

## **CHAPTER III**

### **RESEARCH METHOD**

Chapter three presents the method that used in this study. This chapter is intended to present some points related to research design, research setting, participant, source of data, technique of data collection, and data analysis. The description of the subchapters are presented as follow:

#### **A. Research Design**

The design of this study is qualitative since it tries to describe a phenomenon of washback as a part of the assessment. Qualitative research explores attitudes, behavior and experiences through kinds of method. Since qualitative research involves an interpretive, naturalistic approach to the world. It means that qualitative research study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Given (Ed), 2008, p. 321). So, along the process of research there is no special treatment to the subjects and the researcher just does research on its natural setting.

The technique that used in this research is descriptive qualitative analysis. Descriptive analysis has three main purposes in research, they are to describe, explain, and validate findings. Description emerges following creative exploration, and serves to organize the findings to fit them with explanations, and then test or validate those explanations (Krathwohl, 1993). This technique fit with

researcher' aim to find out, describe and analyze what are the washback effect found both on the teacher and the students at SMAIT Ukhuwah Banjarmasin.

### **B. Research Setting**

This research conducted at SMAIT Ukhuwah Banjarmasin which is a part of Yayasan Sekolah Islam Terpadu Ukhwah. The school's location is at Jl. Bumi Mas Raya Komp. Bumi Handayani XII A RT. 28 RW. 02 Kel. Pemurus Baru Kec. Banjarmasin Selatan Kota Banjarmasin Prov. Kalimantan Selatan 70249. This school is chosen because the management of the administration at this school is very good. The school has collected the lesson plan to the school's management of administration before they teach, so there will not find a teacher teach without a lesson plan. However, lesson plan is component in teaching which give sign that the teaching and learning process at the classroom is prepared well by the teacher and it do seriously. Also, this school has been got A accreditation so that washback effect of English formative test is being so interesting to be found, it is about how they can make good classes and teaching and learning process. This research conducted when all of teaching and learning activities did on online because of Pandemic era of Covid – 19.

### **C. Participant**

Every research needs participants as its subject in order to collect data of an object. The participants were chosen by using simple random sampling, which all population has same probability of being selected. This research involves an English teacher and two classes of the tenth grade students at SMAIT Ukhuwah

Banjarmasin. The students came from X MIA 1 which consist of 15 boys whereas 7 of them became the subject and X MIA 2 which consist of 32 girls whereas 16 of them became the subject. So, there are 23 subjects as the sample from 47 of population.

#### **D. Source of Data**

Data for this research collected through English teacher and students of tenth grade of SMAIT Ukhuwah Banjarmasin who become participants in this research. The document also become part of data since the researcher needs to take a look and analyze some documents like the students' score of formative test and summative test, students' name list and the school profile.

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

Technique of data collection contains some tools that researcher need to collect the data. Through the kinds of tool which can be used, the researcher decided to use Unstructured Interview and Open - Ended Questionnaire as the instruments. It is because both of them seems suitable and available to use in this research. Here is the explanation of those instruments:

##### **1. Unstructured Interview**

Unstructured Interview or in – depth Interview is used by the researcher to achieve a holistic understanding of the interviewee's point of view or situation. This called as Unstructured Interview because the Interviewee is free to talk about what she think as an important thing to be known by the researcher, with little direction from the researcher. In this

case, this type of Interview was used to gain the data from the teacher which teaching at X MIA 1 and X MIA 2. The interview was taken by using voice notes in Whatsapp application.

## 2. Open-ended Questions Interview

Open-ended Questions Interview has questions that can have unexpected answer as they allow the answer to be left entirely to the respondent so they can express their feeling without restriction. This method gives qualitative information. Open-ended Questions for interview are exploratory in nature, and offer the researchers rich qualitative data and the data should be analyze in qualitative way.

Open-ended Questions for interview was used because of final test at SMAIT Ukhuwah Banjarmasin hold in a situation which students did not allow for coming to the school. This instrument also can reveal to the surveyor a variety of opinions and behavior among Pandemi Covid-19 made the researcher impossible to meet the participants in face. Consequently, this Open-ended Questions Interview used Google Form as the media which has nine questions while the link was shared to all of the participants, students of X MIA 1 and X MIA 2, to be answered.

## **F. Data Analysis**

This qualitative data analysis is carried out by the researcher before come to the field, during the field and after the field. Miles and Huberman (1984) in Sugiono (2018) stated that analysis of data in qualitative carried out interactively

and continue up to finish, while there is no other further answers rise up. The step in data analysis of this research are:

- 1.. Data reduction

The first step in analyzing qualitative data is Data Reduction. Reducing the data means summarizing, choosing the fundamental thing, focusing on important things, look for the themes and patterns (Sugiyono, 2018, p. 247). The researcher first collected data by interview data of the teacher, the document of students' questionnaire and documentation of students score.

2. Data display

The second step is data display. Displaying data is presenting data in form of short description, chart, flow chart etc. Sugiyono (2018) said that looking at the display help us to understand the understanding. In the process of the reducing and displaying the data, it was based on the formulation of the research question. This step is done by presenting a describing the interview data.

For Open-ended questionnaire, it was done by:

- a. Sort through the responses for each question to find common themes, words or elements in order to group responses into common categories.
- b. Tally the number of responses in each category.
- c. Repeat the same procedure for each question.

### 3. Conclusion Drawing

The Conclusion Drawing is started after the data has collected by making temporary conclusion. In the other words, it can be said that the conclusion is analyze continuously and verified the validity to get the perfect conclusion about the analysis of washback effect of English formative assessment to teacher and students at SMAIT Ukhuwah Banjarmasin.