

CHAPTER III

RESEARCH METHODS

3.1. Approach and Type of the Research

The researcher conducted the research by using inductive approach aims on finding the focus of the research. In this research, the researcher followed the methodology in qualitative research. Mimansha and Nitin (2019) states that an inductive approach eliminates the need to form hypotheses. It starts with the research question and the goals to be achieved during the research process. From this explanation the researcher used an inductive approach to conduct the research starts from the fact of the problem in field of the research.

In addition, the instrument that used of this research is interviews. Researcher used structured interviews. George and Merkus (2022) states that a structured interview is a data collection method that uses questions in a specific order to gather data on a topic. In research, structured interviews are often quantitative in nature. It can also be used in qualitative research if the question is open-ended, but this is less common. Structured interviews are commonly associated with job interviews, but are also common in marketing, social sciences, research methods, and other areas of study. For the interview guidelines, researchers interviewed English teachers and surveyed students about the English teacher's role as a facilitator in the learning process. The aim is to identify the reasons/factors that influence student assessment.

3.2. Variables of the Research

In this research, the researcher conducted qualitative method. Analysis deals with describing phenomena that how we think something. According to Mimansha and Nitin (2019) states that “As the name suggests, this study deals with descriptive. It involves a variety of data collection techniques, such as survey and fact-finding techniques. In qualitative research, researchers tend to provide detailed descriptions first in order to analyze and present the results. In other words, qualitative is a study design in which

researchers collect data and present it using descriptive and precise descriptions.

3.3. Setting and Schedule of the Research

The location of the research was SMP Negeri 1 Somolomolo that was located in Somolomolo village. There were 27 teachers at the school, and 2 of them are English teachers. This school consists of 10 classes, and total students are 318 students. This research was conducted from May to June 2023. The time allocation refers to the educational calendar of SMP Negeri 1 Somolomolo.

3.4. Source of Data

The resources data for the research were the result of interviews with English teachers and students, lesson plans and English teacher books. The researcher analyzed the students' assessment, particularly in speaking skills.

3.5. Instrument of the Research

The researcher used an interview as the instrument of the research. The researcher used an interview guideline with English teachers. According to Libakova (2015) states that Interview is a conversation with a set of objectives and set of tasks which are related to obtaining information relevant to ongoing research. So that, the researcher used an interview guideline that helps the researcher to find out the reasons or factors students' assessment. Furthermore, according to Monday (2019), interview is a method of gathering information from people as well as facts. It means that, interview can be a tool to collect the data from interviewees.

The interview sheets consist of a question that has arranged by the researcher, it can be seen as follows:

a. Interview Sheet for Teacher

INTERVIEW SHEET FOR TEACHER			
Day/Date :			Interview :
Time :			Interviewee :
Location :			
Questions			Interviewee Response
1	Sir, do you implement the students' assessment in classroom? <i>(Apakah bapak melaksanakan asesmen di dalam kelas?).</i>	1	
2	What is your opinion Sir about the important of students' assessment in the classroom? <i>(Bagaimana menurut bapak pentingnya asesmen di dalam kelas?).</i>	2	
3	Do you implement the students' assessment both of formative and summative assessment? <i>(Apakah bapak memberikan asesmen formatif dan summatif kepada siswa?)</i>	3	
4	For the part of speaking skill, what kinds of students'	4	

	assessment that will give to students to measure their skill, is there any assessment for pronunciation, intonation, fluency, and accuracy? <i>(Untuk kemampuan berbicara seperti apa asesmen yang akan bapak berikan untuk mengukur kemampuan siswa, apakah ada asesmen untuk pengucapan, intonasi, kelancaran dan ketelitian?)</i>		
5	What are the procedures or steps in implementing of the students' assessment ? <i>(Bagaimana prosedur atau tahapan dalam pelaksanaan asesmen tersebut?).</i>	5	
6	Does the students follow the assessment both of formative and summative assessment? <i>(Apakah siswa bisa mengikuti asesmen yang diberikan bapak, baik asesmen formatif dan sumatif?).</i>	6	
7	How is the result of the students' assessment? <i>(Bagaimana hasil asesmen yang diberikan bapak kepada siswa?).</i>	7	

b. Interview Sheet for Students

INTERVIEW SHEET FOR STUDENTS			
Day/Date :			Interview :
Time :			Interviewee :
Location :			
Questions			Interviewee Response
1	Do you find assessment in classroom? <i>(Apakah kamu menemukan asesmen di dalam kelas pada pembelajaran bahasa Inggris?).</i>	1	
2	What do you think the importance of assessment in English lesson? <i>(Bagaimana menurutmu, pentingnya asesmen di dalam pembelajaran bahasa Inggris?).</i>	2	
3	What do you think about formative and summative assessment? <i>(Bagaimana menurutmu asesmen formatif dan sumatif?)</i>	3	
4	Do you find formative and summative assessment in English lesson? <i>(Apakah kamu menemukan asesmen formatif dan sumatif di dalam pembelajaran)</i>	4	

	<i>bahasa Inggris?)</i>		
5	What are examples of assessments given by English teacher in English lesson? <i>(Apa contoh asesmen yang diberikan guru di dalam pembelajaran bahasa Inggris?).</i>	5	
6	For the part of speaking skills, what do you think the teacher does in assessment? Is there any assessment for pronunciation, intonation, fluency, accuracy? <i>(Untuk keterampilan berbicara, bagaimana menurutmu cara guru melakukan asesmen. Apakah ada asesmen untuk pengucapan, intonasi, kelancaran, dan ketelitian?).</i>	6	
7	What are the procedures or steps in implementing of assessment from the teacher? <i>(Bagaimana tahapan atau proses pelaksanaan asesmen dari guru?).</i>	7	

8	Do you able to follow the assessment given by English teacher, both of formative and summative assessments? <i>(Apakah kamu bisa mengikuti asesmen yang diberikan guru, baik asesmen formatif dan sumatif?).</i>	8	
9	As long as you follow the assessment given by English teacher, do you have any difficulties? <i>(Selama kamu mengikuti asesmen yang diberikan guru, apakah kamu mengalami kesulitan?)</i>	9	
10	What are the difficulties you find during assessment process given by English teacher? <i>(Apa saja kesulitan yang kamu temukan selama proses asesmen dari guru?).</i>	10	
11	How is the results of the assessment given by English teacher? <i>(Bagaimana hasil dari asesmen yang diberikan guru?)</i>	11	

3.6. Data Collecting Technique

According to Creswell (2014) states that : The steps involved in collecting data for qualitative research : identifying the specifically chosen sites or participants for the proposed study; specifying the types of data to be collected; collecting data through unstructured or semi-structured observations and interviews; establishing the protocol for recording; and indicating the number of sites and participants to be involved in your study.

As the theory suggests and related to the focuses of the research, researcher conducted the structured interviews with English teacher to collecting the information of factors students assessment, especially at VIII-A of SMP Negeri 1 Somolomolo.

3.7. Data Analysis Technique

The researcher analyzing the qualitative data source from the transcripts of interviews. Researchers used the Miles and Huberman model of qualitative data analysis. This process is divided into three steps. they are :

1. Data reduction

Researchers extracted only relevant information from the interviews for evaluation.

2. Data display

The researchers organized and condensed the information obtained from the interviews.

3. Data verification

The researchers drew their conclusions from the interview results presented in the discussion.

Based on the steps above, the researcher analyzed the qualitative data and describe how student's assessment in lesson plan made by English teacher and students' difficulties during assessing in English lesson.