

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the research design used was qualitative research. Refers to Creswell (2018), qualitative research is a method of exploring and analyzing the significance of one or more people assigned to a social or human issue. The descriptive qualitative method was applied because the information being analyzed is presented in the form of a description. As stated by Lambert & Lambert (2012) descriptive qualitative study emphasizes an intention to examine something in its natural form as far as possible from the research context.

The researcher intended to describe the actual situation observed in the field in more detail and in-depth as well as describe the points of view of the participants through interviews. Therefore, the researcher used descriptive qualitative research in order to describe the empirical reality behind the activities that occurred related to the implementation of formative assessment that used by the teacher and explore the benefits of formative assessment in assessing descriptive text during the teaching and learning process.

B. Research Setting

This study was conducted at SMPN 23 Banjarmasin. It located on Jl. Harmoni III, Pekapuran Raya, Banjarmasin. The researcher conducted this research for about a month. This place was chosen because this school has many achievements from the teachers and students. Besides, the researcher

found that students were taught descriptive text material, especially grade 7th in this even semester.

C. Participants

In this research, the research participant was one English teacher who teaches 7th grade at SMPN 23 Banjarmasin. Moreover, the English teacher was chosen as a participant because the teacher uses formative assessment techniques in the classroom and has a lot of experience in teaching English.

D. Data

1. Data of the research

The data in this research was the result of observations and interviews conducted by the researcher which contain the implementation of formative assessment in assessing descriptive text and the benefits of formative assessment in assessing descriptive text.

2. Source of data

The data was collected by conducting the observation in the class while the teacher assessed students in descriptive text material by implemented formative assessment and the researcher also conducted depth interviews regarding the benefits of formative assessment in assessing descriptive text with the teacher in order to strengthen the research.

E. Techniques of Data Collection

The observation and interview techniques used by the researcher to collected the data for this study.

1. Observation

Observation is the process of collecting data by looking directly at real situations in the field. In addition, refer to Cohen et al. (2007), stated that observation allows researchers to collect data directly from natural social settings occur. Furthermore, Ary et al. (2010) also stated that observation is a fundamental strategy for gathering data in qualitative research. Moreover, in this research, observations were used to find out the reality of the practice of formative assessment by the teacher in the classroom. Therefore, the researcher observed the implementation of formative assessment of descriptive text material used by the teacher in assessing students.

These observations were conducted when entering the learning material of the descriptive text. In addition, the observations were done 3 (three) times. The guideline of observation was adopted by Greenstein (2010) which is the formative assessment used in pre-instruction, during instruction, and after instruction. Moreover, the researcher observed directly by using observation sheets in the classroom related to the implementation of formative assessment by the teacher in assessing descriptive text in pre-instruction, during instruction, and after instruction. Therefore, the observations were used in this research to answer the first research question by conducting the observation regarding how the teacher implements formative assessment in assessing descriptive text in the classroom.

Table 3.1 List of Observations

No	Date	Teaching Material
1	Wednesday, February 8, 2023	Descriptive Text (Definition, Generic Structure, Language Features)
2	Friday, February 9, 2023	Descriptive Text (Definition, Generic Structure, Language Features)
3	Tuesday, February 14, 2023	Descriptive Text (Definition, Generic Structure, Language Features)

2. Interview

The interview is a conversation with participants by asking a number of questions and getting in-depth information. As stated by Cohen et al. (2007), the interview is a flexible technique for data collection which is done verbally and nonverbally, spoken and heard. In addition, the interview would be in-depth interview by employing open-ended questions which to gather detailed information from the teacher regard to the benefit of formative assessment in assessing descriptive text. The interviews were conducted 2 (two) times by interviewing the participant directly or face to face in the school and online interview which depends on the teacher's condition. During the interviews, the participant was asked to express her opinion related to a number of questions about the benefits of formative assessment. All of the information from the teacher was recorded during the interview. Therefore, the researcher conducted in-depth interviews to

answer the second research question related to the benefits of formative assessment.

Table 3.2 List of Interviews

No	Date	Participant
1	Saturday, February 18, 2023	The teacher
2	Sunday, February 20, 2023	The teacher

F. Data Analysis

According to Miles, Huberman, & Saldana (2014), data analysis is the process of searching and managing the systematic analysis of the results of interviews, documents, or observations. To analyze this research, the researcher used an interactive model as a component of data analysis. As pointed out by Miles, Huberman, & Saldana (2014), they stated that there are three stages that must be carried out in analyzing qualitative research data, namely data condensation, data display, and drawing or verification conclusions.

1. Data Condensation

Data reduction is the activity of summarizing in determining the essential parts, and emphasizing the information that is necessary. By doing data condensation, it will give the data a clearer picture and make it less complex for researchers to maintain gathering data.

The researcher simplified and focus on the important information by reducing data from observations with regard to the implementation of formative assessment and interviews concerning the benefits of formative assessment in assessing descriptive text. After reducing all of the data, the

researcher moved on to the next step which is data display for research analysis.

2. Data Display

After the data condensation process is carried out, the next stage is the data display. Data display is a condensed collection of information that makes it possible for conclusions and action. In addition, display means the visual format in which it is presented information in a systematic manner so that the researcher can draw conclusions and take the necessary actions.

In this step, the researcher compiled relevant data from observations and interviews with regard to the implementation and the benefits of formative assessment that has been reduced so as to become information that can be concluded and has a certain meaning.

3. Drawing or Verification Conclusion

After conducting the stages of condensation and data display, the last component of data analysis is conclusion drawing and verification. In accordance with the information that has been reduced and presented related to the implementation and its benefits of formative assessment in assessing descriptive text, the researcher draws conclusions supported by strong evidence and verified the data to produce reliable findings.