover, some students of each teacher also were given interview to ensure what the

teachers state was true or not and to answer research question number 1 and 2. In Addition, the researcher also took supporting document in the form of portfolio, and list score of quiz of students who is given interview by the researchers.

#### 4. Analyzing Data

Soon after doing action research, the researcher directly processed the obtained data, they are; the result of interview, the result of observation, and the supporting data in the form of rubric of list score of quiz, and portfolio. The processes of this step are; transcribing, categorizing, classifying, synthesizing, making an index, and giving interpretation. The detail explanation of these processes is explained in data analysis technique.

#### 5. Concluding Data

In this step, the researcher reflects all the information that is gotten concerning with the theory used, and the opinion is on the theory related to the study. Then, the researcher discusses all information concerning the study to get the research findings, and finally the researcher concludes the research findings to answer the research questions

### **F. Research Instruments**

The research instruments that applied in this research are observation checklist and interview guide in order to collect the valid data from the field. Those instruments are described as the following:

### 1. Observation Checklist.

The researcher use an observation checklist based on some theories in the formative assessment through self- and peer assessment. It is made by researcher based on some theories. The observation checklist consists of the opportunities, challenges and the proposed way to implement formative assessment through self- and peer- assessment.

### 2. Interview Guide.

Semi-structure interview is conducted in form of in-depth interview. The teachers are expected to explore the way how to implement formative assessment through self- and peer- assessment. In addition the researcher conduct students' interview. The researcher involve to record and to take notes during teachers' interview process. The question of interview guide is based on theories used in observation checklist.

The observation checklist and interview guide is validated by one expert. He is the lecturer of English Teacher Education Department of the State Islamic University of Sunan Ampel Surabaya.

## **G. Data Collection Technique**

In this study, the data collection is conducted by employing all instruments used through preliminary research, teachers' interview, students' interview and classroom observation. The main data is from teachers, while other ones are supporting data.



To answer research question 1 and 2, an interview is given to two teachers of the 7<sup>th</sup> grade class who has implemented the 2013 curriculum and three students of the teachers, containing some questions dealing with the implementation of formative assessment through self- and peer- assessment under the 2013 curriculum. The interview is conducted in the school after school hour. Conducting interview after school hour makes the researcher easy to interview and it also does not disturb the teaching and learning process. Direct interview for the teachers is the main source to find the way how to respond to such challenges under the 2013 curriculum. In addition, to support the data, the researcher conducts classroom observation and uses field note. Those help researcher to check whether the statements of teachers and students.

#### **H. Checking Validity of Findings**

The researcher hold classroom observation twice in each selected class. The observation data is confirmed to two teachers that teach seventh grade class by interviewing both of them and tree students of the teachers. The requirement to select particularly informants who are especially knowledgeable presupposes that the researcher has some prior knowledge of the case to be investigated.<sup>3</sup> Thus the data gotten from teachers and students are valid.

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<sup>3</sup> Uwe. *A Companion Qualitative Research* (London: SAGE Publication 2004), 169.

## **I. Research Stages**

The data collected by using interview and classroom observation. It is analyzed descriptively since the research design is descriptive-qualitative. The researcher has three steps to analyze data.

1. After finishing the data from preliminary research and the field research, the researcher ordered all of the collected data. In ordering step, the researcher arranged the mass data in good order, so that, data analysis can be done easily.
2. Then, structuring the ordered data. In this step, the researcher transcribed the result of interview, categorized the result whether it belonged to the challenges, opportunities or the response through self- and peer assessment. Then synthesized all data whether from the teachers or students, and makes the index of the techniques and other related data.
3. The researcher gives meaning and interpretation to the data. The interpretation is based on the theories and the data found from interviewing teachers and students and classroom observation.

When the data have been analyzed, the researcher starts to describe the findings and all of the data is presented descriptively. The description made by the researcher is based on the data collected with the review of literature. Then, the researcher analyzes the data in specific but brief and clear description.