CHAPTER III

RESEARCH METHOD

This chapter contained 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

In this study, the researcher accomplished the study using the descriptive qualitative design from the qualitative approach which aim was to identify and to know the development of the assessment rubrics and the use of the assessment rubrics in learning process under the implementation of Curriculum 2013 in International class at SMP Muhammadiyah 5 Surabaya.

Denzin and Lincoln explain that "the word qualitative implies an emphasis on process and meanings that are non rigorously examined or measured". It means that the qualitative approach highlights the meaning and process. The purpose of the qualitative approach emphasizes more in meaning rather than in generalizating. In this study, the researcher emphasized the process and meaning of the development of the assessment rubrics under the implementation of Curriculum 2013 in International class and the use of the

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¹ As cited in Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media, 2012), 22.

assessment rubrics in learning process, without aiming to measure or examine them.

In addition, qualitative approach focuses on wide-angle and "deepangle" lens, examining the breadth and depth of phenomena and learns more about them². Here, the researcher used the qualitative approach to learn and interpret the phenomena about the development of the assessment rubrics under the implementation of Curriculum 2013 in International class and the use of the assessment rubrics in learning process deeply and thoroughly.

Moleong gives some important characteristics of the qualitative research that used in this study, they are³:

1. Natural setting

The natural setting was formed so that there was no intervention for the teachers to give their opinion about the development of the assessment rubrics in International class under the implementation of Curriculum 2013 and the use of the assessment rubrics in learning process. From the natural setting, the validity of the research could be achieved.

2. Human instrument

Moleong explains that only "human as instrument" can get in touch with respondent or other objects, and only human can catch realities in the field⁴. More specifically, Sugiyono stated that:

 ² ... Chapter 2 Quantitative, Qualitative, and Mixed Research...2
 ³ Lexy J. Moleong, Metodologi Penelitian Kualitatif (Bandung: Remaja Rosdakarya, 2007), 4.

"The researcher as human instrument has some tasks, they are: determining the research focus, choosing informant as data source, collecting the data, assessing the quality of data, analyzing the data, interpreting the data and concluding all the findings of the research"⁵.

In this study, the researcher as human instrument got in touch with the teachers and caught realities in the field dealing with the development of the assessment rubrics in International class under the implementation of Curriculum 2013 and the use of the assessment rubrics in the learning process. 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.

3. Qualitative method

In this study, qualitative method was used to identify and to know the development of the assessment rubrics in International class under the implementation of Curriculum 2013 and the use of the assessment rubric in learning process.

Lexy J. Moleong, Metodologi Penelitian Kualitatif Edisi Revisi (Bandung: Remaja Rosdakarya,

⁵ Sugiyono, Memahami Penelitian Kualitatif (Bandung: Alfabeta, 2010), 60

4. Descriptive

Zamania stated that "descriptive research reveals the condition of the phenomena as clearly as possible without any special treatment". Descriptive research only describes the real condition about a variable, symptom or condition, not for examining a particular hypothesis. So that, in this study, the researcher presented the real condition of the development of the assessment rubrics under the implementation of Curriculum 2013 in International class and the use of the assessment rubrics in learning process, without giving test or treatment to examine particular hypothesis.

5. Process is more important than result

Denzin and Lincoln stated that in the qualitative, the meanings and process of research is more important than the result of examining or measuring hypothesis⁷. The process of each research stages dealing with the development of the assessment rubrics in International class under the implementation of Curriculum 2013 and the use of the assessment rubrics in learning process was more essential than the result.

6. Temporary design

In the qualitative research, temporary design was applied because qualitative research emphasizes in the process and meaning. The real condition of the

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⁶ Indah Zakiyah Zamania, *Upaya Peningkatan Kompetensi Pedagogik dalam Proses Belajar Mengajar di Raudlatul Atfal Al-Ikhlas Sukodadi Lamongan*, Unpublished Thesis (Malang: UIN Malang, 2009), 121.

⁷ As cited in Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media, 2012), 22.

phenomena presented was static. That was why the temporary design appeared in this approach. The temporary design was also used in this study because the condition of the development of the assessment rubrics under the implementation of Curriculum 2013 in International class and the use of the assessment rubrics in learning process changed across the time.

7. The result of the study is discussed and agreed together
In this study, the result of the study was discussed and agreed together through checking the validity of the finding.

B. Researcher Presence

In this study, the researcher acted as the instrument and the collector of the data at once. The other instruments, interview guide and grading rubric, were used in definite function to endorse the researcher's task as instrument. Therefore, the presence of the researcher in qualitative research was imperative. Here, the human instrument could understand the meaning of every interaction, read mime, and see through opinion and value of each subject's statement or deed. In the qualitative method, the researcher was to be everything in the whole research process⁸.

One of the researcher's roles in this study was an interviewer. The researcher interviewed the teachers about the development of the assessment rubrics and the use of the assessment rubrics in learning process in International

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⁸ Lexy J. Moleong, *Metodologi Penelitian Kualitatif...* 121

class under the implementation of Curriculum 2013. The quality of the assessment rubric developed was also examined.

C. Research Location

The researcher conducted the study at SMP Muhammadiyah 5 Surabaya which is located on Jl. Pucang Taman 1/2 Surabaya. The curriculums used in this school are Curriculum 2013 and Cambridge Curriculum. Under the implementation of Curriculum 2013, the criteria of assessment rubric are provided by the government, but the development of the assessment rubrics is still needed. That was why the research was conducted in this school, which was to know the development of the assessment rubrics and the use assessment rubrics in learning process.

D. Data and Source of Data

This study used qualitative data. The data collected was descriptive data. For the purpose, some data were collected from the subjects, they were:

- 1. Assessment rubric: the source of data was documents. The researcher reviewed literatures from some sources dealing with assessment rubrics. Written sources as books, journal articles, and undergraduate thesis were used by the researcher.
- The development of the assessment rubrics: the source of data was teachers. Indepth interview was used to get the data from the English teachers in International class at SMP Muhammadiyah 5 Surabaya.

- 3. The use of the assessment rubrics: the source of data was also the teachers. The researcher also examined and identified the data by interviewing the teachers in an in-depth interview.
- 4. The quality of the assessment rubrics: the source of data was documents. The data was collected from the teachers' personal documents. Grading rubric was used to know the quality of the assessment rubrics.

E. Research Instruments

Arikunto defines "instrument as assist tools for researcher in order to use method in collecting data"9. While Lodico, Spaulding, and Voegtle stated that "qualitative researchers use a variety of research tools, but they often prefer to use observations, conduct interviews, and conduct document analysis (e.g., data from school or public records, documents, pictures, or artifacts)"¹⁰. Therefore, in this study, the researcher used "human instrument", the interview guide, and documentation study using grading rubric to analyze the development of the assessment rubrics and the use of assessment rubrics.

1. Human Instrument

Sugiyono explains that in the qualitative approach, the qualitative researcher acts as the "human instrument" to determine the research focus, choose informant as data source, collect the data, assess the quality of data,

Research from Theory to Practice (San Francisco: Jossey-Bass, 2006), 116.

⁹ Suharsimi Arikunto, *Manajemen Penelitian*... 149. ¹⁰ Marguerite G Lodico, Dean T. Spaulding, and Katherine H. Voegtle. Method in Educational

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analyze the data, interpret the data and conclude all the findings of the research¹¹. In this study, the researcher acted as the "human instrument" or "key instrument", so the researcher did all the activity related to the human instrument's function.

2. Interview Guide

In this study, the researcher used interview guide as the instrument to get the data about the development of the assessment rubrics and the use of the assessment rubrics in learning process. The "semistructured interview" was used 12. The researcher prepared a list of the questions to be asked to the teachers deals with the research questions, and also allowed probing beyond the interview guide.

3. Documentation Study Using Grading Rubric

Grading rubric was used as grading tool to measure the quality of the assessment rubrics. The instrument of grading rubric was also used to answer the first research question. The grading rubric used was taken from Arter¹³.

F. Data Analysis Technique

In this study, there were two research questions formulated by the researcher. To answer these research questions, the data collected from two data

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¹¹ Sugiyono, Memahami Penelitian Kualitatif... 60

¹² Marguerite G Lodico, Dean T. Spaulding, and Katherine H. Voegtle. *Method in Educational Research from Theory to Practice*... 124

¹³ Judy Arter, *Creating & Recognizing Quality Rubrics* (Portland, Oregon: Pearson Assessment Training Institute, 2012), 1. www.ati.pearson.com

collection techniques were analyzed. The data collection techniques used were interview and documentation study. In analyzing the data, further explanation was stated below.

1. Data of the development of the assessment rubrics

Data of the development of the assessment rubrics was collected form interviewing the teacher. After collecting the data, the researcher analyzed the data deeply and thoroughly. The researcher analyzed the data involving 7 main steps:¹⁴

- a. Preparing and organizing the data
- b. Reviewing and exploring the data
- c. Coding data into categories
- d. Building themes
- e. Reporting and interpreting data
- f. Stating conclusion
- g. Reporting the result of the study.

In order to answer the development of the assessment rubrics, the researcher interpreted each answer of the teachers based on the Erlandson and Brophy's theory concerning the steps of developing assessment rubric.

In addition, to answer the first research question, the researcher also conducted documentation study. To know the quality of developed assessment

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¹⁴ Marguerite G Lodico, Dean T. Spaulding, and Katherine H. Voegtle. *Method in Educational Research from Theory to Practice...* 301.

rubrics, documentation study using grading rubric was used. Then, the researcher analyzed and reported the result from the grading rubric. In this study, the following steps to analyze the data were done for the grading rubric.

- 1) Analyzing the criteria of the assessment rubrics based on the indicators in the grading rubric.
- 2) Calculating the total score

In this grading rubric, the researcher directly gave rating and rationale of each criterion in the analysis form. The interpretation of the rating was stated below.

1= weak

3= medium

5= strong

Then, the researcher calculated the total score. The result of the total score was the sum of the whole criteria examined. The conversion of the result was interpreted based on the following scale:

01-23 = weak

24-47 = medium

48-70= strong

- 3) Giving further explanation and interpretation from the result of the analysis
- 4) Stating conclusion
- 5) Research report.

2. Data on the use of assessment rubrics in learning process

To examine the use of assessment rubrics 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 assessment rubric was reported and interpreted to get the answer of the second research question. The seven main steps were also presented to answer the second research question. They are:

- a. Preparing and organizing the data
- b. Reviewing and exploring the data
- c. Coding data into categories
- d. Building themes
- e. Reporting and interpreting data
- f. Stating conclusion, and
- g. Reporting the result of the study.

G. Checking Validity of Finding

Checking validity of finding was needed to determine the trustworthiness of data. In qualitative approach, checking validity of finding consists of checking credibility, transferability, dependability, and confirmability. Further explanation is described below.

1. Credibility

Lodico, Spaulding, and Voegtle refer credibility to "whether the participants' perceptions of the setting or events match up with the researcher's portrayal of them in the research report"¹⁵. It means that the researcher represents exactly what the participants feel, think and act, and other processes that influence their feelings, thoughts, and actions. The credibility replaces the concept of internal validity in quantitative approach. Checking the credibility can be done using some techniques, they are the prolonged involvement of the researcher in the field, "persistent observations in the field"¹⁶, triangulation, negative case analysis, "attention to voice, peer debriefer"¹⁷, and member checks.

In this study, the researcher used the prolonged involvement of the researcher in the field, attention to voice, peer debriefer, and member checks.

2. Transferability

When the credibility substitutes the concept of internal validity in quantitative approach, the transferability substitutes the external one. Lodico, Spaulding, and Voegtle also refer transferability to "the degree of similarity

¹⁵ Marguerite G Lodico, Dean T. Spaulding, and Katherine H. Voegtle. *Method in Educational Research from Theory to Practice*... 273

¹⁶ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Method in Education* (New York: Routledge, 2007), 149.

¹⁷ Marguerite G Lodico, Dean T. Spaulding, and Katherine H. Voegtle. *Method in Educational Research from Theory to Practice*... 274

between the research site and other sites as judged by the reader"¹⁸. In short, the transferability shows to what extend is the research's result can be applied or used in the other situations or places. To create the transferability, "thick description" should be done¹⁹. The description should give detail portraits of the readers' need so that they can recognize the result of the study.

3. Dependability

Dependability refers to whether one can track the procedures and processes used to collect and interpret the data²⁰. The way to check dependability is through auditing all processes of the research. It can be done by auditor or advisor. In this study, the advisor was the auditor in checking the dependability.

4. Confirmability

The last was confirmability. In quantitative approach, checking confirmability is called "checking research objectivity" ²¹. The research said to be objective if result of the research has been agreed by many people. Qualitative approach sees confirmability similar to dependability so that both can be checked in the same time. Checking confirmability means checking the result of the research, connected to the process that has been done. In this study, checking confirmability was done by the advisors and examiners.

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¹⁸ Marguerite G Lodico, Dean T. Spaulding, and Katherine H. Voegtle. *Method in Educational Research from Theory to Practice...* 275

¹⁹ Lexy J. Moleong, Metodologi Penelitian Kualitatif... 183

²⁰ Marguerite G Lodico, Dean T. Spaulding, and Katherine H. Voegtle. *Method in Educational Research from Theory to Practice...* 275

²¹ Sugiyono, Memahami Penelitian Kualitatif... 131

H. Research Stages

In qualitative approach, there were some stages done by the researcher. Bogdan presents three research stages, they are preliminary research, research activity, and intensive analysis²². Moleong, in addition, includes writing the research report as the last stage²³. In this study, the researcher used some stages, they were:

1. Preliminary research

In the preliminary research, the researcher formulated research title and research questions, examined related literatures, chose the research location based on the suitability of research questions, determined research subjects, and chose collecting data instruments. The preliminary study was conducted from Monday, March 3rd 2014 to Friday, March 14th 2014.

2. Research design

In the research design stage, the researcher did some activities, they were wrote research proposal, decided research instruments, organized preliminary research, constructed research instruments, and prepared research activity. The research design was started from Monday, March 17th 2014 to Friday, October 24th 2014.

As cited in Lexy J. Moleong, *Metodologi Penelitian Kualitatif*... 84
 Lexy J. Moleong, *Metodologi Penelitian Kualitatif*... 84

3. Research activity

In this study, the researcher did some activity dealing with the description of research activity in the field. The description itself is divided into three parts, they are²⁴:

- a. Recognizing research background and self preparation. The activity was conducted from Monday, October 27th 2014 to Tuesday, November 25th 2014.
- b. Doing the research

c. Collecting the data

For doing the research and collecting the data, the researcher did the activities from Wednesday, November 26th 2014 to Wednesday, December 10th 2014.

4. Intensive analysis

In the intensive analysis stage, the researcher discovered the theme and analyzed it. The analysis was started on Thursday, December 11th 2014.

5. Writing the research report.

In this study, the researcher considered some aspects related to the writing of research report, they were design of the report, basic content of the report, parts of the complement and written system of the report²⁵. Writing the

Lexy J. Moleong, *Metodologi Penelitian Kualitatif*... 94
 Suharsimi Arikunto, *Manajemen Penelitian*... 469

research report was done from Saturday, December 20th 2014 up to the deadline before the thesis examination.

