CHAPTER III

RESEARCH METHODS

In this chapter contained about the descriptions of how the research would be be done. They are research design, subject of the study, data and source data, data collection technique, research instrument, data analysis technique and research stages.

A. Research Design

Definition of research design was a plan or concept of the research which was created by the researcher. Research design in this study was to seek the data needed and to be able to answer the question of the study. This study was designed to describe the teacher competence in assessment based on the standard of teacher competence by American Federation of Teachers and also described about teacher competence in developing rubric using metarubric checklist.

In doing so, the researcher tended to use descriptive qualitative research. In this case, it used case study to complete this study. According to Yin a case study design should be considered when: the focus of the study was to answer "how" and "why" questions; the researcher could not manipulate the behaviour of those involved in the study; the researcher wanted to cover contextual conditions because the researcher believed that the study are relevant to the phenomenon

¹ Suharsimi, Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002). p. 51.

under study or the boundaries are not clear between the phenomenon and context.² Based on the theory above in this study was suitable of the case study design which answered how research questions and the researcher wanted to cover contextual conditions that were relevant to the phenomenon. In addition Yin also added that a single holistic case might be the decision making of one woman or a single group of any specific chategorize group.³ In one line with the state, this study also was only focused on a teacher who had specific criteria. A teacher who used rubric assessment for assessing role play in assessment process. Because of this study was macthed, so it would be based on that theory to use single holistic case which only evaluated one person or one teacher.

Descriptive qualitative research was a research that described a natural phenomenon. In line with that definition, the researcher would observe and describe the real situation and condition that the researcher faced in the field of teacher's competence and the teacher's rubric assessment. The researcher used some techniques to collect the data. Those techniques were observation, interview, metarubric and teacher's lesson plan. These kinds of techniques had been taken in this research to make it valid and reliable findings.

B. Researcher Presence

In this study, the researcher did the observation by herself because the result of the research would be more valid.⁴ The researcher acted as the instrument and the collector of the data at once. The other instruments, interview guide,

² Yin, R. K. Case study research: Design and methods (3rd ed.). (Thousand Oaks, CA: Sage 2003)

³ Yin, R. K. Case study research: Design and methods (3rd ed.)....

⁴ A. D. Cohen & E. Macaro (Eds.). *Language Learner Strategies: Thirty Years of Research and Practice*. (New Work: Oxford University Press. 2007).

Metarubric checklist and observation checklist were used in definite function to endorse the researcher's task as instrument. However to make it more valid, the researcher validated the instrument by asking master of assessment material of this study as the validator, then doing some revisions to make the instrument accepted and valid. Therefore, the presence of the researcher in qualitative research was imperative. Here, the human instrument could understand the meaning of every interaction, read mime, and see through opinion and value of each subject's statement or deed. In the qualitative method, the researcher was to be everything in the whole research process⁵.

One of the researcher's roles in this study was as an observer of participant. It was because the research subject known about the presence as the role of the researcher in this study when observing during the process of teaching..

In addition, another researcher's role in this study was as an interviewer. The researcher interviewed the teachers about the teacher's competence in assessment and the teacher's rubric assessment in assessment process. The quality of the assessment rubric developed was also examined. After all the data obtained by the researcher were collected, then they were expected to answer the research question which had stated previously in the Chapter I.

C. Research Location

The researcher conducted the study in SMPN 1 Sedati Sidoarjo. There were some considerations for the researcher choosing SMPN 1 Sedati as the place to do the study. For the first reason, based on the preliminary research for 27

⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: Remaja Rosdakarya, 2009), 121

different schools both for Junior and Senior High Schools random. The result was only this school that used role play for practice test beside multiple choices in the final exam for eigh grades. The second reason, this school was one of the orther 14 schools which add rubric in the lesson plan (*see app 1*). The third reason based on the preliminary research, it was because not all of the teachers allowed being the source data.

D. Data and Source Data

The researcher needed the data such as teacher's role play rubrics and teacher's competence in assessment. The data came from source data like:

- a. The teacher competence in assessment: The source of the data, it was from an eight grades' English teacher and the students. By doing in-depth interview to get the data from the English teacher and students in SMPN
 1 Sedati, then the researcher did an observation using observation checklist when doing the assessment and feedback section to the students as the source of data⁶.
- b. Teacher's rubrics: the source of data was the English teacher's documents of eight graders like rubrics in role play assessment and lesson plan to do a checklist quality of her rubrics by metarubric checklist in serving role play criteria for the students. The researcher reviewed literatures from some sources as books, journal articles, and undergraduate thesis were used by the researcher.

⁶ William T., James P. D. *The Research Methods Knowledge Base*. Cengage Learning. 2006. p. 159

E. Data Collection Technique

In collecting the data, this research used the instruments to collect the data.

In this study, the process of collecting the data was specified in the table below:

Table E.1 Techniques for Collecting Data Based on Research Questions

Techniques Research Questions	Observation	Metarubric	Interview	Document studies
_	Teacher		Teacher	
RQ 1	(see app 3)		Students	-
	(see upp e)		(see app 4)	
RQ 2		Teacher	Teacher	Role Play rubrics
		(see app 2)	(see app 4)	Lesson Plan

The first question, the answer used the first part of the table helped the researcher to find the answer of the first question using observation of teacher's performance in assessment. This instrument was used to identify the teacher's way to assess the students performance. In addition, the researcher did an interview to get more detail information from the teacher in designing assessment for the students and also did interview to the students to find the stronger result about the teacher competence.

Part two for the second question, in the table above which used metarubric to analyze the teacher's rubric. It was also supported with the teacher's lesson plan to gain any related information about the rubrics. In addition, interview

activity was also held for getting information deeper about the rubric development which was made by the teacher.

F. Research Instrument

In conducting this research, the researcher used some instruments. There were two instruments used to answer both questions:

a. Instrument for First question

To answer the first research question about the teacher competence in assessment based on the standard of teacher competence educational assessment. The instruments were:

- 1) Observation checklist as field data accurately to get information based on the standard of teacher competence in educational assessment.
- 2) Interview guide was used by the researcher to get the data about the teacher's knowledge in designing an assessment for the students and was supported by the other interview's answers from the students.

b. Instrument for Second question

To answer the second research question of analyzing the teacher's rubric based on the metarubric standard. The instruments were:

 Metarubric checklist as an effective rubrics standard for analyzing the rubrics of role play which used by the teacher, it was to examine the quality of the rubrics. Lesson plan was used as a supporting instrument to get any data relating with metarubric checklist and the teacher's rubrics.

G. Data Analysis Technique

Data analysis technique played an important role in conducting a research, since analysis could help the researcher to get a valuable meaning to solve the problem.⁷ There were some steps that should be done first:

a. The first research question was about the teacher competence in assessment based on the standard of teacher competence educational assessment.

The researcher did an observation using observation checklist to observe and analyze the teacher's attitude in assessing the student's performance based on the standard on teacher competence in educational assessment. So, the reseracher checked the teacher activity with the list of the standards by answering yes or no and also adding some explanation about the situation and the researcher reason to choose yes or not. Then the conclusion was the strength and the lack of the teacher's performance in assessment.

The next activity, the researcher interviewed the teacher about the way she designed the assessment until did the evaluation of the assignment. However to support the result for the teacher competence, the researcher interviewed the students.

.

⁷ Mohammad Nazir, *Metode Penelitian* (Jakarta: Ghalia Indonesia, 2009), p.364.

- b. Dealing with the second question of the second research question of analyzing the teacher's rubric based on the metarubric standard. The researcher did some techniques:
 - 1) The researcher took the data from teacher's rubrics which had checked into metarubric checklist by the researcher.
 - 2) Then, the analyzing also used lesson plan to check the indicator of the assessment which the assessment have to cover the purpose of the study.
- c. In addition some tables also showed the findings for the quality of the teacher's rubric assessment.
- d. The activities of the teacher in assessing students performance was described by the researcher based on the standard on teacher competence in educational assessment.
- e. The data was filtered and separated by the researcher. Some tables describing both activities and skills were presented.
- f. After describing the activities of teacher, the findings were discussed by the researcher.
- g. The research results were concluded by the researcher.

H. Research Stages

In qualitative approach, there were some stages done by the researcher.

Bogdan presents three research stages; they were preliminary research, research

activity, and intensive analysis.⁸ Moleong, in addition, includes writing the research report as the last stage.⁹ In this study, the researcher used some stages, they were:

1. Preliminary research

In the preliminary research, the researcher formulated research title and research questions, examined related literatures, chose the research location based on the suitability of research questions, determined research subjects, and chose collecting data instruments. The preliminary study was conducted from March 3rd 2016 to April 14th 2016.

2. Research design

In the research design stage, the researcher did some activities, these were: wrote research proposal, decided research instruments, organized preliminary research, constructed research instruments, and prepared research activity. The research design was started from March 16th 2016 to June 15th 2016.

3. Research activity

In this study, the researcher some activities dealing with the description of research activity in the field. The description itself was divided into three parts, they were ¹⁰:

¹⁰ Lexy J. Moleong, *Metodologi Penelitian Kualitatif...* p. 94

⁸ As chited in Lexy J. Moleong, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: Remaja Rosdakarya, 2009), p. 84.

⁹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif...* p. 84.

- a. Recognizing research background and self preparation. The activity was conducted from Wednesday, March 16th 2016 to Sunday, May 15th 2016.
- b. Doing the research
- c. Collecting the data

For doing the research and collecting the data, the researcher did the activities from Wednesday, May 25th 2016 to Thursday, August 28th 2016.

4. Intensive analysis

In the intensive analysis stage, the researcher discovered the theme and analyzed it. The analysis was started on Friday, August 9th 2016. The researcher devided the data into two parts and used the data from the observation checklist and the interview to find the description of the first question about the teacher competence. The other data from the result of metarubric checklist and the lesson plan to help the researcher found the quality of teacher's rubric.

5. Writing the research report.

In this study, the researcher considered some aspects related to the writing of research report such as design of the report, basic content of the report, parts of the complement and written system of the report. Based on these aspects, the researcher started writing the research report which followed the aspects such as the design of the study, the content of the

¹¹ Suharsimi Arikunto. *Manajemen Penelitian*. (Jakarta: PT. Rineka Cipta, 1995). p. 469

study and other parts of the study. It began from Friday, August 15st 2016 up to the deadline before the thesis examination.

