# CHAPTER 3

# METHODOLOGY

## 3.1 Purpose of the Study

The purpose of the study is to explore teachers' practice in relation to authentic writing assessment employed in teaching and learning process in classroom. Specifically, the purpose of the study is to obtain the purposes of teachers authentic assessment practice in the classroom, and the authentic writing assessment types and techniques that they use in the classroom.

## 3.2 Research Design

The writer used exploratory descriptive study to answer research question. Exploratory research discovers insights, ideas and understanding of an issue or condition (Rifanto, 2013). Exploratory research is undertaken as preliminary when few or no previous studies exist (Collis & Hussey, 2003).

Descriptive approach means describe data about the issue being studied and it does answer research question about what phenomenon occurred (Hawick. J, 2013). This approach related to research question of this study. The study was conducted to investigate what authentic writing assessment practices do Marketing vocational teachers employ in their classroom. The exploratory descriptive study discovers insights, ideas and understanding of particular issue or condition of a population. The

insight being investigated was related on teachers' practice of authentic writing assessment. The objective of this study is to obtain the implementation of a population by collecting the information concerning teachers' practice.

## 3.3    Place and Time of the Study

This study conducted in nine Vocational High School in East Jakarta of marketing program. There were SMKN 48, SMKN 50, SMKN 40, SMKN 46, SMKN 10, SMK Dinamika Pembangunan 2, SMK PERBANKAN, SMK Jakarta Timur 2, and SMK Bina Karya Utama. This study started from April to June 2015.

## 3.4    Instruments of the Study

Based on the elaboration above, this study used three kinds of instruments: questionnaire, checklist document analysis, and interview.

### 3.4.1   Questionnaire

The questionnaires were spread to the 20 EFL teachers who teach Marketing Vocational High School students in nine different schools. The questionnaire used to gain the data about the teachers' practice of authentic writing assessment in classroom. It was adapted based on the theories from the literature review and Standar Penilaian Nasional as a test blueprint for the development of the questionnaire. The questionnaire consists of four main parts; they were personal information of respondents, purposes of authentic writing assessment, types of authentic writing assessment and techniques of authentic writing assessment.

Teachers' personal information was mentioned in the first part of the questionnaire. The next part is purposes of authentic writing assessment. The writer used Likert scale to grade the practice held by the EFL teachers related to authentic assessment. There were five answer option; Sangat Setuju (SS), Setuju (S), Tidak Tahu (TT), Tidak Setuju (TS), and Sangat Tidak Setuju (STS). For types of authentic assessment, the writer used Likert scale to grade the frequency of teachers' practice. There were five answer option; Sangat Sering (SS), Sering (S), Netral (N), Jarang (J), Tidak Pernah (TP). Lastly, similar to types, for grade the frequency of techniques that teachers provided also used Likert scale. Those questionnaires were distributed to 20 Marketing Vocational School teachers from nine different vocational schools in East Jakarta as the participants.

### 3.4.2 Checklist Document Analysis

The writer collected the lesson plan in this study to add some information related to the topic of the study and to support the data gained from the questionnaires. It was also designed to confirm and add the EFL teachers' answer from questionnaire about the practice based on their EFL classroom.

There were 18 lesson plans and two syllabuses from the respondents. Then, the data gained were analyzed into checklist document analysis that divided in YES or NO column. The checklist document analysis consists of three parts; purposes, types and techniques. The writer put V in column YES and O in column NO.

### 3.4.3   Interview

Last instrument used in this study was interview. The writer conducted the interviews with the students to gain the data in more detail of EFL teachers' practices of authentic assessment in their classroom. There are 60 marketing students or 20 groups. A group consists of three students. The writer already prepared interview protocols and arranged into semi- structured interview. But the writer elaborated the questions in order to gather clear information. The 14 questions were constructed from the result of the questionnaires. The interview was conducted in Bahasa Indonesia to avoid misinterpretation.

### 3.5   Data Collection Procedures

This study used three instruments; teachers' questionnaire, students' interview and checklist document analysis. The writer practiced this study based on the following procedures;

1. The writing asked for permission in nine Vocational High School of marketing program in East Jakarta to collect the data.

2. The writer spread the questionnaire from 20 EFL teachers of nine Vocational High School of marketing program in East Jakarta.

3.  The writer asked teachers' lesson plan to add information about teachers' practices of authentic assessment.

4. The writer interviewed three students of each teacher in 9 different schools randomly.

### 3.5.1   Data Collection Procedure for Questionnaire

The writer chose 20 teachers who teach marketing students to be investigated teachers from nine VHS in East Jakarta. After that, the writer administered questionnaires to them. Some teachers asked several questions related to answering the questionnaire.

### 3.5.2   Data Collection Procedure for Interview

After gained the data of questionnaire, the writer randomly chose three marketing students of each teacher. The interview was conducted in canteen, library or school corridor. The questionnaire composed in well-structured questions. Three students are interviewed for around 5 minutes each. The interviews are recorded by using hand phone.

### 3.5.3   Data Collection Procedure for Check-list Document Analysis

The writer asked for lesson plans to investigated teachers after they finished doing questionnaire. Lesson plans were collected to gain the data of check-list document analysis.  The documents collected around three units of lesson plan from each teacher. The document collections are taken by using flash disk for soft-copy and print it out for hard- copy.

**3.6      Data Analysis Procedures**

This study used three kinds of instrument; questionnaire, interview and checklist document analysis. The writer analyzed this study based on the following procedures;

**3.6.1   Data Analysis Procedures for Questionnaire**

In answering the questions of what authentic writing assessment practices do marketing vocational teachers employ in their classroom, the writer processed the data obtained from questionnaires by using Microsoft Excel. The writer classified each statement into table and then analyzed the data of respondents by putting scale of interpretation start from 1 to 5. Then, the writer presented the data from the questionnaires in a form of teachers' table percentage.

**3.6.2   Data Analysis Procedures for Interview**

The writer transcribed the data obtained manually. After that, the writer bolded the expectation answer from students and classified each statement into table and then analyzed the data of students by putting scale of interpretation. Finally, the data percentage of students' interview was presented into table. The writer used the data for strengthen the data questionnaire.

**3.6.3   Data Analysis Procedures for Checklist Document Analysis**

The writer analyzed the lesson plans by using check-list tables to strengthen the data gained that taken from questionnaire. There were presented two column;

YES and NO. Then put V in column YES for existence data and O in column NO for not exist. Finally, the data gained were presented into table. The writer used the data for strengthen the data questionnaire.

### 3.7 Validity and Reliability

### 3.7.1 Validity

In checking the validity of the questionnaire, the writer used construct and content validity techniques. Construct validity concerns the degree of truth of an instrument with reference to the theory (Kountur, 2004: 152). The writer expanded instruments from the conceptual framework. The writer also used content validity which has been estimated by measuring the test using professional judgment of an expert (Azwar, 2009: 45). This instrument was planned and consulted with the advisor (Mrs. Sri Sulastini) who considered as an expert in this study area. The writer also practiced pilot study to four teachers. The items in the questionnaires were valid since each item is designed on what the writer needed to obtain and answer in the research question.

### 3.7.2 Reliability

The writer used the Alpha Cronbach formula to measure the reliability of the questionnaire as an instrument of this study.

$$\alpha = \left[\frac{N}{N-1}\right]\left[1 - \frac{\sum \sigma^2_{item}}{\sigma^2_{total}}\right]$$

$\alpha$ = Cronbach's alpha (the reliability of instrument)

$N$ = Number of statement in the of statements in the questionnaire

$\sum \sigma_{item}^2$ = The sum of variances

$\sum \sigma_{total}^2$ = The total variance

After finding the reliability, the writer used the standard of reliability of the questionnaire, (Arikunto, 2006) below:

Interpretation Table of the reliability standard

| Points | Interpretation |
|---|---|
| 0,800 - 1,000 | High |
| 0,600 – 0,800 | Fairly High |
| 0,400 – 0,600 | Fairly Low |
| 0,200 – 0,400 | Low |
| 0,000 – 0,200 | Very Low |

Based on the calculation, the result of $\alpha$ (reliability) was 0.773 and showing that the reliability of the instrument was fairly high.