CHAPTER III

RESEARCH METHOD

This chapter elaborates several matters dealing with the procedure of conducting this study. It covers approach and research design, researcher presence, research location, data and source of the data, research instruments, data collection technique, data analysis technique, checking validity of findings and research stages.

A. Approach and Research Design

The design of this research is a descriptive qualitative research. Descriptive design with qualitative approach is aimed to know the phenomenon and answer the research questions. Ary states that qualitative approach in education investigated the behavior naturally as it occurs usually in the field. Further, qualitative research does not investigate or test the relationship between independent and dependent variables in a particular setting.[53] It means that qualitative research does not aimed at testing a certain hypothesis or variables but only describes the phenomenon, situation and condition that happen during the research.

Moreover, in qualitative research, the researcher generally uses dominant written conclusion to complete the report of study based on the whole process of

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[53] Donald Ary, et.al., *Introduction to Research in Education*. (Canada: Wadsworth, 2006), p. 424.

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data collection technique and data analysis.[54] Hence, there are no treatment and no numeric data in this research.

Descriptive research design is a scientific method which involves observing and describing a subject behavior without influencing it in any way.[55] The goal of qualitative descriptive research is a find out the specific events experienced by individuals or groups of individuals.[56] It means that qualitative descriptive research is method of choice when straight descriptions of phenomena are desired.

In line with the explanations above, this research belongs to descriptive qualitative research because the researcher observes and describes the real situation and condition that the researcher faces in the field. Thus, this research is aimed to find out the teachers' procedure in designing oral test instrument, to find out appropriateness of teachers' oral test instrument design with criteria of knowledge assessment under 2013 Curriculum and to find out the teachers' purposes to conduct oral test as a knowledge assessment technique under 2013 Curriculum.

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[54] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research 4th ed*, (Boston: Pearson, 2012), p. 19.
[55] Martyn Shuttleworth, *"Descriptive Research Design"*. (https://explorable.com/descriptive-research-design, accessed on April 2nd, 2015)
[56] Margarete Sandelowsk, "Focus on Research Methods: Whatever Happened to Qualitative Description?". *Research in Nursing & Health*. Vol. 23, 2000, 334.

B. Researcher Presence

In a qualitative research, the researcher has roles as primary instrument of the research.[57] There are also several instruments which can be used in the research but the researcher presence is the most important part to collect the data in this research. It is because other instruments only have limited function to support the researcher's duty as instrument. Therefore, the researcher becomes complement of other instruments which are needed to collect the data. All the data which is obtained by the researcher are expected to answer the research questions in the previous chapter.

In addition, the researcher has role as an overt non participant observation in this research. Overt non participant observation means the researcher observing the activities of research subject, but does not take part in subject's activity. Further, the research subject knows exactly why the observer is there and they welcome to the researcher.[58]

In line with the definition above, the researcher's role only analyzing the teachers' procedure, teachers' oral test instrument conformity with 2013 Curriculum criteria and teachers' purposes to conduct oral test without following the process of designing their oral test instrument. The research subject also knows about the presence and the role of the researcher. Furthermore, the research

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[57] Donald Ary, et.al., *Introduction to Research in Education* (Canada: Wadsworth, 2006), p. 421.
[58] David Abbott, *"Participant Observation and Non-Participant Observation"*, (http://beta.tutor2u.net/sociology/blog/participant-observation-and-non-participant-observation, accessed on April 3rd, 2015)

subject accepts the researcher to do a research. Thus, it makes the researcher easier to obtain much information from the research subject.

C. Research Location

The researcher conducts this research at SMP Al-Islam Krian. The researcher takes the choice to hold this research in this school because of some considerations. Firstly, this school gets "A" in school accreditation. It means that this school has predicate as a good quality school. Secondly, this school has implemented 2013 Curriculum since 2013 with private fund. It means that this school is categorized as a high-grade school and has high enthusiastic in improving the quality of education in this country by implementing the newest curriculum, 2013 curriculum that created by the ministry of education. Thirdly, all teachers in SMP Al-Islam Krian have gotten training from ministry of education to implement 2013 Curriculum. Thus, it is appropriate with this research because this research discusses about oral test assessment instrument based on 2013 Curriculum criteria. Fourthly, based on the result of preliminary research in form of interview which is conducted by the researcher to English teachers who teach eighth grade students at SMP Al-Islam Krian, the teachers use oral test as their assessment technique. Therefore, the researcher can analyze the teachers' instrument of oral test.

SMP Al-Islam Krian is an Islamic school under Al-Islam education foundation which sets out *Akhlakul Karimah* with good paragon. This school is

located on Kyai Mojo Street, no. 18, Jeruk Gamping - Krian - Sidoarjo. The vision of this school is "Creating Personal Learner Who Have Good Morality and Excellent Achievement." *(Terwujudnya Pribadi Peserta Didik yang Berakhlakul Karimah serta Unggul dalam Prestasi).*

This school has several good facilities to improve the students' comfort, interest, creativity and motivation in learning, such as; comfortable classrooms full AC, speaker active and one LCD Projector in each class, take attendance by using finger print and SMS Gateway, library full AC, two science laboratories full AC and LCD, three computer laboratories full AC and LCD, a language laboratory full AC and LCD, mosque, basket-ball field, football field, health canteen, students' cooperation, Al-Islam Krian hospital, open stage, security office and wide parking area. Furthermore, the area of SMP Al-Islam Krian is full Wi-Fi connection. All of those facilities influence the success of teaching and learning process. The completeness of facilities make teachers easier to improve their creativities and to modify their learning activities to be interesting one. Besides, it is very useful for students in learning process because in this globalization era, students are required to master the balance of technology and science.

In addition, there are also varieties extracurricular programs in this school which are expected able to develop the competence, talents, creativities and interests of the students. Those extracurricular programs including: English Club

course, Arabic course, computer course, scout, *pencak silat, karate, paskibra,* basket-ball, football, BTQ (Reading and Writing Holy Koran), *Qira'ah* and hadrah. All of those extracurricular in this school engraft the Islamic values and norms which are very useful for students to balance their soft skills and hard skills which become the 2013 Curriculum aim.

Based on the statements above, the researcher infers that this school is categorizes as a good quality school because this school gets A accreditation and this school is brave to implement the 2013 Curriculum although it uses private fund in order to improve the quality of education and to support the ministry of education's program. In addition, this school also do not want to leave behind, thus this school tries to balance between the development of science and technology.

D. Data and Source of Data

The data of this research is the result of interview which is done by the researcher and the teachers to answer the first and the third research questions. It is about teachers' procedure in designing oral test instrument and teachers' purposes to conduct oral test as knowledge assessment under 2013 Curriculum. The second data is the result of analyzing the teachers' oral test instruments by using assessment rubric to answer the second question. It is about the conformity of oral test instrument designed by English teachers based on 2013 Curriculum

criteria. All of the data are elaborated in detail and clear by the researcher. Meanwhile, based on the research problems in previous chapter, the source of data in this research is two English teachers who teach eighth grade students at SMP Al-Islam Krian and their instruments of oral test.

There are two teachers who teach eighth grade students at SMP Al-Islam Krian. Therefore, the researcher takes both of the teachers as the research subject. The teachers who the researcher takes in this research are a man English teacher and a female English teacher. They are Mr. A and Mrs. S. The researcher has some considerations of choosing them as research subjects. Firstly, the teachers have gotten training about 2013 Curriculum from the ministry of education. Thus, they have gotten more knowledge about the assessment under 2013 Curriculum. Further, they also conduct oral test as one of their assessment technique in this second semester. In this case, they have instruments of oral test which become the researcher's main data to be analyzed.

E. Research Instrument

To get empirical data and draw conclusion or result of this research, the researcher uses some instruments. Instrument here means the measurement tool which potentially makes the researcher easier in collecting data and analysis. Instruments which are used by the researcher of this research are assessment rubric of oral test instrument, interview guideline and recording device.

1. Assessment Rubric of Oral Test Instrument

   Assessment rubric in this research is a tool as a guide to measure the quality of oral test instrument designed by teachers. The researcher uses this assessment rubric to analyze the teachers' oral test instruments whether it is appropriate with criteria of knowledge assessment under 2013 Curriculum or not. In designing this assessment rubric, the researcher adapted from Kunandar's theory.[59] This instrument is used in order to make the researcher easier in analyzing the data to answer the second research question.

   This assessment rubric is validated by two experts. They are the lecturers of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya. (*See appendix I*)

2. Interview Guideline

   Interview guideline in this research is designed to give informant chance to express meaning in their own words as a verbal data for the researcher. This instrument is used to answer the first and the third research questions of this research. It is about teachers' procedure in designing oral test instrument and teachers' purposes in conducting oral test as knowledge assessment under 2013 curriculum. (*See appendix II*)

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[59] Kunandar, *Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013,* (Jakarta: PT Raja Grafindo Persada, 2013), p. 229.

The interview guideline in this research is validated by two experts. They are the lecturers of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya.

3. Recording Device

Recording device is a tool to record voice. The researcher uses a device to record the interview process which is conducted by the researcher and the teachers. This recording file makes the researcher easier to make the teachers' speaking transcription during interview process. This transcription will help the researcher to answer the first and the third research question.

F. Data Collection Technique

Data collection technique is the way the researcher collects the data empirically and objectively. The researcher uses some techniques in this research to collect the data, such as; document study, interview and documentation. The researcher elaborates the data collection technique as follows:

1. Document Study

Document study in this research means collecting data from the research subject in form of document, such as:

a. Collect teachers' oral test instruments

The researcher collects the teachers' oral test instruments in order to answer the second research question. Those oral test instruments are

analyzed by the researcher to find out the conformity of oral test instruments based on 2013 Curriculum criteria.

The researcher analyzes the oral test instruments of two English teachers. Each teacher has three kinds of oral test instruments. Therefore, the researcher obtains six kinds of oral test instruments which are designed by the English teachers. The number of instrument which is taken by the researcher is because of the teachers' recommendation.

b. Collect teachers' syllabus and lesson plan

Syllabus is learning plan of a subject lesson which involve core competence, basic competence, subject materials, learning activity, assessment, time allocation and learning source. Syllabus is used as guide to make and to develop the lesson plan.[60] Meanwhile, lesson plan is a plan or scenario of teaching and learning process which is designed by teachers. The lesson plan content is the development of core competence and basic competence which used to determine method, assessment, time allocation and learning source in teaching and learning process.[61]

The researcher collects the teachers' syllabus and lesson plan in order to fulfill the data analysis process. There are some points in the researcher's rubric which need teachers' syllabus and lesson plan to find

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[60] M. Fadlillah, *Implementasi Kurikulum 2013: Dalam Pembelajaran SD/MI, SMP/MTs & SMA/MA,* (Yogyakarta: Ar-Ruzz Media, 2014), p. 135.

[61] M. Fadlillah, *Implementasi Kurikulum 2013: Dalam……………………………*, p. 144.

out the conformity between oral test instruments and 2013 Curriculum criteria.

2. Interview

Interview in this research is a technique intended to obtain information or data which is conducted between the researcher and the informant in direct verbal interaction. The researcher uses the structural interview.[62] It means questions are formulated accurately and provided with interview guide. The researcher uses questions list to interview in order to make the conversation be focused. The researcher conducts interview with the teachers to collect the data about the teachers' procedure in designing oral test instrument based on 2013 Curriculum and also about the teachers' purposes to conduct oral test as a knowledge assessment under 2013 Curriculum.

3. Documentation

Documentation is a technique to gather or to record information from the informant. In this research, the researcher records the interview with the two English teachers at SMP Al-Islam Krian. This recording file will be useful for the researcher to make teachers' speaking transcription. In addition, there is also pictures documentation to provide evidence of facts data.

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[62] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p. 138

G. Data Analysis Technique

In this research, the researcher uses descriptive qualitative analysis technique to analyze teachers' procedure in designing oral test instrument, teachers' oral test instrument conformity based on 2013 Curriculum criteria and teachers' purposes to conduct oral test under 2013 Curriculum. The procedures of analyzing the data are as follows:

First of all, the researcher organizes the data obtained from collecting teachers' oral test instrument, interview and documentation. In this step, the researcher arranged the mass data in good order. Thus, analyzing the data will be done easily.

Secondly, the researcher analyzes the teachers' oral test instruments which are focused on conformity of oral test instruments based on 2013 Curriculum criteria. Therefore, the researcher reduces the data which not relevant with this research. In this case, the researcher uses assessment rubric which is adapted from Kunandar's book to determine the conformity of teachers' oral test instruments based on 2013 Curriculum criteria. The researcher gives score to each category descriptor in assessment rubric. The scores which are given by the researcher are 0 and 1. Score 0 means inappropriate, while score 1 means appropriate. Next, the researcher counts the percentages of oral test instruments conformity from the total score. To get the percentage, the researcher uses the following formula:

Table 3.1

Percentage Formula[63]

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of Oral Test Instrument Conformity based on 2013 Curriculum Criteria

F = Frequency of Conformity Score

N = The Maximum Score

After that, the researcher categorizes the teachers' oral test instrument level to answer the second research question. In order to measure the conformity level of oral test instruments designed by teachers, the researcher uses Arikunto's theory cited on Wulandari's thesis as follows:

Table 3.2

Criteria of Conformity Level[64]

81%-100%	Very Good
61%-80%	Good
41%-60%	Fair

[63] Suharsimi Arikunto, *"Prosedur Penelitian (Suatu Pendekatan Praktik)"*, (Jakarta: Rineke Cipta, 2006), p.152

[64] Areta Wulandari, S-1 unpublished thesis: *"An Analysis on The Content Validity of English Summative Test Items at The Even Semester of The Second Grade of Junior High School"*, (Jakarta: State Islamic University of Syarif Hidayatullah, 2014)..

21%-40%	Poor
0%-20%	Very Poor

Then, the researcher transcribes all of interview data in written words. After that, the researcher classifies the interview data whether the data involve to information of teachers' procedure in designing oral test instruments or teachers' purposes to conduct oral test as knowledge assessment under 2013 Curriculum. After that, coding the data is needed to make the researcher easier in sorting the data.

The next step is reducing the data which are not relevant to the research questions. Then, the researcher displays the data related to the research questions in a chart and in a table in order to make the researcher easier in making the finding. Next step is giving interpretation. In this step, the researcher gives meaning and interpretation to the data. The interpretation is based on the theories and the data obtained. The last is making conclusion for the data have been analyzed.

H. Checking Validity of Findings

To check the validity of findings in this research, the researcher uses triangulation. Triangulation is the use of two or more methods of data collection

in the study of some aspect of human behavior.[65] In qualitative research, triangulation is needed in order to get corroboration from three different sources which enhance the trustworthiness of analysis.[66] It means that triangulation is the use of more than one approach to the investigation of research question in order to enhance confidence in ensuring findings. The researcher uses data triangulation, methodological triangulation, theoretical triangulation and expert triangulation that will be elaborate detail as follows:

1. Data triangulation

Data triangulation is gathering validity information through some sources of data and things evidence.[67] In this research, the researcher uses some data including data from the result of assessing teachers' oral test instrument by using assessment rubric, the result of interview and the result of documentation.

2. Methodological triangulation

Methodological triangulation refers to the use of more than one method for gathering data in a research.[68] In this research, the researcher uses some technique in collecting the data. The techniques are study document, interview and documentation. The study document is done in

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[65] Louis Cohen, et.al., *Research Methods in Education 6th Edition*, (New York: Routledge, 2007), p. 141.

[66] Matthew B. Miles, et.al., *Qualitative Data Analysis: A Method Sourcebook 3th Edition,* (USA: Sage, 2014), p. 261.

[67] Alan Bryman, "Triangulation" *Encyclopedia of Social Science Research Methods.* Vol. 8, November 2011, 1142.

[68] Alan Bryman, "Triangulation" *Encyclopedia… … … … … … … … … … … .*, p. 1142.

order to gather data (syllabus, lesson plan and teachers' oral test instruments) to observe and to analyze the teachers' oral test instrument assessment whether it conform to the criteria of 2013 Curriculum or not. Further, interview is used in order to gather data about teachers' procedure in designing oral test instrument and teachers' purposes to conduct oral test as their knowledge assessment technique. Moreover, the documentation is used as the supporting data in this research. In documentation technique, the researcher records the process of interview in order to make transcription of the interview result. The recording file and some photos becomes the truth evidence of the research.

3. Theoretical triangulation

Theoretical triangulation draws alternative or competing theories in preference to utilizing one viewpoint only.[69] It means that theoretical triangulation refers to the use theoretical position in interpreting data. The use of theories helps the researcher to understand better when analyzing the data. The obtain data are compared with the relevant theory perspective to avoid the researcher bias of the research findings.

In this research, the researcher uses Kunandar's theory in analyzing teachers' procedure in designing oral test instrument and in analyzing conformity of oral test instrument based on 2013 Curriculum criteria. In

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[69] Louis Cohen, et. al., *Research Methods in Education 6th Edition*, (New York: Routledge, 2007), p. 142.

addition, the researcher also uses theory of writers' association which is named Tuan Guru, Taufik's theory, Cahyanto's theory and Sanjaya's theory in analyzing the teachers' purposes to conduct oral test.

4. Expert triangulation

Expert triangulation means an effort to gather the validity finding through controlling and conforming the finding to the expert of the research. The researcher does checking the researcher's findings of this research to one expert; she is a lecturer of English Education Department at Sunan Ampel State University.

I. Research Stages

In this research stages, the researcher elaborates the process of research, including; preliminary research, planning, analyzing data, concluding data and triangulating. The detail explanation will be explained as follows:

1. Preliminary research

Preliminary research here is an important thing to decide whether this research possible to be done or not. In this preliminary research, the researcher goes to the school target and asks permission to English teachers there to do an interview with them. By interviewing the teachers, the researcher wants to ensure whether the school has implemented 2013 Curriculum or not and to ensure whether the teachers use oral test as an assessment technique or not. Based on the result of preliminary research, the

researcher can conduct the research in this school because the school has implemented 2013 Curriculum and because of the existence of oral test as one of knowledge assessment technique. In this case, the researcher asks permission to the teachers who teach eighth grade students at SMP AL-Islam Krian that the researcher wants to analyze their oral test instrument. Furthermore, the researcher also wants to conduct interview with them about their procedure in designing oral test instruments and their purposes to conduct oral test as knowledge assessment technique.

2. Planning

Soon after conducting the preliminary research, the researcher makes an assessment rubric of oral test instrument and interview guideline as an instrument to collect the data. After passing the process of instruments validity, the researcher plans to meet the teachers of the school target to confirm the researcher's pretension in doing this research.

3. Implementing

In this stage, the researcher collects the teachers' oral test instruments, lesson plan and syllabus. Moreover, the researcher also conducts interview with the English teachers who teach eighth graders. During interview, the researcher conducts documentation to record all of the process of collecting data.

4. Analyzing

   After that, the researcher processes the data obtained, they are; the result of assessment rubric and the result of interview. The processes of this step have been explained details in the data analysis technique which has been written in the previous sub-chapter III.

5. Concluding data

   The researcher reflects all information obtained relating to the theory used. Then, the researcher discusses all information concerning the research to obtain the research finding. Finally, the researcher concludes the research findings to answer the research questions.

6. Triangulating

   The last step of this research is triangulating. This is an important step to obtain the validity of findings. The researcher uses data triangulation, methodological triangulation, theoretical triangulation and expert triangulation. The detail explanation has been explained by the researcher in the previous sub-chapter (checking validity of findings).