

CHAPTER 3

METHODOLOGY

This chapter discusses the research method, time of the study, data sources, instrument validity and reliability, and data analysis techniques that will be used in this research.

3.1 Method of The Study

This research is conducted using a case study. Merriam in Duff defines it in term of the process of carrying out the investigation, the unit of analysis (the bonded system, the case), or the end product (2008:49). Additionally, Creswell in Duff phrases case study as an exploration of “bounded system” or a case, a multiple case, over time trough detailed, in-depth data collection involving multiple sources of information rich in context (2008:49). This aims of this study to gather data from source of information and to investigate in-depth data collection. The information carried out in this study is the way teachers assess the listening and the reading skills.

3.2 Time and Place The Study

This research is conducted at English Department of State University of Jakarta by involving several course that is related on the receptive skills taken by second year students both ELESP and ELLSP, i.e.: Listening 1, Listening 2,

Listening 3, Reading 1, Reading 2, Reading 3. It has been started from May 2010 to June 2010.

3.3 Data and Data Sources

The data of this study are divided into two; primary and secondary data. The primary data are the instruments used by the teachers in assessing students' listening and reading skills and also the students' responses toward the listening and reading assessment held in six courses; Listening 1, Listening 2, Listening 3, Reading 1, Reading 2 and Reading 3. The secondary data are the teachers' perceptions toward course outline and its implementation. These data were collected from two sources. The first one is the task given by the teachers in the test. The second one is interview done with the students.

3.4 Instrument of The Study

The data of this study are obtained through document analysis and interview. The researcher analyzes the SAP (Satuan Acara Perkuliahan) of every course and also the instrument of listening and reading assessments. The researcher also does some interviews with 6 teachers of 15 teachers listed to teach the courses and 48 students of second year at English Department that are chosen by using accidental sampling. The information from interviews is in the form of voice recording. And it is then be transcribed into a form of tape script.

3.5 Validity

The instrument validity of this study is measured by using content validity. As stated in <http://allpsych.com/researchmethods/validityreliability.html> (retrieved on May 9th, 2010) content validity is concerned with a test's ability to represent all of the content of particular construct. This type of validity is used to assess whether each question is suitable to measure what phenomenon should be measured.

3.6 Data Collection and Data Analysis Technique

The primary data collected are divided into: 1) the types of ask in tests used by teachers in assessing listening and reading skills; data were identified and collected from the instruments used by teachers, starting from the semester 089 until semester 091, and 2) the students' responses toward listening and reading assessments. The responses are analyzed in terms of the suitability of the assessment. Data were identified and collected from the interview done with students. The secondary data, that is the teachers' perceptions toward course outline and its implementation, were identified and collected from the interviews.

The first primary data were collected by analyzing components of the SAPs. The second primary data and secondary data were collected by gaining information from students and teachers. It was either for students' responses to the assessments or teachers' perception to the SAPs.

Specifically, the data were collected and analyzed as follow:

1) The types of task in tests were collected by:

1.1) selecting the courses focusing on listening and reading skills; 1.2) collecting the instruments of test used by teachers; 1.3) identifying types of task in those instrument. The data were then analyzed by: 1.4) investigating whether the types of task in the instruments suitable to assess listening and reading skills based on the theories stated in the chapter II.

2) Students' responses to the assessment and teachers' perception to course outline and its implementation were collected by:

2.1) collecting course outlines used in six courses; Listening 1, Listening 2, Listening 3, Reading 1, Reading 2 and Reading 3; 2.2) investigating whether the six course outlines state its components clearly; 2.3) outlining the instrument of the study, that is interview; 2.4) realize the instrument outline into instrument of the study; 2.5) testing whether the instrument of the study is valid; 2.6) gaining information from respondents, students and teachers, using the instrumen. Then the data were analyzed by: 2.7) investigating whether teachers implement the components of SAPs in the classrooms; 2.8) investigating what the students experienced in the classrooms during the learning process. The informations are in terms of learning materials, learning activities, and assessment process; 2.9) calculating the precentage of students' responses toward receptive assessments; and 2.10) interpreting the extent of receptive assessment in English Department based on the precentage.