

## **CHAPTER III**

### **METHODOLOGY**

This chapter will present about methodology. The researcher will describe it in some sections about research design, source of data, the subject and setting, data of the study, research instrument, data collection technique, and data analysis technique.

#### **3.1 Research Design**

This study is conducted to answer the research question about the use of portfolio in speaking at the eighth grade of SMP Muhammadiyah 1 Gresik. Dealing with the statement of the problem the form of qualitative research is conducted. According to Ary et al 2002:22 Qualitative research focuses on understanding social phenomenon from the perspective at the human participants in the study. The data collected in natural setting and the research aim are generating theory rather than testing theory.

The research design of this study is descriptive qualitative research design. The researcher chooses the design because the design is appropriate to this study which focuses on the use of portfolio for assessment in speaking aspect. The purpose of this study is to describe and explain about the use of portfolio for assessment on English subject in speaking. The qualitative research design is the form of word and the data is not using any number. So, it is appropriate to conduct this study.

## **3.2 Source of Data**

### **3.2.1 Subject of the study**

The subject of this study is one English teacher and one class of eight grade students in Junior High School. To decide the subject of the study, the researcher has some criteria in choosing the English teacher and the class. First, the English teacher is able to use English both spoken and written. Second, she or he has graduated from S1 English Department. Third, she or he has experience in teaching English more than 5 years. The last and very important criterion is teacher use portfolio for assessment in speaking. Not only for the teacher but also the students, researcher has some criteria, those are the students who are active in speaking class and those who the score of speaking up to 75.

Before doing the research, the researcher has done preliminary study to choose the subject of the study. The researcher has visited ten junior high schools in Gresik and spreads 30 questionnaires which contain about the use of portfolio for assessment in speaking. From those questionnaire the researcher can get the result which shows that there are 3 schools which used portfolio for assessment in writing. Those are SMPN 2 Kebomas, SMPN 1 Kebomas and SMP Muhammadiyah 4 Giri. But, for this research which is focused in speaking, the researcher only found the school which is implemented portfolio for assessment is SMP Muhammadiyah 1 Gresik. There are 3 English teachers but only one of them is used portfolio for assessment in speaking. He also appropriate with the researcher criterias. He is able to communicate English both spoken and written. He got S1 English department and had experience in teaching more than five years. In teaching speaking this teacher often used portfolio for assessment in the

class. For the students, the researcher decide VIII B class because the students are active in speaking, has good score up to 75 and based on the teachers' recommendation.

### **3.2.2 Setting of the study**

The researcher conducts this study in SMP Muhammadiyah 1 Gresik which has teacher and students with the researcher's criteria. This school also has complete facilities such as library, English laboratory and computer laboratory. It is located on Jl. KH. Kholil 90 Gresik. In this study the researcher will observe one class of the eight grades students who learn English subject. The students were taught using portfolio for assessment in speaking. The researcher will observe and record the teacher and students' activity during learning activity in the classroom. Not only observe the classroom during teaching learning process, but also have interview with the teacher. The observation run for two months and the interview with the teacher would be twice.

### **3.3 Instrument**

The instrument is needed to collect the data. In qualitative research, the main instrument to collect data is the researcher herself (Arikunto, 2006:17). It is also stated by Bogdan and Biklen in Mandasri (2007;32) stated that qualitative research has natural setting as the direct source of data and researcher is the key of the instrument.

In this study the researcher conducted classroom observation. So, the researcher would use recorder equipment to collect data. Data of this study also was collected by interviewing the teacher and students. The source of data was

taken from English teacher and the students, the researcher interviewing them after teaching and learning process in the classroom have done.

### **3.4 Data Collection Technique**

The process of collecting data is important for conducting a research. In this study, the researcher collects data uses two kind of data collection techniques. Those are observation and interview.

#### **3.4.1 Observation Technique**

To get the specific data about how the use of portfolio for assessment in speaking aspect, the researcher would conduct observation during teaching and learning speaking from beginning to the end of class. There are two types of observation technique; they are participant observation and non participant observation. In this study, researcher uses non participant observation to get the data because the researcher only observes the class activity without taking a part in teaching and learning process. Ary (2002:430) also stated that non participant observation is the observation which is the observer is not to be the active part in the situation.

The researcher will observe the class since teacher used portfolio for assessment in speaking. The researcher observes the class for several meetings because the writer wants to collect enough data for answering the problem statement, so the writer will stop to observe the class when the results are same or saturation. During the researcher observe the class; researcher will use the recorder equipment tool. The aim of recorder is to record the use of portfolio in the teaching and learning process. From the recorder researcher can get the record of whole activity which happened in the class. The researcher also makes note

when the English teacher teach speaking. The researcher will fill the observation checklist based on what going on in the learning process. The observation checklist help the researcher to find out how teachers' implement about portfolio for assessment in speaking.

### **3.4.2 Interview Technique**

In this study, the researcher will conduct a depth interview to the English teacher who teaches speaking using portfolio for assessment. It also helps to ensure the data reliable with the result of observation. The researcher will interview the English teacher after doing observation in the classroom. According to Ary et al (2002,p:434) the types of interview techniques are structure interview, unstructured interview and semi structured interview. The semi structured interview will be used for interviewing the teacher. The researcher chooses semi structured interview because researcher can be free to make and improve the questions.

The interview for the teacher is to get information about portfolio for assessment which is implemented by the teacher. It also to cross check the result that the researcher did not understand yet from the observation. The researcher will ask the teacher some questions as the opportunity arises and then listens closely and uses the subjects' responses to decide the next question. The interviewer using Bahasa indonesia to avoid misunderstanding.

While, the interview for the students is conducted to know the students' responses toward the use of portfolio for asesment which is about the students ability and motivation after learning speaking using portfolio for assessment. The researcher will interview 5 students from 25 students which choses randomly. The

question that the researcher give to them are related to the students' ability and motivation in learning speaking after the use of portfolio for assessment in speaking skill.

### **3.5 Data analysis**

The data collected in research must be analyzed. In this study, the researcher collected the data by herself and she had direct contact with the subject of the study. Although the qualitative researcher does not deal with statistics, analyzing qualitative data is not easy. Ary et al, (1995;30-31). The researcher analyzes the data presenting the results of the observation, documentation and interview. It would be obtained the activity of the teacher in the classroom.

In this research the researcher conducted three steps to analyze the data consisting of data reduction, data display and data drawing. It is supported by Miles and Huberman (1994, p:10) which says qualitative data consisting of three current flows of activity: data reduction, data display and drawing conclusion. The researcher explored each data analysis steps below.

#### **3.5.1 Data Reduction**

Data reduction is the process for transferring data appeared from note taking after observation. In this study, the first data reduction is carried out from observation record which the researcher gets from classroom observation. The data from observation is in the video form because it was taken from recording using camera video. The record is about the way teacher use portfolio for assessment in speaking. The record duration is about 40 minutes consisting of teaching and learning process of English subject, especially in speaking. The researcher will play it in the laptop and analyze the teachers' use of portfolio

during the video record is being played. The researcher watches the video many times, to minimize fault in analyzing the video data. The data in video form will be transformed to become note by researcher. The second data reduction is from depth interview with the English teacher to cross check the data from observation form.

### **3.5.2 Data Display**

Data display is the next step after the researcher get data from observation. The researcher displayed the data from observation by transcribing the interaction of teacher and students about assessment in speaking using portfolio. In data display, the researcher will display the data by using extended text. Those type of data display purposes the data which conveys what is happening in detail in the classroom from the first until the last process of teaching and learning in the classroom.

The second data display came from interview with the teacher. The interview has been conducted with teacher for twice. The researcher narrated all information which has been gotten from interview. To make the reader easier in understanding, the researcher also makes transcription in form of extended text.

### **3.5.3 Drawing Conclusion**

The last step is drawing the conclusion in data drawing. To make the conclusion, the researcher collects all of the data in the form of folder. The researcher wants to minimize the fault during drawing the conclusion. This is concluding about the use of portfolio for assessment in speaking at the eighth grade of SMP Muhammadiyah 1 Gresik. This conclusion is designed to describe the use of portfolio in speaking.

The second analysis is interview which has done with the teacher. The conclusion of interview shows the way to use the portfolio in speaking. The data from two research methods were also analyzed based on the fact. The two methods that researcher uses in conducting this research answer the research questions, find conclusion and formulate them into the result of discussion.