CHAPTER III

RESEARCH METHOD

This chapter deals with the procedures for conducting the study. It covers Research design, subject of research, data and source of data, research process, research instrument, data collection technique, and data analysis technique.

A. Research Design

This study designed to obtain information and description concerning teachers' rubric for speaking assessment then found out whether the teacher's rubric resemble to the characteristic of Analytic Scoring procedure or did not. Therefore, the design of this study was descriptive-qualitative since the purpose of this study is to describe the resemblance of a rubric. This descriptive study used to gain certain information about a certain phenomenon that happens when this study is conducted¹.

Based on Wallace, J, qualitative research is a method that uses to analyze the data which cannot be counted. This research was coded the data based on explanation of informants. Moreover, qualitative research was concerned with developing explanations of social phenomena².

¹ Bogdan and Biklen. Qualitative Research for Education. P 11

² Beverley Han cock, Elizabeth Ockleford, Kate Windridge, An Introduction To Qualitative Research, national institute for health research, 7, accessed: http://www.rds-yh.nihr.ac.uk, on: 31-03-2016.

B. Subject of Research

The research subject of this research is the English teacher of hospitality program in SMKN 1 Buduran, Sidoarjo. He is Mr. Mochammad Anwar, which is only English teacher of hospitality program.

Mr. Anwar finished is graduated from English Education Department of STKIP PGRI Sidoarjo in 1999. He started to teach since 2000/2001. During his career, he had teaching experiences in three different schools. First, he taught at SMA Tribhakti Tanggulangin from the academic year 2000/2001 to 2009/2010. Then, he started to teach English in MA Mambaul Hikam Tanggulangin from the academic year 2002/2003 to 2009/2010. At the same year, he also started to teach English in SMKN 1 Buduran. In 2010, he decided to resign from two previous schools before and focused on teaching English in hospitality program at State Vocational High School 1 Buduran.

C. Setting of the Research

1. Place

The research was conducted at SMKN 1 Buduran which was located in St. Jenggolo No. 1B Sidoarjo. The research was focused on Hospitality program because this is a program where the students have more chance to practice their English in the real communication related to

their future career³. Therefore, there would be more chance for the teacher to use authentic materials in English language teaching.

2. Time

The research was done starting from 6th June 2016. Document analysis was started from 6th of October until a week before the last interview. The interview was done on 11th June 2016. To complete the missing data, the second interview was done on 29th of October 2016. By conducting the interview after school hour and on the weekend, it would not disturb the teaching and learning process.

D. Data and Source of Data

1. Data

The data that is used in this study is elements of the rubric used by the teacher in assessing students' speaking skill for two lessons and materials. Particularly, the first rubric is a scoring procedure for individual presentation which is used for 'expression of intention' lessons. The second rubric is used for assessing short conversation and the material is about 'congratulating others'. In addition, teacher's responds towards interview given by the researcher will support the data got from the rubric's observation checklist.

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³ Interview with English teacher of Hospitality program in SMKN 1 Buduran on Monday, 28th March 2016

2. Source of Data

Related to the data that are needed in this research, as the document is the teacher's rubrics; the documents is obtained the teacher's file. Also, the respondent of the interview of this study is the teacher as well. Therefore, the source of the data here is the English teacher for seventh grade of Hospitality students at State Vocational High School 1 Buduran, Sidoarjo.

E. Research Instruments

1. The main instrument

The main instrument in this research was the researcher. The researcher collected the data from Document study (Rubric Checklist) and teachers. The researcher analyzed the rubric and interview from the teacher.

2. Instrument Tools

There were two instrument tools that were used in this research:

a. Interview guidelines are questions for the subject of this research and this is often used to obtain the subject perception and attitudes of the issues. The methods are highly structured, formal interview, taped, and transcribed. In this researcher, the researcher used interview style semi-structured. From this style the researcher developed the ideas from the subject.

Analyzing the interview data used two key ways. The first is thematic generation is describe the perspective of the subject and make the conclusion. The second is citation is directly quote the subject's sentences. In this case the researcher should directly write the name of the subject⁴. The researcher used both of two ways to answer the research questions.

b. Observation Checklist

The observation checklist is needed to analyze the rubrics. The document needed to be analyzed in the teacher's rubric for speaking assessment of hospitality students at State Vocational High School 1 Buduran. To analyze the rubric, the result of interview with the teacher was used. The result of both Checklist rubric and interview answered the research question.

c. Document

Document study was the record or history of the data that the research analyzed. The document in this study is the teacher's rubric for assessing speaking in tenth grade of hospitality students at State Vocational High School 1 Buduran. To analyze the rubric, the result of interview with the teacher was used. The result of both Checklist rubric and interview answered the research question.

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⁴ Stuart MacDonald & Nicola Headlam, *Research Methods Handbook Introductory guide to research methods for social research* (Manchester:CLES, 2014), P. 43.

d. Tape Recorder

This interview has been done orally. In interviewing the teacher, the researcher use recorder in order to keep the data. As the result of interview is used as a supporting data as the in answering the research question, it is very important to make sure that the data would not be lost.

F. Data Collection Technique

In this research, the data was collected from the rubric used by the teacher to assess students' ability in speaking. The researcher asked the rubric and analyzed it by using checklist rubric; did an interview with the teacher's to enrich understanding of the data. There are three kinds of interview, they are: formal, informal, and standardized interview⁵. This study used formal interview because the researcher had an interview with some of the teachers of Hospitality program at State Vocational High School 1 Buduran Sidoarjo. The result of both Checklist rubric and interview answered the research question.

G. Data Analysis Technique

The researcher analyzed the data by using descriptive qualitative method. The data was obtained from document and interview. After collecting

⁵ J. Amos Hatch, Doing Qualitative Research In Education Settings, State University Of Newyork press, 92, accessed: www.bookfi.org , on: 04-04-2014

the documents, the researcher analyzed it by using checklist rubric about the valid analytic scoring rubric for oral assessment adapted from two theories. First, the theory from Mary J. Allen in her book *Developing and Applying Rubric*,⁶ and the Theory from Susan M. Brookhartin his book by the title "How to Create and Use Rubrics for Formative Assessment and Grading". So, to analyze the information from the whole data, it would be conducted by using descriptive manner as follow⁸:

- 1. Identified the data based on the statement of problem
- 2. Classified each information based on each item of the interview and observation
- 3. Verified and interpret the data
- 4. Draw the conclusion

H. Checking Validity of Findings

In checking validity of the findings, the researcher used triangulation technique. As explained by Angen, triangulation in qualitative research is generally used as technique to ensure that data of the research is rich, robust,

⁷ Brookhart, Susan M.(2013) *How to create and use rubrics for formative assessment and grading* (Alexandria, Virginia, USA)

⁶ O'Malley, J.Michael, *Authentic Assessment for English Language Learners*. (London: Longmans, 1996). P. 46

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2006), P. 152.

comprehensive, and well-developed.⁹ Additionally, Creswell also revealed that using a single method can never adequately shed light on a phenomenon; therefore multiple methods or techniques are needed in order to get deeper understanding.¹⁰

In Denzin, there are four types of triangulation; those are methods triangulation, triangulation of sources, analyst triangulation, and theory/perspective triangulation. When analyzing data, the researcher also crosschecked the findings using theory/perspective triangulation; as several Analytic scoring procedure theories were regarded. Furthermore, analyst triangulation was applied as well; besides the researcher, expert lecturers, including the advisors also have ensured the findings.

I. Research Stages

In this research stages, the research explained the process of conducting the research, including: preliminary research, planning, collecting data, analyzing, and concluding data, as these following explanations:

1. Preliminary research

For the preliminary research, the researcher made an appointment with the teacher at State Vocational High School 1 Buduran Sidoarjo to have

John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Traditions* (Thousand Oaks, CA: SAGE Publications Inc., 1998), p. 57

⁹ MJ Angen, *Qualitative Health Research*, vol. 10, 2000, p. 379,

¹¹ NK Denzin, Sociological Methods (New York: McGraw Hill, 1978), p. 72

a consultation among this research. The researcher asked some questions about practicing speaking and the way to assess it to make sure that the teacher assesses it by using a rubric.

2. Planning

After conducting the preliminary research, the researcher made the instruments for collecting the data of the study. A checklist rubric was provided for assessing the compliance of teacher's rubric with the theory of analytic scoring rubric. Those checklist rubric as the instrument of this study had to be validated first to the lecturer. After passing the process of instruments validity, the researcher conducted the research by using the instruments of research.

3. Collecting Data

In this stage, the researcher collected the data from a rubric used by APH's teacher to assess their students' speaking ability. Then, the teacher's rubric was analyzed by using a document checklist to collect some data from it.

4. Analyzing

After collecting the data, the researcher analyzed the teaching stages of the lesson plans with the guidance of the theory in the literature review. The result of the analysis was written descriptively. The researcher analyzed the data based on the technique explained above. Then answering the following research question and the result of the analysis were written quantitatively at the findings and discussions.

5. Concluding data

The research summarized all information which found by the researcher. The researcher served the data quantitatively. Then, the researcher discussed all information concerning the research to obtain the research data. Finally, the research concluded the research findings to answer the research questions.