

CHAPTER III

RESEARCH METHOD

The third chapter discusses the approach used in this research. This chapter covers research design, research setting, participant, data source, data collecting procedure, and data analysis. The subchapter's clarification will present as follows:

A. Research Design

The researcher is using a case study qualitative research, to describe the washback phenomenon as part of the assessment. Case study qualitative research investigated stated by Yin (2009) are more likely to be convincing and accurate if they are based through many sources of information since various sources of evidence allow for data triangulation and the construction of converging lines of investigation. So that, the researcher could identifying the washback effect on teacher and students at speaking class. As Cresswell (2009) stated that if the researcher could convert generic data into program-specific data.

The researcher collected data by observing the classroom while the teacher taught and interviewing the students and the teacher. After all of the data had been collected and examined, it was described down in narrative form. There will be no special treatment in the distribution of the research during the subject's research procedure. Case study qualitative study will help the researcher to identify what the washback is and how it could influence both the teacher and students.

B. Research Setting

The research of this study was carried out in SMP Plus Citra Madinatul Ilmi in Banjar regency. Researchers visited various schools in Banjar Regency and noticed a variety of phenomena that are rarely found in other schools. SMP Plus Citra Madinatul Ilmi used performance-based assessment to implement speaking class learning outside of English subject class. The reason the researcher chose this school is not that it is easy to get research in general, but because of how researchers have been in a position as students who carried out activities in speaking classes and with teacher who use performance-based but when viewed from their own experience, it would be very different from what the participants in this study would experience. Because it involved two classes, this research expected took roughly two months. The research of this study was carried out in SMP Plus Citra Madinatul Ilmi in Banjar regency.

C. Research Participant

The participants in this study included a teacher and sixteen students from two different classes, the research was carried out not only by employing theory to strengthen it, but the participants would have a lot of contribution and it was extremely influential in this study. The researcher selected eight students in each of two classes and asked the teacher for information on active and passive students in speaking class. The researcher chose an English teacher who held the two of the classes.

D. Data and Source of Data

Arikunto (2002) research data is as any types of facts and figures that may be employed as material to collect information. So that the facts, in whatever of form they take, may subsequently be utilized as data for the study, and the source itself can come from any trust source. As a result, besides utilized the note during observing the class but also the data will be gathered by observing the class and interviewing both students and teacher. In terms of data sources to the research, a teacher, some of speaking class students that have washback for students who learn speaking classes using performance-based assessment and notes from researchers is used.

E. Technique of Data Collection

The method used by the researcher to conclude the research is known as the data collecting methodology. Some data collecting methods were used in this research. That is by conducting observations, interviews, and documentations of all participants.

1. Observation

The observation focuses on how teacher teaches and students response during teaching learning at the class on daily speaking class, the researcher also focus on how teacher use the performance-based assessment in the speaking class and student apply then practice it at the day of the test practice. The researcher have been observing and describing this performance-based assessment at the speaking class. Observations were conducted during teaching and learning, as well as during practical tests in the speaking class. It is a list of some points that

the researcher observes while the taking place. It is in-line to Ary (2010) observation is a fundamental method to gain data in qualitative research. The observation of the class between teacher and students guideline is in table on 1.1.

2. Interview

Researcher conducted the interviews with a teacher and students to collect data on materials, activities, media, evaluations, and difficulties encountered by them. This means that researchers conducted the interview for 16 students and a teacher to explain the information gathered. The interview between researcher and participants were designed in a structured manner, but in a friendly setting, so that participants did not feel uncomfortable and could answer flexibly. It is related to Moleong (2007) an interview is a contact between two individuals in which they share information and ideas through question and answer. Table 2.1 and 2.2 show student's and teacher's interview guideline.

3. Documentation

Documentation is used to collect and review data in this study. The research's documentation comprises researcher notes from observations, a camera to re-watch students' and teacher activities in the class and researcher also utilized a voice recorder that had been confirmed by the participants to ensure that no errors occurred while creating the results of the study. The researcher uses the definition of documentation by Sugiyono (2015). He describes documentation as the process of gathering data and information from books, archives, papers, written numbers, and images and converting it into reports and information that can be used to assist research. The researcher agreed that data and information

may be obtained through documentation. However, for researchers, some documentation tools nowadays are helpful in doing research.

F. Data Analysis

According to Moleong (2011) data analysis is an activity that is conducted by working with data, organizing data, breaking it down into manageable parts, synthesizing it, looking for and identifying patterns, discovering what is relevant and what is learned, and determining what to tell others. Using theory of Miles and Huberman (2014) there are three stages for data condensation, data display, drawing and verifying conclusion.

1. Data Condensation

Regarding to Miles and Huberman (2014) data condensation is the process of choosing, concentrating, simplifying, abstracting, and modifying data that appear in textual field notes or transcriptions. Additional data reduction cases happened throughout data collecting (noted from observations, interviews with both students and teacher). As a result, the researcher was able to select the significant parts of the raw data. In this case, the researcher removed irrelevant information from observations and interviews about the washback effect for teachers and students who employ performance-based assessments in the speaking class. The researcher then categorized each piece of data in order to simplify the entire dataset into new simple data.

2. Data Display

According to Miles and Huberman (2014) data display is a systematic, compressed compilation of tools that helps for conclusion drawing and action.

The data acquired during the case study qualitative research method is common in a form of narrative, therefore this step will offer an organized collection of information and the ability to conclude because this requires simplicity without reducing its contents. The researcher organized the data gathered from observation, interviews, and documentation in this chapter. The researcher next examined the data from the performance-based assessment on speaking class. The researcher then investigated the issues faced by the students and an English teacher, as well as how they overcome the challenge.

3. Drawing and Verifying Conclusions

The conclusions will be validated as the research analysis progresses. During the data collection procedure, researcher constructed a brief conclusion. Researcher must keep investigating and looking at the data for further validation to draw conclusions that cannot be done spontaneously. The conclusion is designed to respond to the first and second research questions discussed. During the concluding process, the researcher took activities to determine the relation between what was done, why the study was conducted, and how the research resulted. Thus, in order to be appropriately accounted for, the entire conclusion must occur not only during the process of data collection but also be validated.