

RESEARCH METHOD

A. Research Approach and Design

Furthermore, this research used case study as the research design. Case study has aim to investigate the certain phenomenon with specialized subjects.² In line with it, in this research, the researcher had aim to investigate the student teacher as the subject by representing the phenomenon of their assessment

²J. Amos Hatch, *Doing Qualitative Research in Education Settings* (Albany:State University of New York Press, 2002), 20.

instrument design. Here, they designed the English assessment instrument which based on Indonesian curriculum. Instead of consider the English assessment technique; they have to consider the applied curriculum which regulate the assessment design. It only occurred within practice teaching class at English Teacher and Education Department, UIN SunanAmpel Surabaya. Here the researcher concerned to identify their assessment instrument whether it can fulfill the test standardization or not and find the causing factor of the weakness point in their assessment by having interview with them.

Moreover, in this research, the researcher deals with the research of student teachers' assessment instrument and the causing factor of their weakness point in their assessment. It means that it would need depth description related to the assessment instrument itself. As a result, this case study is conducted through descriptive approach to get a depth understanding.³ Descriptive approach would recognize whether the assessment instrument fulfill the requirement of standardization test or not and describe the causing factor of the weakness point. Thus, the type of qualitative case study with descriptive approach was used in this research with aimed to investigate the student's assessment instrument and its weakness factor.

³Donald Ary, *Introduction to Research in Education...*, 454.

Research Location

In term of getting research subject, the researcher designed the sample of

mos Hatch, *Doing Qualitative Research in Education Settings* (Albany: State University of New

⁵Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2010), 68.

tend to determine sample based on certain characteristics or purpose.⁶ Since the researcher focused on reading skill, it means that the participant of this research was the student teachers who taught reading in their practice teaching. The schedule of practice teaching (PPL I) classes and the students who had been taken as respondents are specified in this table:⁷

Table 3.1The Schedule of Practice Teaching Class

Day	Time	Class	Room	Lecturer	Number of Respondent
Tuesday	09.10-10.50	A	Microteaching	1	3
	10.15-11.55	F	B.3	3	4
	12.30-14.10	G	B.3	3	3
Wednesday	07.50-09.30	B	Microteaching	1	4
	12.30-14.10	D	B.3	2	4
Thursday	07.30-09.10	E	B.3	2	3
	07.50-09.30	C	Microteaching	1	3

D. Data and Source of Data

1. Types of data

To answer the research question, here the researcher collected two kinds of the data; primary and secondary data. Those data will be explained below.

a. Primary Data

The primary data of this study was the data of student teachers' assessment instrument and the causing factors of the weakness point in

⁶Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2012), 300.

⁷Lecturing Schedule of Sixth Semester in English Teacher Education Department of SunanAmpel Surabaya State Islamic University Academic Year 2015

their assessment instrument within practice teaching class. This primary data were obtained by collecting student teachers' assessment instrument and analyzed it using Kunandar and Sri Wahyuni rubric. In addition, to find the causing factor of the weakness point, the researcher obtained the data by doing interview.

b. Secondary Data

The secondary data was the forms of supporting data obtained from some sources, such as the schedule of practice teaching class and also the attendance list of the students. Some theories were also taken by the researcher to support the data gained.

2. Source of Data

The sources of both primary and secondary data were obtained from teachers, students, and the research presence at practice teaching class in English Teacher Education Department, UIN Sunan Ampel Surabaya. The primary data was obtained by analyzing the assessment instrument by using rubric which was adapted from Kunandar and Sri Wahyuni book and interview which was used to find the causing factor of the weakness point in their assessment instrument.

Then, the secondary data was obtained by asking the copies of attendance list and the schedule of practice teaching class in English Teacher and Education Department.

E. Data Collection Technique

In case of collecting the data of the research, the researcher needed the instrument. In this study, the researcher obtained the data by collecting documents and conducting interview. In short, the process of collecting the data is specified below.

Table 3.2 Techniques for Collecting Data

Techniques	Documentation	Interview
Research Questions		
RQ 1: How do student teachers' assessment instruments fulfill the requirement of the standardization of cognitive or knowledge competence assessment?	√	
RQ 2: What are the causing factors that make student teacher unable to fulfill the indicator of the standardization assessment?		√

1. Documentation

Documentation is a wide range of written materials which can produce qualitative information. They can be particularly useful in trying to understand the philosophy of an organization as may be required in action research and case studies including policy documents, mission, annual, reports, minutes or meetings, codes of conduct, etc.⁸ It is used to answer the first research question which need the assessment instrument document. The documents needed of this research are obtained from student teachers.

⁸ Beverley Hancock, *An Introduction to Qualitative Research* (Trent Focus Group, 1998), 13.

Rubrics for analyzing the student teacher's assessment instrument were designed differently. It was because every kinds of assessment had its own characteristics. The rubrics were designed using "Yes" and "No" checklist. If "Yes" column had been fulfilled, it means that the assessment instrument was able to fulfill the indicator and it will get one as the point. Then, If "No" column had been fulfilled, it means the assessment instrument was not able to fulfill the indicator and it will get zero as the point.

column had been fulfilled, it means the assessment is not
to fulfill the indicator and it will get zero as the result.

2. Interview Guidelines

In this research, interview was intended to find out
the weakness point in their assessment instrument.

the subject ideas related with their weakness point of instrument. After getting the analysis of the assessment will be the strength and weakness, here the researcher attending causing factor of the weakness in assessment instrument. student teacher has different weakness from their work, so the interview was formed from the weakness point of instrument. That is why, this interview used unstructured the data. The question was in the type of conversational

the interview was not planned in detail, the researcher asked questions as the opportunity arises and listened closely toward the student teachers' answer.¹¹

G. Data Analysis Technique

In line with qualitative method, the researcher analyzed the data descriptively. After getting the assessment instrument which was gotten from student teachers, the researcher analyzed the assessment instrument using rubrics which is adapted from Sri Wahyuni and Kunandar book. The analysis result would show how well the assessment instrument can fulfill the test standardization. From the analysis result, there would be some of indicators which were not able to fulfill by the assessment instrument, it would show the weakness point of the assessment. Since the researcher attempted to find the causing factor of it, the researcher would conduct interview toward student teachers related with the causing factor of the weakness point in their assessment instrument.

Finally, the researcher put the result of the data to be discussed in findings of the research. It would refer to the research questions as ensuring way whether the questions are answered or not. In short, the data obtained from interview and observations were analyzed through these following detailed techniques.

1. Data Reduction

Data reduction was used to choose the primary data that only needed by the researcher. Reducing data means to choose and focus on the main topic of

¹¹Donald Ary, *Introduction to Research in Education* ..., 438.

The detail of the data which is coded by the researcher can be seen on the appendix (*See appendix 3*).

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Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D (Bandung: Bandung, 2012), 338.

Metode Penelitian Pendidikan: Pendekatan Kuantitatif..., 341.

¹³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif...*, 341.

a. Student teacher assessment instrument based on standardization test.

- 1) Firstly, the researcher used the data of the number of the student teacher who designed each of the assessment technique and formed it into chart, to make it easier to be interpreted.
- 2) Secondly, the researcher showed the finding of each technique in cognitive and knowledge assessment in chart form. It showed their final score as the result of assessment analysis and the categorization of their final score.
- 3) Thirdly, the researcher concluded the finding of the number of the students who were able to fulfill the test requirement and the number of them who were unable to fulfill some indicators by using percentage. Here is the formula:

$$\text{Result} = \frac{\text{the number of student teacher who were unable to fulfill the indicators}}{\text{The total of respondent (Student Teacher)}} \times 100 \% = \dots \%$$

b. The causing factor of the weakness point in the assessment instrument.

- 1) Firstly, the researcher tabulated the data of the students who designed each of the assessment technique and their weakness point.
- 2) Secondly, the researcher stated the weakness point and the interview result one by one based on each technique.
- 3) Thirdly, the researcher concluded the result of the interview into some point and tabulated into table which consist of, students

I. Research Stages

1. Preliminary Research

Preliminary research is important to decide whether this research is possible to be done or not. The preliminary research had been done on 17th – 19th march 2015. It gave great information related with the technique which was used by student teacher in their assessment instrument.

On the other hand, the researcher also did the library research to find the sources and previous research which had similar areas with this research. By doing those steps, the researcher expected that this research should be done because its importance.

2. Designing Investigation

In this step, the researcher designed investigation of how the assessment instrument which had been designed by student teacher fulfills the test standardization in form of assessment rubrics. The rubric was adapted from assessment book and the interview which was adapted from the weakness point that could not be fulfilled by the assessment instrument. In term of getting validity of those instruments, the researcher made validation sheets which were validated by the expert of language testing. There are 6 different rubrics in this study. It is based on assessment techniques which have its characteristics and standardization. Each rubric consists of categories which showed how the assessment instrument had fulfilled the standardization(*See appendix 1*).

3. Implementing Investigation

In term of investigate the student teacher assessment instruments, the researcher began to collect the data of student teacher who taught reading. The researcher asked their permission whether the researcher was allowed to ask their assessment instrument and lesson plan or not. Then after getting the assessment instrument and lesson plan, the researcher observed it using rubrics. The analysis result would show the weakness point that could not be fulfilled. Since the researcher attempted to find the causing factor of the weakness, the researcher interviewed the student teacher why they could not fulfill the indicator.

4. Analyzing data

After obtaining the data, the researcher analyzed the data to get the answer of the research question. It was stated in data analysis technique above.

5. Concluding data

To find the result of the research, the research concluded the findings.

The conclusion of this study was the final report of this study.