#### **CHAPTER III**

# **RESEARCH METHODOLOGY**

This chapter covered approach and research design, researcher presence, research location, data and source of data, research instrument, data analysis technique, checking validity of finding, and research stages.

# A. Approach and Research Design

Research design was a verified strategy which tested some variables with. In this study, the research design was descriptive qualitative design from the qualitative approach which aim was to identify and to know the purpose to reveal society' sense between behavior and statement of problem. The field research method used in observation, interview or an experiment that unpractical for the data validity.

Keith Richard asserted though Denzin and Lincoln's representation that the qualitative research was multimethod in focus, involving an interpretive, naturalistic approach to its subject matter.<sup>1</sup> It means the qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, and phenomena in terms of the meanings people bring to them. Qualitative research involved the studied use and collection of a variety of empirical

<sup>&</sup>lt;sup>1</sup>Keith Richards, *Qualitative Inquiry in TESOL*, First (Houndmills, Basingstoke, Hampshire RG21 6XS and 175 Fifth Avenue, New York, N.Y. 10010: PALGRAVE MACMILLAN, 2003), 11.

materials that describe routine and problematic moments and meanings in individuals' lives.

In this study, the researcher emphasized the criterion, challenges, and the application of Cambridge English language check point at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. The researcher as human instrument also determined the research focus, chose informant as data source, collected the data, assessed the quality of data, analyzed the data, interpreted the data, and concluded all the finding of the research. Khusnaini Mufarrokhah stated though Moleong gives some important characteristics of the qualitative research include in natural setting, human instrument, qualitative method, and descriptive.

### **B. Research Presence**

The role of the researcher in this research was the researcher as observer and as collector of the data. Instrument that was used in this research could be used to collect the data, but it has limited function to support researcher as research instrument, so that the researcher presence was needed. The role of researcher was an observer of the participant. The research subject, teacher, knew about the role of the researcher. This research was held on June 7<sup>th</sup> 2015.

The research through in SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 that focused in the research topic around the Cambridge curriculum assessment. The subject of the research was the English teachers of the school who teach Cambridge IGCSE English as Second language (Cambridge International Examination as English subject) in training program. The teachers were interviewed covers the Cambridge IGCSE English language check point that comprehend the activity and phenomenon in the school.

### C. Research Location

This research was held in SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. This school was chosen by the researcher because the researcher has some considerations. First, the teachers of the school had gotten permission as from minister of education to apply Cambridge International Examination (CIE), thus it was appropriate to this study that focused on formative assessment in system learning. Second, this school gotten "A" in school accreditation which means that this school has good service and be legitimated as BPP-T of Department Education and Cultured of Indonesia in teaching and learning process. Third, this school was in the industrial where students live there have no eager to study because they chose to be the labor. Thus this was the challenge for the teacher to develop good learning in order to make them enjoy education.

SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 was an Islamic senior high school which was a part of Department of Religion affair. It was Private Senior High School that became part in Pondok Pesantren Darul Ulum Rejoso Foundation which applies Islamic education. This school also provided some Islamic extracurricular activities, such as; reading Qur'an, Islamic band group, and Islamic dance, which affirm Islamic values of this school. The Cambridge curriculum has been applied in this school since 2007. Although the Cambridge curriculum was applied in this school, Islamic curriculum in subject such as Fiqih, Aqida Akhlak and Alquran Hadits were also developed in this school. In August 30th, 2010 this school gotten a certificate of International quality guarantee ISO 9001:2008 of quality management United Registrar of System (URS) United Kingdom. URS was an inspection and verification corporation in a hundred country in the world which gotten admission of UKAS system management and be accredited United Kingdom.

This school was located on Pondok Pesantren Darul Ulum Foundation Rejoso, Peterongan Jombang. Moreover it was located in strategic place which was near the street, hospital, sport center, railway, and industrial area. The vision of this school was "To applied Education that believes in god, fears in god, have a certain character that is in the way of Ahlu Sunnah Wal Jama'ah, science and technology" SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 had more than nine hundred students which has three hundred students in each grade. Each grade has twelve classes. There were 80 high quality teachers in this school. In addition, this school had two slots of time to conduct learning and teaching process. The morning class hour begins at 07.00 to 13.00 and the day school hour begins at 14.00 to 16.00.

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

This research needs some data to answer the research question. In this research there were two data which needed, primary and secondary data. The primary data was obtained through classroom observation and taking field note in the class. The secondary data was from interview to four teachers. While the detail explanation would be explained below.

# 1. Types of Data

In this research there were some data which needed, there were;

#### a. Primary Data

The primary data of this study were the data of feedback used by the teacher, the characteristic of feedback provided by the lecturer and the teacher's reflection of feedback. The primary data obtained by doing an observation in the class sample and interviewing the teachers who handles the Cambridge class Program academic year 2014/2015. These data would enable to answer both of research questions.

#### b. Secondary Data

This type of data was the data for supporting the primary data. Additional data were gotten from book, journal and other support research. In addition, there were some theories from library works which supported the data which had been obtained. This data obtained by collecting the teacher's document.

### E. Source of Data

According to Arikunto, the source of data was the place or things in which the researcher can observe, ask or read about a related matter of the object being studied. The sources of data in this research were four English teachers of SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 who have applied the Cambridge IGCSE English. The sources of data in this research were the teachers and the research presence. Teachers who are taken as the source of data was the teachers who conducts the Cambridge class.

In addition, there were some theories which support the data which had been obtained. In this case the theories were used to match the obtained data in triangulating data. And furthermore, the data would be divided as encoding and coding to facilitate well.

### F. Research Instrument

The research instruments that applied in this research were observation checklist and interview guide in order to collect the valid data from the field. Those instruments were described as the following:

i. Observation Checklist

The researcher used an observation checklist based on some theories in the formative assessment through self- and peer assessment. It was made by researcher based on some theories. The observation checklist consisted of the opportunities, challenges and the proposed way to apply Cambridge IGCSE English check point through self- and peer- assessment.

# ii. Interview Guide

Semi-structure interview was conducted in form of in-depth interview. The teachers are expected to explore the way how to apply Cambridge IGCSE English check point through self- and peer- assessment. The researcher involved to record and to take notes during teachers' interview process. The question of interview guide was based on theories used in observation checklist.

The observation checklist and interview guide was validated by one expert. Ms. Rizka Safriyani, M. Pd was the lecturer of English Teacher Education Department of the State Islamic University of Sunan Ampel Surabaya.

# G. Data Collecting Technique

In this study, the data collection was conducted by employing all instruments used through preliminary research, teachers' interview, students' interview and classroom observation. The main data is from teachers, while other ones were supporting data:

i. Interview

Interview was able to be applied interactive weather individual by the researcher that used as data collection technique to comprehend the respondent perspective thoughtfully. Margaret and Melissa asserted that interviews were discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics.<sup>2</sup> In addition, Beverley Hancock trough that interviewees should feel as though they were participating in a conversation or discussion rather than in a formal question and answer situation.<sup>3</sup> It means interviews differ from surveys by the level of structure placed on the interaction.

<sup>&</sup>lt;sup>2</sup>Margaret C. Harrell, Melissa A. Bradley, 'Data Collection Methods' (The RAND Corporation, 2009), p. 6.

<sup>&</sup>lt;sup>3</sup>Beverley Hancock, "An Introduction to Qualitative Research" (TRENT FOCUS GROUP, 1998), 12.

- The learning concept required and the evaluation as the application theory the Cambridge IGCSE English language check point at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.
- The challenging of the Cambridge IGCSE English language check point at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.
  - ii. Observation

Dana Lynn Driscoll stated that observations have led to some of the most important scientific discoveries in human history.<sup>4</sup> It means observations was a tools to discover an unspecified realized well. Observations could be conducted on nearly any subject matter, and the kinds of observations you did depend on your research question. In this research, the researcher procedures were passive observation participatory that should be originated to subject of research authentic. This observation technique could provide factual description, accurate, and detailed that concerned field condition, human activity, and social situation as well the activity context. The data collected with this technique included:

- Teacher's strategy used to manage the assessment while English Second Language of Cambridge curriculum applied.

<sup>&</sup>lt;sup>4</sup>Dana Lynn Driscoll, "Introduction to Primary Research: Observations, Surveys, and Interviews," vol.

<sup>2,</sup> Writing Spaces: Readings on Writing (Parlor Press, 2011), 160.

- The facilities used in the assessment context with the Cambridge IGCSE
  English language check point at SMA Darul Ulum 2 Unggulan BPP-T Jombang
  CIS ID 113.
- iii. Documentation

The result of interviewing and observation could be more accurately than the documentation. This method used to observe phenomenon transcript before. In this research, the documentation technique used to observe the legitimate document with learning application of the Cambridge IGCSE English language check point at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. The legitimate document in this technique was between year's book, assembly note, legitimate document, list of official and teacher, occupation program, and others. Whereas, the data collected in this technique were:

- The archive of principle and evaluation in the Cambridge IGCSE English language check point context.
- Learning equipment covers in learning evaluation (assessment).

# Table 3.1

# The collecting technique method of the Cambridge IGCSE English language Check Point at SMA Darul Ulum 2 Unggulan BPP-T Jombang Cambridge International School (CIS) ID 113

No.	Research Question	Observation	Interview	Documentation
1	RQ 1	Teacher's Feedback Checklist ( Ten dimension of Formative assessment)	Teacher	Cambridge Learning Guide Book
2	RQ 2	Teacher's Feedback Checklist ( Ten dimension of Formative assessment)	Teacher	Cambridge Syllabus
3	RQ 3	Teacher's Feedback Checklist (Ten dimension of Formative assessment)	Teacher	-

# H. Data Analysis Technique

Analyzing data in qualitative research was conducted before, during and after the field research. Qualitative data analysis involved organizing, accounting for and explaining the data. The data analysis method in this research analytic descriptive by analyzed the data and comprehended to possess the application of the Cambridge English language check point at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. The measures to analysis the data needed coding that one of effective method for making large qualitative data sets more manageable. A code was a labeled section of data that a researcher identifies as significant to some facts that data represent.<sup>5</sup> The codes in this terms were abstract representations of events, objects, actions or

<sup>&</sup>lt;sup>5</sup> Emily Namey, Greg Guest, Lucy Thairu, and Laura Johnson, "Data Reduction Techniques for Large Qualitative Data Sets," March 29, 2007.

interactions and they allow researchers to group similar information to better understand the data. In addition, they argued that codes is integral to the process of data analysis. Described which codes refer to concepts and their identification through explicit criteria. Codes may be developed prior to data collection or may emerge inductively through the coding process. A number of researchers suggested asking questions of the data to help identify ideas and concepts of interest and to look for information as it concerns the original goals and interests of the research study

- Data of the Cambridge IGCSE English language Check Point

Data of Cambridge IGCSE English language check point collected form interviewing the teacher. After collecting the data, the researcher analyzed the data deeply and thoroughly. In addition, to answer the first research question, the researcher also conducted documentation study. To discover the quality of formative assessment, documentation study using check list. Then, the researcher analyzed and reported the result from the check list. In this study, the following steps to analyze the data were done for the check list.

- Data of Cambridge IGCSE English language check point in learning process

Subsequently passing through whole research process, all the research data have collected by interviewing, observation, and documentation. The data has delivered, learned and analyzed and comprehended prudently, covered and explained whole phenomenon in the field research as well. Examined the use of Cambridge

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IGCSE English language check point in learning process, the researcher also collected the data from the teachers using interview technique. The data was analyzed deeply and thoroughly. The data was analyzed based on the indicators formulated by the researcher. The result of the interview deals with the use of the Cambridge IGCSE English language check point reported and interpreted to get the answer of the second research question.

# I. Checking Validity of Finding

Checking validity of finding was needed to determine the validity of data. The concepts of reliability and validity itself as overarching constructs means to validate, to investigate, to check, to question, and to theorize. This method and strategies can be defined to extend the conventional method of qualitative research.<sup>6</sup> It means the method and strategies can be equal as the conventional method and strategies of qualitative research. Over the past two decades, reliability and validity have been subtly interchanged by criteria and standards for evaluation of the overall significance, relevance, impact, and completed research utility.<sup>7</sup>The criteria and standards is as a strategy to ensure the research process itself which extent the back staged and be valued or recognized. In this study, triangulation be used to measure way of demonstrating concurrent validity. Triangulation be defined as the use of two

<sup>&</sup>lt;sup>6</sup>Jeasik Cho and Allen Trent, "Validity in Qualitative Research Revisited," *AERA (American Educational Research Association)* 6 (September 9, 2009), DOI: 10.1177/1468794106065006. <sup>7</sup>Janice M. Morse, Michael Barrett, Maria Mayan, Karin Olson, and Jude Spiers, "Verification Strategies for Establishing Reliability and Validity in Qualitative Research," *International Journal of Qualitative Methods* 1 2 (2002).

or more methods of data collection which consist of multiple source and multiple instrument.

#### J. Research Stages

In this research study, the researcher did some stages to report the finding data. The finding data of the research analyzed descriptively in some stages, they are:

### - Preliminary Research

In order to clarify the research questions, as the problem of the research study, the researcher started by conducting preliminary research on Wednesday, December 10th 2014 to Sunday, December 14<sup>th</sup> 2014. The preliminary research review the basic information obtained by the research questions focus. Through this step, the researcher could ensure the real phenomenon happened in SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.

# - Designing research

In the designing research, the researcher was designed the ways to identify and investigate the Cambridge English language IGCSE program. The ways designed by adapting and adopting the instrument from the previous study to ensure deeply instrument validity and apply the test reliability which is the expert advisor corrected this instrument. The design research was started from, Monday, March 16<sup>th</sup> 2014 to Friday, March 20<sup>th</sup> 2014

#### - Applications the research

In the terms of identified and investigated the Cambridge English language IGCSE program which provided by the teacher of SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. The research did the observation check list for the teacher and interviewed four teachers of Cambridge English language IGCSE program. In the interviewed the teachers, the researcher used recorder to record all the process of the interview between the researcher and the subject research. They asked about the application of Cambridge English Check Point in IGCSE level program which cover the challenges. The documentation of the Cambridge syllabus investigated to make sure data of the research. The activity was conducted on Sunday, June 7<sup>th</sup> 2015 at 11 AM to June 24<sup>th</sup> 2015 at 08.00 PM.

#### - Analyzing data

After obtaining data by some instruments used in this research study, the researcher collected and analyzed the data in an attempt to get the answers of research questions. The researcher analyzed based on the research instrument was used in the research process. The analyzed was started on Monday, June 15<sup>th</sup> 2015.

#### - Concluding data

In the research finding, concluded the data was a step to deal with the result of this research study. It obtained by reviewing back on the research question and the data analysis of the interview' transcribe, the observation checklist, and the documentation. The researcher could conclude the result obtained by the data analysis as the research finding of this study.