

CHAPTER III

RESEARCH METHOD

This chapter presents the method of the research. There are research design, the data and source of data, data collection technique, research instrument, data analysis technique, and research stages.

A. Research Design

In this research, the researcher used descriptive qualitative method. Jack and Norman stated that qualitative research is research studies that investigate the quality of relationships, activities, situations, or materials.¹ The description was about the theory that guides to focus the research in accordance with the fact on the ground. There were the concepts of speaking performance assessment and activity of psychomotor domain in teaching speaking. It was called as collecting evidence in the field. The researcher used descriptive qualitative methods because the data is the form of words. Hence, the researcher described the psychomotor domain in speaking performance assessment of English teaching at SMPN 24 Surabaya based on result of this research.

B. Data and Source of Data

1. Types of Data

There are two types of data to answer the problems in the field. There are primary and secondary data. The primary data in qualitative research are words and action, the secondary data such as documents which are support the research. Those data explained in detail below:

a. Primary Data

Primary data is data, which is collected by first-hand experience, or the researcher obtained directly from the source. The primary data of this research was the existence

¹ Jack R. Fraenkel and Norman E. Wallen, *How to design and evaluate research in education*, 7th ed edition (New York, NY: McGraw-Hill, 2009), p. 422.

of psychomotor domain in speaking performance. This primary data were gained by observing and interviewing the teacher who assess psychomotor domain in speaking performance. In addition, to find the follow-up activity as the result of psychomotor domain in speaking performance assessment, the researcher gained the data by doing observation in the class, which assess psychomotor domain in speaking performance and interview for the teacher who assess psychomotor domain in speaking performance.

b. Secondary Data

Secondary data collected from a source that has been published in any forms. The secondary data of this research were the design of assessing psychomotor domain in speaking performance and the score of students' speaking performance.

2. Source of Data

The researcher had collected the data from primary and secondary sources. The primary source in this research was the English teacher who had applied psychomotor domain in speaking performance assessment of English teaching at SMPN 24 Surabaya. In this research, the researcher found the psychomotor domain in speaking performance assessment through observing the learning process. There were two kinds of basic competence with four meetings which were used for observing.

The English teacher was interviewed by the researcher based on the questions which are developed based on the classroom observation instrument about the assessing psychomotor domain in speaking performance and the follow-up result of psychomotor domain in speaking performance assessment. Then, the secondary sources in this research were the lesson plans and the score of speaking performance assessment of students at SMPN 24 Surabaya.

The subject of this research was the English teacher at SMPN 24 Surabaya. The researcher focused on one teacher in this research. She was Mrs. Sugihani. She has taught English in many classes at SMPN 24 Surabaya. She is the English teacher who designs the rubric's assessment of speaking performance. She is the one of English teacher who applies basic types of teaching speaking in her teaching process at SMPN 24 Surabaya. Hence, the researcher focused only on one of the English teacher, who was Mrs. Sugihani.

C. Data Collection Technique

The researcher used the data collection techniques to make the process of gathering the data more clearly. The data collection techniques that are used in this research were as follow:

1. Observation

To support the data for answering the first and second question, the researcher used observation. The researcher observed the teaching learning process in the class, especially how the teacher assess the speaking performance assessment. The researcher was doing nonparticipation observation. It means that the researcher just sits in the class to observe the learning process. From the observation report, the researcher found out about the implementation of the psychomotor domain in speaking performance assessment. Based on the recommendation of the English teacher, the researcher was doing observation about three meeting.

2. Documentation

To answer first and second research question, the researcher used analyzing documents technique. John W Creswell stated that the type of documents is hand-recorded notes about documents or optically scanned documents.² The document which are used in this research were the English

² John W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, 4th ed edition (Boston: Pearson, 2012), p. 214.

teacher's lesson plan, score of speaking performance, and other documents that researcher's need to support the data.

3. Interview

The researcher used interview to answer the first and second research question. The researcher interviewed the English teacher. The researcher asked some questions about the psychomotor domain in speaking performance and the implementation of the psychomotor domain in speaking performance assessment. It means that the researcher was doing selected interview on some topics of the psychomotor domain in speaking performance assessment.

The process of collecting data is specified in the table below:

Table 3.1
Data Collection Technique

Research Question	Technique			Source of Data	Aspect
	Observation	Documentation	Interview		
RQ 1	√	√	√	Teacher	Psychomotor Domain in Speaking Performance Assessment
RQ 2	√	√	√	Teacher	The Follow-up Activity for Result of Psychomotor Domain in Speaking Performance Assessment

D. Research Instrument

Research instrument means that what are tools, which the researcher used to collect the data. The appropriate of research instrument is important to reach the objective of the research. The researcher had chosen the instruments to get the data of psychomotor domain in speaking performance assessment of English teaching at SMPN 24 Surabaya, such as:

1. Field Note

Field Note is the report note of observation. According to Jack R Fraenkel, researcher took note in the educational setting (classroom or school) as they observe what is going on or as they interview their informant.³ The researcher took note about the experience when the researcher was doing observation in the classroom.

2. Classroom Observation Instrument

The researcher used classroom interview instrument to gain the data in doing the observation. The researcher developed the classroom observation instrument based on Brown “Language Assessment Principles and Classroom Practices.”, Dave “Psychomotor Levels in Developing and Writing Behavioral Objectives.”, and Sukiman “Pengembangan Sistem Evaluasi “ (See Appendix 1)

3. Psychomotor in Speaking Performance Assessment Rubric

The researcher used psychomotor domain in speaking performance assessment rubric in doing the observation. It was used to find out the practice of assessing psychomotor domain in speaking performance which had done by English teacher. The researcher adapted the rubric based on Guideline of Assessment in Curriculum 2013, Brown “Language Assessment Principles and Classroom Practices.”, and Dave

³ Fraenkel and Wallen, *How to design and evaluate research in education*, p. 506.

“Psychomotor Levels in Developing and Writing Behavioral Objectives.”. (See Appendix 3)

4. Interview Guideline

The researcher used interview guideline in doing the interview. The researcher developed the interview guideline based on Brown “Language Assessment Principles and Classroom Practices.”, Dave “Psychomotor Levels in Developing and Writing Behavioral Objectives.”, and Sukiman “Pengembangan Sistem Evaluasi (See Appendix 4)

5. Documents

The document, which the researcher used in this research, was school document to support the data analysis. There were the lesson plans, speaking performance assessment form and score of speaking performance (*See Appendix 14 and 15*). It helped to make the data more valid. The researcher used one lesson plan, which was used by English teacher for three meeting (*See Appendix 16*).

E. Data Analysis Technique

The researcher gathered the data from the speaking performance assessment of English teacher, which applied her class. Data analysis is a process of answering the research question. According to Milles the activities that will do in analyzing the data in the qualitative method are:⁴

1. Data Reduction

The researcher gathered the data for first research question (from observation, documentation, and interview) and second research question (from observation, documentation, and interview) then reduced useless data by selecting, simplifying, focusing on the important thing that appears in written-up field notes.

⁴ Linda S. Lotto, “Review of Qualitative Data Analysis: A Sourcebook of New Methods”, *Educational Evaluation and Policy Analysis*, vol. 8, no. 3 (1986), p. 21.

2. Displaying Data

There are two analyses in displaying data:

- a. First analysis, the researcher checked the form of classroom observation, documents, and the result of interview. Then, the researcher displayed the data of psychomotor domain in speaking performance assessment. There were speaking performance activities, activity of psychomotor domain in speaking performance, and the assessing process. Furthermore, the researcher displayed the data of follow-up activity as the result of psychomotor domain in speaking performance assessment.
- b. Second Analysis, Analyzing the data from observing, collecting documents, interviewing the English teacher used the theory of assessment in teaching speaking and psychomotor domain in teaching speaking which had displayed in chapter II.

3. Drawing Conclusion

After doing analysis process, the researcher described how the teacher assess the psychomotor domain in speaking performance, and how the teacher follow-up the result of psychomotor domain in speaking performance assessment as result of the research. Then, the researcher made a conclusion about the assessment of psychomotor domain in speaking performance of English teaching at SMPN 24 Surabaya.

F. Checking Validity of Findings

The researcher checked the validity of findings by using triangulation technique. Triangulation was used to increase the validity of the data in qualitative research. In this research, triangulation was done by comparing the observed data with the results of interview and the theory in literature review. To know how the teacher assess psychomotor domain in speaking performance, the researcher was doing observation and interview which used classroom obseravtion instrument and interview guideline. Classroom observation instrument and interview

guideline had checked and validated by competent lecture. In addition, to check the validity of findings, the researcher confirmed the findings with the subject of research and the theory which used in the literature review.

G. Research Stages

1. Preliminary Research

In preliminary research, the researcher came to SMPN 24 Surabaya to observe how the psychomotor domain in speaking performance assessment in that class. The researcher found the teacher who assesses the speaking performance among students. Then, the researcher interviews to know how the teacher implements it.

2. Research Planning

In the research planning, the researcher tried to make a plan to do this research. The researcher organized the research problem and topic, finding and analyzing the related theory to the research, looking for the previous study that relates to the topic, designing the research method, and finding the instrument for the research.

3. Research Implementation

The researcher was doing the research procedure. The researcher gathered the data from observation, analyzing documents, and interview about the psychomotor domain in speaking performance assessment of English teaching.

4. Writing the Report

The researcher wrote the report of the research by reporting the finding and result of the research. The writing report design is in the form of descriptive qualitative.

