#### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter orderly presents research design, research setting, subject of the research, source of data, research procedures, research instrument, data collection technique and data analysis technique.

#### A. Research Design

Researcher conducted this study using qualitative approach to find out two things. i.e. the development of *empirically derived, binary choice, boundary definition* scale called EBB scale and the implementation of EBB scale. Qualitative research was designing to reveal a target audience's range of behavior and the perceptions that drive it with referencing to some specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive.<sup>1</sup>

Qualitative researchers typically rely on four methods for gathering information: (a) participating in the setting, (b) observing directly, (c) interviewing in-depth and (d) analyzing documents.<sup>2</sup> This research was done in three stages;

<sup>&</sup>lt;sup>1</sup> Qualitative Research Consultants Association, "The place for cutting-edge qualitative research",

http://www.qrca.org/?page=whatisqualresearch accessed on 31 May 2016

<sup>&</sup>lt;sup>2</sup> Marshall, "Data Collecting Method", 2006, p. 97

1. Observing Directly

The researcher did observation in three times to then wrote field notes. The field notes described about students' condition while teaching and learning process be hold.

2. Interviewing In-depth

The researcher did in-depth interviewing to explore any information about students' level, teachers' rubric, and writing assessment.

3. Analyzing Document

The researcher analyzed the students' writing, the teacher's rubric, and students' writing as an implementation of EBB scale.

### **B. Research Setting**

This research was conducted at SMAN 1 Wringinanom in X IPA 4 class. SMAN 1 Wringinanom is the one and only public school that exist in this region. Assessment for foreign language subject often use a rubric that does not appropriate to the ability of students in the classroom. Thus, students rarely get a perfect score in multiple object in the language. As the result, the researcher makes this place to be an object of research.

This research was conducted every Wednesday at 7 a.m. until 8.30 a.m. with 23 students: 2 male students, and 21 female students. All students did twice test given by the teacher, first about introduction, and second about intention. First test aimed to classify students' level, and the second test is implemented the rubric.

#### C. Subject of the Research

The subject of this research is all students in X IPA 4 class. There are 23 students in this class: 2 male students, and 21 female students. All of students did a test given by the teacher. The score of the test are divided students into two groups; *upper* and *lower* performances. The sample took six students as the sample to construct criteria and hierarchy, because the point of rubric is being six points. The subject of this research is also the teacher who will do an assessment and to be interviewed.

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

According to Lexy. J. Moleong in his book entitled "*Metodologi Penelitian Kualitatif*" was took by Fuadin in his thesis, states that primary data in qualitative research are words and actions, and the secondary data are documents and others.<sup>3</sup> In this research, the primary data was student's writing assignment, student's score, the English teacher, and all students at X IPA 4 class. Secondary data was teachers' rubric.

#### **E. Research Procedure**

There were some procedure to be followed during this research, in order to find out the valid data to answer the research problems. The procedures were:

<sup>&</sup>lt;sup>3</sup> Aang Fuad,. Undergraduate thesis; "Perencanaan Strategis Usaha Koperasi Pondok Pesantren Langitan Kecamatan Widang Kabupaten Tuban". (UIN Sunan Ampel Surabaya, 2009, 36.

1. Instrument Preparation

The researcher prepared all the instruments to collect the data. There were steps in preparing the instrument:

- a. Making the document analysis checklist to analyze the students' writing and teachers' rubric. The researcher also made an interview guide for interviewing the teacher.
- b. Constructing *empirically derived*, *binary choice*, *boundary definition* scale based on the result of document analysis.
- c. Developing rating scale descriptors in a new rubric.
- d. Deciding test for assessment. The test was matched with students' material in the book that learn about intention and descriptive text, so they had been familiar about the text.
- e. Assessing test using rubric was constructed EBB scale.
- 2. Data Collection

The researcher collected all of data in four meeting. In first meeting, the teacher was interviewed by the researcher to found out the information needed. The researcher also collected teacher's rubric. In second meeting, the teacher did a test for analyzing document to develop EBB scale and the score of the test is for taking sample. The third meeting, the researcher implemented the rating scale descriptor for writing assessment to part of intention. Then, the next meeting, the researcher implemented it for the second time for writing assessment to part of descriptive text.

3. Data Analysis

The researcher analyzed the data, and made any conclusion as the result of the research.

#### F. Data Collection Technique

In this research, there were four data collections: observation, in-depth interview, and document analysis.

1. Observation

Observation entails the systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting chosen for study. The observational record is frequently referred to as *field notes* detailed, nonjudgmental, concrete descriptions of what has been observed.<sup>4</sup> This technique was used to collect the data of students' behavior, class environment, and teaching-learning process. The researcher wrote field notes while doing observation to describe the information needed.

2. In-depth interview

In-depth interviews are typically much more like conversations than formal events with predetermined response categories. The researcher explores a few general topics to help uncover the participant's views but otherwise respects how the participant frames

<sup>&</sup>lt;sup>4</sup> Marshall, "Data Collecting Method"... p. 98

and structures the responses.<sup>5</sup> Here, the researcher used in-depth interview to explore detail information about students' level, teachers' rubric, and how many times the teacher did writing assessment.

3. Document analysis

Document is the process of looking back at the sources of data from existing documents and used to expand the data that has been finding. The source of the document data obtained in the field of books, records, magazines and even corporate documents or official documents relating to the research focus.<sup>6</sup> The researcher analyzed students' writing, students' score and the teachers' rubric. The document analysis technique used to answer both research questions.

### G. Research Instrument

The researcher made the instrument for her research that used to collect the data.

a. Interview guide

Interview guide in this research was unstructured question. The interview focused on how many times the teacher did writing assessment, the students' level, and how the teacher assessing writing.

<sup>&</sup>lt;sup>5</sup> Marshall, "Data Collecting Method"... p. 101

<sup>&</sup>lt;sup>6</sup> Susi Ardina, "PENGARUH MATA PELAJARAN AKIDAH AKHLAK TERHADAP PEMBENTUKAN KARAKTER SISWA DI SMP WACHID HASYIM 2 SURABAYA" (UIN Sunan Ampel Surabaya, 2016), p. 8, http://digilib.uinsby.ac.id/5018/, accessed 27 Jun 2016.

### Data of Component In-depth Interview

No.	<b>Component Interviewed</b>	Variables
1	Kind of writing assignment	a. Variety of writing assignment
		b. Controlled writing, guided
		writing, or free writing
2	Frequent of writing	a. How many times the teacher do
	assignment	a writing assessment
3	Teachers' assessing writing	a. Used rubric or not
1		b. The important aspect of writing
		assessment

### b. Field notes

Field notes are not scribbles. The proposal writer should have explicit note-organizing and note-management strategies.<sup>7</sup> The researcher wrote how teaching and learning process be hold, students' behavior such as students' actively engage or not.

#### Table 3.2

### Observation checklist

No.	Component of observation	Variables
1	Students' behavior	a. Student are actively engage or

<sup>&</sup>lt;sup>7</sup> Marshall, "Data Collecting Method"... p. 99

		not
		b. Student enthusiasm
2	Teaching and learning	a. How the teacher open the
	process	lesson, give materials, give
		assignment, and close the lesson

# c. Document analysis checklist

Document analysis is the first step in taking sample for develop EBB scale and for implementation EBB scale-constructed rubric for writing assessment.

### Table 3.3

#### Documentation checklist

No	Data Daarmantati	Variables
No.	<b>Data Documentation</b>	Variables
1	The teachers' rubric	a. What are the aspects of writing
		rubric?
		b. How many points are available
		b. How many points are available
		1 . 0
		in writing rubric?
		c. What are the descriptors of each
		point?
2	The students' score	a. How many varieties score?
		······································
		What are they?
		What are they.
3	The students' assignment	a How students' writing based on
3	The students' assignment	a. How students' writing based on
		teachers' rubric (grammatical,

		vocabulary, content, language
		use, and mechanism)
4	The students' assessment	a. How students' writing based on
	using new rubric	rubric constructed EBB scale
		(content, communicative
		effectiveness, grammatical and
		vocabulary, and mechanism)

## H. Data Analysis Technique

The data analysis used in this research was descriptive analytical method, the data was collected and described in words, pictures, and not numbers. Data coming from interviews, field notes, documents, and so forth, then described to provide clarity to the reality or reality.<sup>8</sup>

The data analysis, as explained by Miles and Huberman version, has three activities in qualitative research, those are; data reduction, data presentation, and conclusion or verification.<sup>9</sup>

1. Data reduction

Data reduction is defined as the process of selection, focusing on simplification, abstraction, and transformation "rough" data that

<sup>&</sup>lt;sup>8</sup> Ismi Ulin Nafis, Undergraduate (S1) thesis: "Pelaksanaan pembelajaran agama Islam bagi penyandang tuna netra di balai rehabilitasi sosial Distrarastra Pemalang II". (IAIN Walisongo 2013), 58.

<sup>&</sup>lt;sup>9</sup> Aang Fuad,. Undergraduate thesis; "Perencanaan Strategis Usaha Koperasi Pondok Pesantren Langitan Kecamatan Widang Kabupaten Tuban". (UIN Sunan Ampel Surabaya, 2009), 36.

emerged from field notes.<sup>10</sup> The researcher collected the data reduction from document analysis, field notes and in-depth interview.

2. Data presentation

Data presentation is a description of information collected, that is possibility to take conclusions and action.<sup>11</sup> There were two data presentation in this research, those are;

a. Empirically derived, Binary-choice, Boundary-definition scale

First, give the task to a group of students drawn from the target population. Take the resulting language samples and ask the group of experts to divide them into two groups – the 'better' and the 'weaker' performances. This first division establishes a 'boundary', which has to be defined. The experts are asked to decide what the most important criterion is that defines this boundary; they are asked to write a single question, the answer to which would result in a correct placement of a sample into the upper or lower group.<sup>12</sup>

The researcher formulated the simplest criteria question that would allow them to classify performances as 'upper-half' or 'lower-half' according to the attribute that they were rating. Then, working with the four upper-half performances, the team members individually rated each of them as '6', '5', or '4'. The procedure

<sup>&</sup>lt;sup>10</sup> http://eprints.walisongo.ac.id/1587/3/083111071\_Bab3.pdf accessed on 27 June 2016

<sup>&</sup>lt;sup>11</sup> Sudarto, "Metodologi Penelitian Filsafat"... p. 59

<sup>&</sup>lt;sup>12</sup> Glenn Fulcher, *Practical language testing* (London: Hodder Education, 2010), p. 211.

requires that at least one sample should be rated as '6'; at least two numerical ratings must be used. Therefore, at least two of the four samples receive the same rating. Next, rankings were discussed and reconciled. Last, steps 4 and 5 were repeated for the lower-half performances.<sup>13</sup>

The researcher was done to divide students into better and weaker performance. Based on the teacher assignment gave to students, the score gotten by the students are; three students got the higher score, the score was 94. Second score 88 was gotten by nine students. Third score 82 was gotten by six students. Fourth score 75 was gotten by four students. The last score 69 was gotten by one students. From the score, we can see that there were five level student performances. Based on the teacher, standard minimum score was 78. The high score was 94, 88, and 82. And the low score was 75 and 69 (See Appendix A).

The researcher analyzed the students' writing and teachers' rubric to divine the criteria and single question becomes hierarchy. Then, the researcher gave point for each hierarchy.

b. Rubric

This technique purpose to make a rubric with descriptor was constructed using Empirically derived, Binary-choice, Boundary-definition scale. The parts of rubric are like follow;

<sup>&</sup>lt;sup>13</sup> John A. Upshur and Carolyn E. Turner, "Constructing rating scales for second language tests", *ELT journal*, vol. 49, no. 1 (1995), p. 7, accessed 31 May 2016.

- Scores along with one axis of the grid and language behavior descriptors inside the grid for what each score means in terms of language performance.
- Language categories along one axis and scores along the other axis and language behavior descriptors inside the grid for what each score within each category means in terms of language performance.

# 3. Conclusion

The researcher concluded the result of this research and she described into narrative form.