

CHAPTER III

RESEARCH METHODOLOGY

A. Research Type

The type of this research was descriptive qualitative. Descriptive qualitative focus on analysing how the teacher implemented authentic assessment and the types of authentic assessment used by the teacher at MAN 2 Padang Grade XI. It aimed to describe teacher's authentic assessment and its types.

According to Taylor et al. (2015: 7), the approach of this study is qualitative. Bogdan and Taylor explained that qualitative methodologies refer to research procedures that process descriptive data, people's own written or spoken words and observable behaviour.

Based on the above explanation, we can conclude that descriptive qualitative research focuses on social phenomena in the form of spoken words or written. The main purpose of descriptive research is to describe the current state of affairs. Simply put, it is a fact-finding approach based on social reality.

B. Research Subject

The subject of this research was the English teacher at MAN 2 Padang. The subject of the research was the English teacher who teach in grade XI.

C. Research Instruments

There are three instruments that the researcher used in this research:

1. Observation Checklist

According to Abubakar (2021: 90), observations are the collection of data through the use of the human senses. In some natural conditions, observation is observing social phenomena in the real world and recording events as they happen. Yusuf (2014: 94) states that there are some tools that can be used for observation. They are checklist and rating scale.

However, in this research the researcher used the observation checklist. The researcher checked all the points related to the teacher's activities in assessing students. During the observation process, the researcher also took some pictures as an additional evidence to support the research findings.

2. Interview

According to Yusuf (2014: 152), interview is a conversation face to face between the interviewer and interviewee.

In this research, the researcher interviewed the teacher to gather more accurate data for this research. The purpose of the interview was to get the data from the first hand (primary), complement to other data collection techniques, and to verify the result of the other data.

3. Documents

Documents are records of written information. Reiner (1997: 104) states as follows "the term document in three senses. First, in a board sense, which includes all sources, both written and oral sources. Second in a narrow sense,

which includes all written sources only. Third, in a specific sense, namely only covering official documents and state documents, such as letters of agreement, laws, concessions, grants and so on”.

In this research, the researcher obtained various documents from the respondent. Data from the documents used by the researcher to dig up information that occurred in the past and strengthened the data that the researcher obtained from interview and observation.

In order to ensure that the instruments were aligned with the research objectives and indicators of authentic assessment, the following blueprints were developed:

1. Observation Instrument Blueprint

Table 3.1
Observation Instrument Blueprint

No	Indicator	Sub-Indicator
1	Spiritual and Social Competency	Teacher fosters spiritual and social values in classroom interaction
2	Review of Previous Lesson	Reviewing prior learning and linking to new material
3	Student Inquiry	Giving students opportunity to ask questions
4	Learning objectives	Communicating learning objectives at the start of lesson
5	Real-Life Relevance	Using real-world examples in teaching
6	Student Engagement	Monitoring and observing student participation
7	Knowledge Assessment	Assessing students through responses
8	Group Assessment	Assessing students' knowledge and skills in group work

9	Active Participation	Encouraging students to actively present assignments
10	Differentiated Tasks	Giving assignments based on student ability levels
11	Assignment Monitoring	Checking quality of student assignments
12	Performance-Based Assessment	Encouraging students to demonstrate knowledge through performance
13	Authentic Assessment Integration	Ensuring assessment aligns with learning process
14	Lesson Closure	Guiding students to conclude or summarize learning
15	Evaluation & Feedback	Providing evaluations or feedback at the end

2. Interview Instrument Blueprint

Table 3.2
Interview Instrument Blueprint

No	Indicator	Sub-Indicator
1	Teacher's Perception	Understanding of authentic assessment
2	Assessment Types	Types of authentic assessment applied
3	Dominant Assessment Type	Most frequently used assessment type
4	Assessment Practice	Implementation of authentic assessment in classroom
5	Student-Centeredness	Understanding student needs before applying assessment

6	Timing	When authentic assessment is applied during learning
7	Lesson Plan Consistency	Alignment between assessment and lesson plan
8	Usefulness	Teacher perception of ease/benefit in using authentic assessment
9	Challenges	Problems or obstacles in implementing authentic assessment

D. Data Collecting Techniques

In this research, the researcher collected the data with observation, interview, and documents.

1. Observation

In this part, the researcher came to the classroom and observed the teacher's activities in assessing students. Then, the researcher observed and filled out the observation checklist. The researcher observed and monitored the teacher in the classroom. In the observation activities, the researcher did not involve in the learning process.

2. Interview

Before the researcher interviewing the teacher, the researcher prepared a list of question as an interview guide. Then the researcher made an appointment with the teacher when the interview could take place. Following this, the researcher

conducted the interview with the English teacher, asking questions about the authentic assessment and its types used in the English class.

3. Documents

The researcher obtained information from various written sources or documents provided by the respondent. The researcher collected document related to authentic assessment conducted by the teacher and examined the types of authentic assessment the teacher used in the English class. The documents included lesson plans and assessment sheet from the teacher.

E. Data Analysis Techniques

At this stage, the researcher analysed the data. This step was important to complete before writing the research report. The data analysis process began with analysing all the data the researcher had collected. The next step was to reduce the data through abstraction. Abstraction meant that the researcher made basic summaries, processed, and formed statements to ensure the data remained valid.

The researcher used the technique of data analysis that suggested by Miles and Huberman (as cited in Sugiyono, 2013: 246). This technique consisted of three such as:

1. Data Reduction

Reduction of data refers to the process of selecting, focusing attention, abstracting, and transforming the raw data collected from the research field. This process took place throughout the research, from the beginning to the end of the study.

2. Data Display

The presentation of data involved arranging information in a way that allowed for drawing conclusions and taking action. The purpose of this step was to organize and reintegrate all the data the researcher had collected from the research field. The presentation of data was done systematically organizing the information in a descriptive format that explained the researcher's conclusions.

3. Drawing Conclusion and Verification

After describing the data, the researcher analysed the data. The researcher presented the data from both the observation and the interview.

