

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Design**

The study was conducted by using descriptive qualitative study to answer research question, “What is students’ perception toward the assessment practices implemented in English Language Classroom in SMKN 47 Jakarta?” Descriptive qualitative study was chosen because Brasse, M. (2002) stated that it is good example of a question on easy to ask and difficult to answer. The researcher tried to investigate about students’ perception toward assessment practices implemented in English language classroom in SMKN 47 Jakarta, and whether the assessment can support in their learning.

According to Brink & Wood (1998), descriptive qualitative study as research design, allowed the researcher to explore and describe about the phenomena. Sandelwoski (2008) added it enabled the researcher to provide an issue’s summary that was described by the participants. Descriptive qualitative study is a tool for describing data and characteristics of the phenomenon that was being investigated. (Rangarjan and Shield 2013, pp. 109-158). Rifanto (2013) argued that one of the characteristics of descriptive qualitative study is the analysis of data is qualitative. It means that descriptive qualitative study could use to know about the phenomenon of students’ perception.

The descriptive qualitative is used as methodology. The method is survey. According to Creswell (2012), the survey is arranged to the behaviors,

attitudes, beliefs, or the perceptions to a group of people by using sample or the entire member of the group as the respondent survey is conducted to gain data of students' perception through observation, questionnaire and interview. The purpose of this study is to provide useful information to evaluate the programs (Cresswell, 2012). The interview is required in this study to validate and support the data from questionnaire. The observation is required to find what assessment tasks and the types of assessment tasks are implemented in English language classroom and also to support the data.

### **3.2 Data and Data Source**

The data that were used in this study are teaching and learning activity in the X Akuntansi 2 class, sample of students' tasks, and the students' perception toward the assessment practices implemented in English Language classroom in SMKN 47 Jakarta. It was gained through observation, questionnaire, and students and teacher interviews. The data used in this study were 30 students that are class X Akuntansi 2 from SMKN 47 Jakarta and the teacher of English Language in X Akuntansi 2 class.

### **3.3 Place and Time of the Study**

The study was done from May to June in SMKN 47 Jakarta, which located in Pejaten, South Jakarta.

### **3.4 Data Collection Instrument and Procedures**

In collecting the data, the researcher used three kinds of instrument of the study: observation, questionnaire, and interview. In questionnaire and interview, the researcher used Bahasa Indonesia to avoid the misinterpreting of the researcher and the participants.

#### **3.4.1 Observation**

The observation was done four times in X Akuntansi 2 class. It was done to get clear picture of teaching and learning activity in English language classroom. During the observation researcher took note and audio recording. Classroom assessment activities were recorded and were transcribed to give an authentic evidence of the interaction during the assessment process.

#### **3.4.2 Questionnaire**

Questionnaire was required for data collection in this study. The questionnaire was conducted in Indonesian. Each statement in questionnaire was built based on the theories from experts. The questionnaires were distributed to thirty students' of X Akuntansi 2 and as the sample respondents. Below the description of each statement in the questionnaire:

The questionnaire was composed in the closed ended question from complete with Likert Scale. It was consisted of 28 numbers of statements related to research question. The respondents will be asked to give the respond statement scale; sangat setuju, setuju, ragu-ragu, tidak setuju, dan sangat tidak setuju (strongly agree – strongly disagree) based on their opinion of assessment tasks in English language classroom.

Table 3.1 Details Questionnaire

No	Aspects	Items Number
1	Congruence with Planned Learning	1 , 2
2	Authenticity	3 , 4
3	Student Consultation	5 , 6, 7, 8, 9
4	Diverse Methods	10,11,12,13,14
5	Transparency	15,16,17
6	Accommodation of Student Diversity	18,19,20
7	Students Motivating	21,22,23
8	The Challenge Level of Assessment Tasks	24,25,26,27,28

Table 3.2 Description of Aspects

No	Aspects	Description
1	Congruence with Planned Learning	The extent to which assessment tasks align with the goals objectives and activities of the learning program.
2	Authenticity	The extent to which assessment tasks feature real life situations those are relevant to the learner.
3	Student Consultation	The extent to which students are consulted and informed about the forms of assessment task being employed.
4	Diverse Methods	The extent to which multiple, varied assessment tasks are employed.
5	Transparency	The extent to which the purposes and forms of assessment tasks are

		well-defined and clear to the learner.
6	Accommodation of Student Diversity	The extent to which all students have an equal chance at completing assessment tasks.

### 3.4.3 Interview

The interview was done three times. First, the researcher interviewed the English teacher of X Akuntansi 2. The second and the third, the researcher interviewed the students of X Akuntansi 2 class. The researcher chose 10 students who learnt the subject in the classroom and it was divided into two parts. The interview was used to know how students' perception about assessments that were given to them in supporting their learning in the classroom. The research interviewed randomly.

### 3.5 Data Collection Procedure

The data were collected through three kinds of procedures; they are observation, questionnaire, and interview. The observation was gotten from the teaching and learning activity in the English language classroom in X Akuntansi 2 class. The questionnaires were gotten from SPAQ by Jeffrey P. Dorman and Wendy M. Knightley. The interviews were conducted to ten respondents to support the data from observation. The researcher divided the procedures of data collection into two parts. They are data collection procedures for observation, questionnaire, and interview.

Table 3.3 Data Collection Procedure

Research Questions	Source	Data Collection Method
<p>1. What assessment practices are implemented in English Language Classroom in SMKN 47 Jakarta?</p>	<p>a. teaching and learning activity in the X Akuntansi 2 class</p> <p>b. sample of students' tasks</p> <p>c. 30 students in the X Akuntansi 2 class</p> <p>d. English teacher in the X Akuntansi 2 class</p>	<p>a. Observation</p> <p>b. Interview</p>
<p>2. What is students' perception toward the assessment practices implemented in English Language Classroom in SMKN 47 Jakarta?</p>	<p>a. 30 students in the X Akuntansi 2 class</p>	<p>a. Questionnaire</p> <p>b. Interview</p>

### **3.5.1 Data Collection Procedure for Observation**

1. Observe the teaching and learning activity in the English Language classroom in X Akuntansi 2 class
2. Record by audio recording

### **3.5.2 Data Collection Procedure for Questionnaire**

The steps of collecting data from questionnaire are:

1. Construct and create the questionnaire
2. Revise the questionnaire
3. Create the questionnaire in google form
4. Ask students to fill the questionnaire in google form

### **3.5.3 Data Collection Procedure for Interview**

The steps are:

1. Construct the interview questions
2. Conduct interview for the teacher and 10 students

## **3.6 Piloting the Instrument**

The researcher conducted a pilot study before distributing the real questionnaires. This is used as trial to measure the validity of questionnaire. Creswell (2012) argued that a pilot study of questionnaire is a procedure. It should have done to conduct a survey study. It aims to be a turning point of the content of the questionnaire. The researcher asked 5 students in another class to answer the questionnaire based on their understanding and perception.

### 3.7 Validity and Reliability

Validity could be defined as the level which a test measures what it is supposed to measure. Arikunto (2002) stated that the aim of validity is to measure the accuracy of instrument and its function. In checking the validity of the questionnaire, the research used construct validity technique. Construct validity technique is validity that construct validity concerns the degree of truth of an instrument with reference to the theory (Kountur, 2004: 152). The researcher also used content validity technique which has been estimated by measuring the test using rational analysis of professional judgment of an expert (Azwar, 2009: 45). The lecturer is considered as an expert of this study. This instrument was planned and consulted continuously with the lecturer (Mr. Seno), it is considered that the questionnaire is valid.

In addition, to measure reliability of the questionnaire, the researcher used Alpha Cronbach's formula to each number of statements in the questionnaire. The formula is:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum_{i=1}^n \sigma_i^2}{\sigma_t^2} \right)$$

Whereas:

$r_{11}$  = Cronbach's Alpha (the reliability of instrument)

$n$  = Number of statement in the questionnaire

Questionnaires

$\sum_{i=1}^n \sigma_i^2$  = The sum of variances

$\sigma_t^2$  = The total variance



After finding the reliability, the researcher used the standard of reliability of the questionnaire, as stated by Arikunto (2006: 276) below:

Table 3.4: The Interpretation of Reliability

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

Based on the data gathered, the result of  $\alpha$  (reliability) was 0,969 which mean that the reliability of the instrument was high.

### **3.8 Data Analysis Procedure**

In answering the questions of how do the students' perceive the concept of given assessment by their lecturer in English Classroom, the researcher got the data from observation, questionnaire, and interview.

#### **3.8.1 Data Analysis Procedure for Observation**

To analyze the observation, the researcher did the sequence steps:

1. Observing the teaching and learning activity in the English language classroom in X Akuntansi 2 class using the audio recording
2. Transcribe the audio recording
3. Identifying the teacher and students interaction in the English language classroom that has been transcribed

### **3.8.2 Data Analysis Procedure for Questionnaire**

The questionnaire will be analyzed through the following steps:

1. Calculating the answers in the questionnaire
2. Total answer from entire respondents will be:
  - Total the answer from all respondents
  - Divide the total answer into the whole number of the respondents
  - Multiply by 100 to get the percentages
3. Conclude the answer which will be drawn
4. Make the chart of percentage of the every statements' answer
5. Elaborate the answer descriptively

### **3.8.3 Data Analysis Procedure for Interview**

To analyzed interview data, the researcher did the sequence steps:

1. Transcribe the interview
2. Identify the assessment task perception in interview transcription
3. Analyze the transcribe and related to research question and make the conclusion of each questions.