

## **CHAPTER III**

### **RESEARCH METHOD**

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

This type of research uses descriptive qualitative methods, all of which discuss problems, understand phenomena and answer questions (Airasian, Mills, Gray, 2016). The method used in this research is descriptive qualitative which focuses on teacher assessment techniques in teaching English, especially listening. This assessment describes the assessment technique used by teachers in teaching English to listen at SMA N 1 Mataraman. In addition, qualitative research is a way of viewing phenomena as social compositions through a discovery by increasing the researcher's understanding of the whole and exploring the richness, depth, and complexity of phenomena (Jefferies, 1999 and Neill, 2006). The purpose of qualitative research is to provide an overview of naturally occurring phonemes (Dornyei, 2007). This is in line with the aim of the researcher to describe and analyze the conditions in examining teacher techniques in providing assessments of teaching English in the listening class.

#### **B. Research Setting**

The research was conducted at SMA N 1 Mataram. Located in Banjar District, Jalan Ahmad Yani Km 58.5 Mataraman, Mataraman District, Banjar Regency, South Kalimantan. Researchers are interested in choosing class XI at SMA N 1 Mataraman because they already understand quite well from the class below them and are active students in the class. The researcher chose

SMA N 1 Mataraman because this study focused on teacher assessment techniques in teaching listening.

### **C. Subject and Object**

The object of this research is to focus on the application of teacher assessment techniques in teaching listening in the classroom.

### **D. Data and Source Data**

- a. The data needed is the teacher's assessment in teaching English listening in class using data in the form of words.

- b. Data source

Research data were collected from the following sources:

Informant: English teacher for class XI students.

Documents: All important written reports are available which are needed in this research.

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

There are three kinds of data collection methods used by researchers, namely observation, interviews and documentation. In this study, observations were made to observe teacher assessment techniques in teaching English listening. The data that the researcher might get is a description of the teacher's process of giving grades to students, especially the types and techniques of teacher assessment in teaching English listening and the challenges for English teachers in using assessment techniques in assessing students. In addition, the interview aims to find information about teacher assessment techniques in teaching English listening based on observation.

Teachers were asked the reason why they chose a certain technique or not. All interviews were recorded to avoid possible misunderstandings. And also the researchers documented some observations that had been made in the classroom, this was done as authentic evidence in conducting observations.

1. According to Ary (2010, p. 450) said that observation is one of the basic methods to obtain data in qualitative research. Researchers have monitored and described teaching and learning activities. Therefore, researchers want to observe teaching and learning listening activities that focus on teacher assessment techniques in teaching listening.

The process of the researcher in conducting observations for approximately two months by visiting the research site several times to take care of administrative papers with the school's administration, conducted an interview process with the English teacher and made observations in the classroom. For the process of obtaining administrative letters at the school, the researcher visited the administration three times to submit research letters, the school gave approval to conduct thesis research, and met with the English teacher concerned. The interview process itself will be explained in more detail on the next page. And for the observation process in class, the researcher made observations entering the class during learning for three meetings.

2. According to Moleong (2007, p. 186), the interview is a meeting of two people to exchange information and ideas through several questions and responses. Interviews can be conducted with the principal, head

coordinator, teachers, and students, this is done for data collection consisting of: assessment techniques, teacher constraints, teaching materials, activities, media, evaluation, and student problems. Therefore, interviews are needed by researchers to obtain this information.

The interview process itself was carried out in stages in between class observations, the researcher asked some of the things mentioned above to help answer research questions.

3. Documentation is combining data sets. These data were obtained from the process of observation, interviews, field notes and files from the school. For the process itself, the researcher conducted documentation in the form of photos, videos, and several sheets of learning activity plans provided by the teacher to the researcher. In this study, the researcher found out that it consisted of: teacher activities in assessing students' learning to listen. The next step, the researcher processes the data.

## **F. Data Analysis**

Data analysis is one of the qualitative methods carried out by researchers by focusing on the data that has been collected (Bryman, O'Connor, 2003; Sarantakos, 1993). This process takes place continuously so that researchers can collect data that is clear, easy to understand, and gives meaning.

### **1. Coding and data reduction**

Limputong argues that qualitative data generally performs the coding step in understanding the meaning or pattern of information contained in qualitative data. Coding is the process of examining and testing raw data by labeling (labeling) in the form of words, phrases or sentences.

Data reduction is the process of identifying raw data obtained from summary, coding and categorization. Organizing is defined as the process of collecting or integrating data information resulting from initial identification (data reduction results). This analysis resulted in data reduction and organization steps, then data interpretation was carried out. Data interpretation is an important component in generating conclusions based on research questions. Understanding the information, theory and knowledge of researchers in terms of the issue or topic being researched plays an important role in the data interpretation process.

## **2. Data Display**

In general, the description of qualitative data analysis can be seen in thematic analysis. In other words, qualitative researchers can carry out the thematic analysis processes and stages, then other qualitative data analyzes can be carried out by researchers. Thematic analysis or interpretive thematic analysis is one method of identifying, analyzing, and reporting on the themes or patterns contained in the data.

According to Liamputtong (2009), there are two main steps in thematic analysis. First, the researcher reads the entire contents or transcript of the interview and gives meaning from the transcript data. In

this process, it is necessary to pay close attention to the contents of the transcript and to give meaning to what was conveyed by the resource person in the context of the condition of the community group. In understanding the contents of the transcript, the researcher must pay attention to the patterns or ideas that are repeatedly conveyed by the resource person.

In this case the researcher uses interview data that has been done in interviews. The first step in this process is that the researcher conducts a transcript of the interview. This process takes a lot of time considering that the transcript data will be used to perform the coding step.

### **3. Conclusion drawing/Verification**

Mannan (2000) argues that the process of qualitative data analysis is carried out by carrying out principles or steps, namely drawing conclusions and verifying and relating to theory. After conducting observations and interviews about teacher assessment techniques in teaching listening, the researchers carried out two-step analysis techniques, namely drawing conclusions or verifying results. Finally, the researcher found the answer to the research question.

### **4. Checking the Fality of Findings**

Triangulation is the process of evaluating the validity and reliability of the analytical outcomes. By minimizing bias that happens during data collection and analysis, this is one of "an attempt to check the validity of data or information obtained by researchers from different perspectives

as much as possible." Additionally, certified professors and supervisors are consulted during this procedure. In order to draw definitive conclusions from the data that have been evaluated, processed, and recognized in the preceding step, it is necessary to establish the validity, trustworthiness, and dependability of the data. Through qualitative descriptive analysis, the outcomes of the data reduction, data presentation, and triangulation processes are articulated in terms of words, phrases, and sentences. The analysis is presented using a qualitative descriptive method, along with excerpts from the sources and portions of interpretation.