

CHAPTER III

METHOD AND PROCEDURES

This chapter describes (1) research design, (2) operational definitions, (3) participants of the study, (4) data collection, (5) data analysis, and (6) establishment of trustworthiness

3.1 Research Design

The research design of this study was a qualitative case study. Creswell (2012), states that one a major objectives in qualitative research process exploring a problem and developing a detail understanding of a central phenomenon. Furthermore, Baxter and Jack (2008), argued that qualitative case study research approach using a variety of data with facilitates exploration within a context of an individual, group, or phenomenon. Case study approach was selected because this study dealt with the phenomenon of the implementation on-going assessment for young learners. In summary, a qualitative research along with a case study was used in this study to find out teachers' perceptions on the implementation of on-going assessment on English vocabulary for young learners at MIN 1 Palembang.

3.2 Operational Definitions

The title of this study is Teachers' Perceptions on the Implementation of On-going Assessment on English vocabulary for Young Learners. To avoid the possibility of misunderstanding about some of terms in this research, the following are the explanation about title.

Teachers' perceptions refer to a learning process the teacher must understand what to teach and how to teach for student learning process. In this case, the teacher can give opinion about ongoing assessment.

On-going Assessment is the learning process before and during the learning process to see development ability of student performance in understanding the lesson.

Young Learners is a term that is used to refer to children from their first year of formal schooling.

Vocabulary is one aspect of language that is learned when people are learning a language.

3.3 Participants of the study

The participant of this study was selected by using purposeful sampling technique. Purposeful sampling is the situation where investigators are willing to choose place and individuals in order to have a deep understanding of the main real problem, Creswell (2012). Additionally, Palinkas, et al (2013), state that a purposeful sampling is generally utilized for qualitative research in order to identify and choose a lot of information which is concerned with intended case. Therefore, two teachers of English at MIN 1 Palembang were chosen as the participant of this study based on the following characteristic: teachers of English, experience in more than ten years of teaching English, and certified teachers.

3.4 Data Collection

In the data collection, there was only one instrument used in this research namely teachers' interviewing.

3.4.1 Interview

In this research, interview is the most important instrument which was used in order to collect data. And the interview was support the data to know teachers' perceptions on the implementation of on-going assessment on English vocabulary for young learners. It was gave to two teachers at MIN 1 Palembang. According to Oakley (1998) cited in Jamshed (2014), interview is a kind of framework in which the standards and practices not only recorded. but also reinforced, challenge, and as well as achieve. Interview was evaluated the result test to measure what is the result correct or incorrect.

Interview was utilized with the participant in this study. According to Albalushi (2016), semi-structure interview is a tool of a good affective for research interpretative because they help deeper data of participant perception and make sense their experience and life story on the reality. On the other hand, according to Jamshed (2014), semi-structured interview is a depth interview to get respondent for participant to answer open-ended question and it is widely. Semi-structured interview was used to know more detailed information based on teachers' perceptions on the implementation of on-going assessment on English vocabulary for young learners. Interview questions consist of thirteen questions which are adapted from Kusnita (2013).

3.5 Data Analysis

In analyzing data, researcher was applied thematic analysis through following six steps of data analysis from According to Braun and Clarke (2006), there are six steps in analyzing the qualitative data by using thematic analysis. 1) Researchers are familiar with the data. 2) Initial Codes Generation. 3) In search of themes. 4) Themes checking. 5) Defining and naming themes. And 6) Producing the report. Firstly, the researcher read and searched the data. Secondly, the researcher collected the data from interview. Thirdly, the researcher searched the data for themes then the researcher make the code. Next, the researcher reviewed themes. After that, the researcher defined and named themes. And the last, the researcher produced the report. The researcher then wrote explanation of the result about teachers' perceptions on the implementation of on-going assessment on English vocabulary for young learners at MIN 1 Palembang.

3.6 Establishment of Trustworthiness

In this study, the process of collecting and analyzing data, the accuracy and findings and interpretation must be ensured. Validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation (Creswell, 2012, p.259). In qualitative research, trustworthiness using terms such as credibility, transferability, dependability, conformability, authenticity. Therefore, member checking was used in this research to checked finding with participant in the study to determine if finding

are accurate. According to Creswell (2012), a process in which the researcher asks one or more participants in the study to check the accuracy of the account is member checking. In checking the accuracy of interview result, the researcher was asked my interviewer to recheck about transcripts of interview as conformity about information which have been given by them in the interview. The researcher was asked the participants about the transcript that has been made, such as whether it is complete and appropriate based on their answer or not. If their answer is not accordance with what they mean, and the researcher was asked them again about what they mean. It was applicant to validating the data and checked the correctness of trustworthiness of the data. In short, member checking was used to recheck the credibility of the data. Finally, after the researcher gave them the transcription, they agreed with the transcription. Then, the finding in the study was accurate with the participant.

