

## **CHAPTER III**

### **RESEARCH METHOD**

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

In accordance with the purpose of writing, the method used in this research was qualitative approach with descriptive analytic design to obtain information concerning in statement problems by doing direct observation and interview. Qualitative research is a study that aims to grasp specific events that occur in research participants (relate to their behavior, perception, motivation, implementation, assessment, etc.) and is completely expressed by employing contextual language processed by a particular research technique (Moleong, 2007). Additionally, Creswell (2014) stated that the qualitative approach is a set of methodologies for analyzing and understanding the significance of certain individuals or groups seen as humanitarian or social issues.

Accordingly, descriptive research design is used to clearly identify and describe the assessment techniques used by English teachers to assess Young learners' speaking skill. Besides, it is used describe how the teacher apply the speaking assessment technique in their classroom. Furthermore, descriptive research design was used to point out the challenges encountered by English teachers while assessing the speaking skill of young learners. The results of this research were described descriptively. This study also used data from observation and interview from the English teachers in English First Gatoto Subroto, Banjarmasin.

## **B. Research Setting**

This research was conducted in an English Course in Banjarmasin named English First, or in short commonly referred to as EF, is the place that the researcher choose as the research settings . This English Course is located on Jl. Gatoto Subroto No. 317, Kuripan, East Banjarmasin, South Kalimantan. The researcher chose EF as research setting because it is suited well with the criteria of reasearh participants in this study which are English young learners. This research conducted for 10 days. There are total 8 classes that the researcher has observed in EF with the high flyers category which is contain young learners an age range of 6-12 years. Each class that the researcher observed contains from 3 to 10 students.

Based on the researcher's observation, the students in English First Gatoto Subroto are mostly young learners, and they taught speaking a lot. The researcher sees that this could be a possibility for young learners to have difficulties in speaking classes which also causes teachers to have some problems or challenges in assessing their speaking skills.

## **C. Participants**

This study was intended to find out the challenges in assessing English young learners' speaking skill assessment in selected English course in Banjarmasin, which is English First in Gatot Subroto. Thus, English teachers and students were selected as the major participants of this study. This is because it was believed that they can provide necessary

data for the study. The participants of this study were high flyer students and 5 English teachers which are Ms. N, Mr. I, Ms. E, Ms. B, and Ms. L.

#### **D. Data**

##### 1. Data of the Research

The data in this study was gained from three instruments, observation, interview, and document analysis. This study contains the techniques of speaking assessment that teacher used for young learners in the classroom.. The researcher also wants to explore the teacher challenges in assessing English young learners' speaking skill.

##### 2. Source of Data

In the data source, a researcher obtained data from observing the lecturers in the classroom while teaching and assessing process and conducting in-depth interviews with teachers. Additionally, the researcher took document such as lesson plan and learning materilas to strengthen the research.

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

To collect the data, a researcher employed three instruments. The instruments used in the present research were observation, interview, and documentation.

##### 1. Observation

Ghony & Almansyur (2014) described observation is a data collection technique that is required. The researcher went to the field to

observe matters relating to space, place, actors, events, objects, time, events, goals and feelings.

Observation is divided into two types: participant observation and non-participant observation. In this research, the researcher used non-participant observation because the researcher just observed the events of assessing the speaking process from the beginning until the end and did not act actively in observation. The researcher used notes during observations to write anything related to research problems.

This study uses non-participant observation, which means that a researcher is not directly involved in the observed situation. The observation was conducted in one of English course in Banjarmasin named English First (EF). In the process of observation, the researcher joined the class and observed the learning process without any involvement in the classroom. The researcher only saw assessment techniques the teachers used, how the teachers used the techniques, and challenges encountered by the teachers in assessing English young learners' speaking skill. This observations can answer research questions number one, two, and three.

Table 3.1 List of Observations

<b>No.</b>	<b>Date</b>	<b>Time</b>	<b>Teaching Material</b>	<b>Teachers</b>
1.	Tuesday, June 06 <sup>th</sup> , 2023	15.20 – 16.40 WITA	Genres of Movie	Ms. N
2.	Wednesday, June 07 <sup>th</sup> , 2023	16.50 – 18.10 WITA	Kinds of Store	Mr. I

3.	Thrusday, June 08 <sup>th</sup> , 2023	15.20 – 16.40 WITA	Kinds of Jobs	Ms. E
4.	Friday, June 09 <sup>th</sup> , 2023	15.40 – 17.20 WITA	Sport : Exercises	Ms. B
5.	Monday, June 12 <sup>th</sup> , 2023	15.20 – 16.40 WITA	Months and Days	Ms. B
6.	Tuesday, June 13 <sup>th</sup> , 2023	16.50 – 18.10 WITA	Kinds of Jobs	Ms. L
7.	Wednesday, June 14 <sup>th</sup> , 2023	15.20 – 16.40 WITA	Writing Test	Ms. N
8.	Thursday, June 15 <sup>th</sup> , 2023	16.50 – 18.10 WITA	Kind of Stores	Mr. I

## 2. Interview

Ary (2010) defines the interview as one of the basic methods and the most widely used for obtaining data in qualitative research. An interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people got.

Based on Ary (2010), there are three types of interviews in qualitative research. They are structured interviews, less structured and unstructured interviews. A structured interview is an interview that contains specific questions in a fixed order to be asked to all respondents. In this type, the researcher had determined the questions so that the data from this technique could be easily classified and analyzed. In a less structured interview, some questions are more conversational, and the interviewer has more freedom to arrange the order of questions. The interviewer can develop the questions when the interview occurs. While the unstructured interview is less formal, the questions arise from

the situation. The interview is not planned ahead of time. The researcher asks the question as the opportunity arises and then listens closely and uses the subject's responses to decide on the next question.

In this research, the researcher used an structured interview. In the interview process, the researcher gave some questions based on the interview guideline related to speaking assessment the teacher used, how the teacher used the assessment techniques, and challenges encountered by the teacher in assessing English young learners' speaking skill.

The researcher interviewed five teachers who has been doing the teaching and assessing process before. Then recorded the audio of the interview to get data directly from the teacher to find out the challenges in assessing English young learners' speaking skills. The interviews were conducted in both English and Bahasa. The researcher wants to explore the challenges encountered by the teachers in assessing English young learners' speaking skill. This interviews may answer the questions from research questions number three by interviewing five teachers.

Table 3.2 List of Interviews

No.	Date	Participant
1.	Saturday, June 17 2023	The teacher
2.	Sunday, June 18 2023	The teacher

### 3. Documentation

The documentation used by a researcher in this study includes English textbooks for high flyers class at English First Banjarmasin. As highlighted by Hitchcock and Hughes (2002), the documents are primarily written texts that deal with some part of the social environment. Official documents to private and personal records, such as diaries, letters, and pictures, are examples of written texts or documents that may have been meant for public consumption. In addition, this study used documentation from field notes, textbooks, and photographs.

### **F. Data Analysis**

The most important aspect of a research study is data analysis, since the outcome forms the conclusions of the research. The process of analyzing data involves examining the tabulated information in order to identify character facts or meanings. Typically, qualitative data take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher should organize and classify or code the large quantity of data so that it may be explained and analyzed.

According to Miles and Huberman (2014), the following process in the research project that occurs after the writer has gathered the data is the procedure known as data analysis. In this research, the researcher would analyze the data using the Miles and Huberman model. The Miles and Huberman method for data analysis consists of following procedures:

## 1. Data Condensation

Data condensation is the process of choosing, concentrating, simplifying, differentiating, and/or rearranging the data that are included in the entire corpus (body) of written-up field notes, interview transcripts, files, and other empirical materials. By condensing, the data can be strengthened. Observation, interviews, and documentation were the techniques utilized in the present study. The researcher reduces the amount of information collected by summarizing and selecting specific items. In this study, the researcher will reduce observational and interview data for the objectives of analysis. In this phase, the researcher organizes data so that it is appropriate for each research problem. In this study, data condensation was carried out by direct observations and interviews of the teachers at English First Gatot Subroto Banjarmasin, thus as to produce data that had been selected and simpler.

## 2. Data Display

Data Display is a compilation of data that has been streamlined and arranged in a way that facilitates drawing conclusions and taking action. Typically, a researcher may utilize images, figures, tables, or graphs to illustrate or display data. The display ought to be capable of describing the entire data set. The data in this study will be presented in narrative format. The narrative text will show some challenges that appeared in the classroom observation and also mentioned by the teacher in the



interview. After collecting data related to the challenges in assessing English young learners' speaking skill, carried out at English First Gatot Subroto Banjarmasin, the researcher displayed the results of direct observations and interviews to be presented and discussed in detail

### 3. Drawing and Verifying Conclusion

The process of drawing and verifying conclusions is the third phase of analytical activity. The qualitative analyst evaluates what is happening by noticing patterns, explanations, causal processes, and assertions from the very beginning of data gathering. The last step was making conclusion from the obtained data that had been analyzed in previously. The conclusion related to the research questions; (1) What are the assessment techniques used by the teacher in assessing EYL' speaking skills? (2) How the teacher used the assessment techniques in assessing EYL' speaking skills? (3) What are the challenges faced by the teacher in assessing EYL' speaking skills?

After presenting the data, which was carried out at English First Gatot Subroto Banjarmasin, the researcher drew conclusions about the the challenges in assessing English young learners' speaking skill, and the researcher verifies the data well and checked to ensure the data obtained are reasonable, strength, confirmation, and validity.