

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research is a descriptive qualitative research. According to Bogdan and Biklen (1982), qualitative research is a descriptive research which data is collected in the form of words or pictures instead of numbers. Denzin and Lincoln (2000) claimed that qualitative research involves an interpretive and naturalistic approach, means this type of research study things in their natural settings. The data taken is in the form of quotes from documents, notes, and interviews or excerpts from videotapes, audiotapes, or any other electronic communication systems used to present the findings.

#### B. Research Setting

This research is conducted at SMP IT Nurul Fikri which was located at Jl. Cempaka Raya, Basirih, Banjarmasin in academic year 2019/2020. This research is conducted from the second week of August to the third week of September.

The reason that draws the researcher to conduct a research there is because this school are pretty challenging. For a school with Islamic foundation, the researcher is curious about the way they mix Islamic assessment with 2013 curriculum assessing system.

#### C. Subject

The subject of this research is two English teachers who teach the students in SMP IT Nurul Fikri Banjarmasin. Both of them have been teaching for quite long, although this

semester is the first time they applied authentic assessment in Curriculum 2013. Therefore, the researcher is curious about the way they implement authentic assessment for assessing students' outcome. The other subject to be of this research is the students of VIII C, which consists of 23 students and IX A, which consist of 19 students.

The object of this research is authentic assessment system applied by the teacher to assess students' accomplishment in English. As stated on previous researches, authentic assessment could be quite challenging to apply in the classroom. Thus, this reason brings excitement to the researcher to see how the teachers implement authentic assessment system during their class, and how they adapt with the new scoring system.

The other object of this research is students' response towards the teacher's implementation of authentic assessment in the classroom. The researcher is curious about the students' feedback related to the implementation of new teaching and learning style as well as scoring system in the classroom.

## **D. Data**

### 1. Data

#### a. Primary Data

Primary data in this research are transcriptions of in depth interview and observation about the teacher's implementation of authentic assessment in assessing English lesson in class. This data are all of the data collected in a month span, during the researcher's direct observation and interview in field. All of the data will be carefully sorted to make sure they are related with the theories, without decreasing the originality.

## b. Secondary Data

Pictures and video recorders at documentation of the research process, the English teacher profile, and record of the school as well as scoring rubrics are the additional data that is collected by the researcher. Most of these data are taken by the researcher herself during the observation process, while all written data are given and could be used with the teacher's permission.

## 2. Source of Data

There are two kinds of source of the data in this research to collect the data; observation sheet and interview guidance. The observation sheet consists of points shown on assessing process and the interview guidance in this study consists of 5 questions related to this research.

Fraenkel, Wallen, and Hyun (2011) state that observation is a kind of research questions can be answered by someone to find a situation in field. Observation is conducted to investigate how the teacher's implementing authentic assessment in class is. The researcher uses observation sheet as the escort.

Moreover, Fraenkel, Wallen, and Hyun (2011) state that interview are an important way to a researcher to check the accuracy of data from observation result. Interview are done by asking question to the English teacher at SMP IT Nurul Fikri Banjarmasin about the assessing process.

## **E. Technique of Data Collection**

Techniques of data collection is a crucial phase in a research, because the main purpose of a research is to find the data needed. Without knowing the technique for collecting data, the researcher will not get standard of data. This activity requires a research instrument to obtain the data.

### **1. Observation**

In this research, the data are collected by doing an observation in the classrooms. The researcher is observing the teachers' teaching style, whether it is suitable with the theories related to authentic assessment or not. Burke and Larry (2010) state that observation is defined as the unobtrusive watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest. In observation activities, the researcher does not involve in teaching learning process, only observes and monitors.

Beside of the observation, the researcher makes a recording as well. Recording is crucial to help the researcher in re-observing by herself before taking the conclusion. Research instrument used in the observation is a video recorder and the observation guideline related to the teaching learning process and evaluation process in accordance with 2013 curriculum.

### **2. Interview**

In order to dig information deeper about the data, the researcher also takes an interview. Burke and Larry (2010) states that an interview is a data collection method in

which an interviewer (the researcher or someone working for the researcher) asks questions of an interviewee (the research participant). In this research, the researcher interviewed two teachers. By doing an interview with the English teacher, the more explicit information the researcher gets. It is useful to complete the data about the planning, teaching-learning process, and evaluation teachers done that should be in accordance with 2013 Curriculum.

The data the researcher look for in this stage are the teacher perception, opinion, and difficulties in applying the assessment type. By holding an interview, the researcher is hoping to get deeper data to support the observation result.

## **F. Data Analysis**

According to Patton (1980), data analysis is a process of managing the sequenced of data, organized the data into a pole, category, and unit of basic explanation. Further, Bogdan and Taylor (1992) defines data analysis as a process which details an effort formally to find the theme and to formulate the work hypotheses as suggested by the data and as an effort to give a help the theme and the work hypotheses.

From the definition above, the conclusion is that the data analysis is a process to organize and to arrange the data into a structure, category, and unit of basic explanation so that it can be found the theme and can be formulated by the data. By principles, data analysis of qualitative research is done together with the process of data collecting. The technique of analysis which is used in the qualitative is by using technique of data analysis that suggested by Miles and Hubberman (1994). This technique consists of three events: data reduction, data presentation, and make a conclusion of data (verification of data).

## 1. Data Reduction

Reduction of data means process of choosing, centering attention, abstracting and transforming the hard data which is took from field of research. This process is run since the research happened, from the beginning of the research to the end of the research. In the process of data reduction, researcher has to find the real valid data. When the researcher knows the trustworthiness of the data still less, the data will be rechecked to other informant as the source of data.

Reduction of data is done as a process of selecting, focusing, shortening and abstracting the data collected from the research location. Making a note, summary and coding the data source, and focusing in collecting the data are needed when we are doing research. It means that this process aims to reduce, to shorten, and to reject which one is the problem faced by the English teachers in the implementation of authentic assessment in English instruction based on curriculum 2013 in academic year 2019/2020.

## 2. Data Display

Presentation of data is arranged information which gives occasions to get conclusion and do an action. This step is effort to arrange and to reintegrate all of data collection from research's field. The data is data that has been selected, shorted, and coded in the step of reduction of data. The presentation of data is done by arranging the information systematically in a description from that explains about the researcher's conclusion. The researcher's conclusion is in a logical and systematical sentence so it can be understood by reader.

### 3. Conclusion of Data

After the data had been reduced, described and displayed, the researcher made analysis about the data. The researchers present the data collected from the observation and interview result. The researcher presents the data from the teacher in SMP IT Nurul Fikri implementing of authentic assessment based on curriculum 2013 and the students' response toward the implementation of authentic assessment in the classroom.