

CHAPTER III

METHODOLOGY

This chapter presents the methodology consisting of the research design, setting and context of the study, participants, instrument, the procedure of data collection, and data analysis.

3.1 Research Design

This present study employs a case study to explore a case within a bounded system in detail (Creswell, 2007). By employing a case study, it identified the assessment types used by the teachers in assessing students' progress or understanding in English classrooms through detailed, in-depth data collection involving multiple sources of information and report case descriptions (Creswell & Poth, 2016).

3.2 Setting and Context

The study was conducted at one of the universities in Southeast Sulawesi, Indonesia. It focused on EFL pre-service teachers' observational assessment types used by the teacher in the English classroom during their school field teaching practice (PLP) 1. The study chose this context because it is interested in exploring the assessment types used by the teacher in knowing the students' progress and understanding in English classrooms since it becomes one of the essential things in teaching and learning.

3.3 Participants

Eighteen students majoring in English 5th and 7th semesters (12 males and 6 females) were involved in this study based on purposive sampling selection. Pre-service teachers have done the school field teaching practice (PLP) 1 in English classrooms at several schools in Kendari for 45 days, from July 25 to August 27, 2022. The school field teaching practice (PLP) is an effort to introduce students early to the school to develop their knowledge and skills in socializing and getting acquainted early to find out how the school conditions are, making it easier for them later if they become teachers. They were placed in different schools; some were in junior high and senior high school with different supervisors. While they did the school field teaching practice 1, they observed the teaching and learning process, including the assessment types used by the teacher in assessing students' progress or understanding in the English classroom.

Table 3.1 Participants' Profile

No.	Participants	Gender	School of Field Teaching Practice 1	Age	Semester
1.	P1	Female	Senior High School	19	5
2.	P2	Female	Senior High School	20	5
3.	P3	Female	Senior High School	19	5
4.	P4	Female	Senior High School	19	5
5.	P5	Female	Senior High School	20	5
6.	P6	Female	Senior High School	19	5
7.	P7	Male	Senior High School	21	7
8.	P8	Female	Senior High School	20	5
9.	P9	Female	Senior High School	22	5
10.	P10	Male	Junior High School	21	5
11.	P11	Female	Junior High School	21	5
12.	P12	Female	Junior High School	21	7
13.	P13	Female	Junior High School	19	5
14.	P14	Female	Senior High School	20	5
15.	P15	Female	Senior High School	23	5
16.	P16	Male	Senior High School	20	5
17.	P17	Female	Junior High School	20	5
18.	P18	Male	Junior High School	20	5

3.4 Instrument of the Study

To carry out this case study, reflective Focus Group Discussion (FGD) was used as the instrument to address the research question of this study. Interviews were used as the triangulation for unclear answers that still need to be asked (Creswell & Poth, 2016). It does not take a long time and can be scheduled quickly. It can be done quickly for all participants and does not cost much.

This study primarily used reflective FGD to gather the data. The question that is focused on FGD is in the following table:

Table 3.2 Reflective FGD Guideline

No.	Question
1.	What types of assessment do teachers use in assessing students' progress or understanding in the English classroom?

In addition, the interview questions were asked to five participants whose data is still lacking and needs further explanation. Each participant was asked one question based on their answers from reflective FGD to get deeper data. The questions are presented in the following table.

Table 3.3 Interview Guidelines

No.	Questions
1.	Did the teacher give corrections or feedback in the presentation?
2.	How does the teacher model in giving questions to students? The questions they are working on is based on material they have learned or that has not been taught? Are there any corrections and feedback from teachers?
3.	When is the daily test held? Is it every one chapter done or something else?
4.	What is the type of text generated? How is the practice done?
5.	What are the examples of student activity in the classroom so that the teachers can assess their progress and understanding?

3.5 Data Collection

In the stage of research data collection, the results of the reflective Focus Group Discussion (FGD) in the form of transcripts were used as the primary data. The interview was used as the triangulation for answers that were unclear and still needed to be asked. The procedure for collecting the data was started by doing focus group discussions through the Zoom application. A focus group was used because it is beneficial when the interaction among interviewees will likely yield the best information, when interviewees are similar and cooperative with each other, when the time to collect data is limited, and when individuals interviewed one-on-one may be hesitant to provide information (Krueger & Casey, 2014; Morgan, 1997). In the group, they focused on discussing the question, "What types of assessment do teachers use in assessing students' progress or understanding in the English classroom?" It is based on their experiences in English classrooms while they did the school field teaching practice 1. Everyone was allowed to bring up their experiences. Throughout the discussion, it was recorded. Then the recording was transcribed and sent through the Google Drive tool. As for an answer that was not clear, an interview was conducted.

3.6 Data Analysis

In this study, the assessment types considered that the teacher used in the classroom by adapting theory from formative assessment (Cizek, 2010) that consist of several tools/techniques such as homework/assignment/task/exercise, questioning, presentation, and short quizzes (Frey & Fisher, 2011), and

summative assessment (Cheng & Fox, 2017). See Table 3.4 below for an analysis of the theories details.

Table 3.4 Theories Analysis of Assessment Types

Author(s)	Year	Type of Assessment	Tools/Techniques	Description
Frey & Fisher	2011	Formative Assessment	Homework/Assignment/Task/Exercise	In a formative assessment system, independent work allows for practice and application. It can also serve as a review for determining if students have grasped the prerequisite content or if additional instruction is necessary
			Questioning	In this paradigm, the teacher poses a question, selected students are called upon to respond, and the teacher evaluates the responses
			Presentations	Most teachers assign student-designed and student-led presentations about a topic studied in class
			Short Quizzes	Although tests are most commonly used as summative assessments, they can also be used in formative ways, such as when they are used as quizzes to check for understanding. For a quiz or test to be informative to the learner, it must include a mechanism for correction
Cheng & Fox	2017	Summative Assessment	Test	Final evaluation at the end of a chapter, unit, course, etc.

In analyzing the data, coding was used to organize and group categories of the transcript data (Saldana, 2009). After the transcript data was obtained, code each type of data. Data coding was done by collecting similar facts and inserting them into a table. After collecting similar points, then made categorizations. Next, the most important immediate categorization needs was chosen to answer the

research question. Thematic analysis (TA) was used as collected data (Saldana, 2009).

Some main focus themes and sub-themes are focused on in this study. Firstly, formative assessment comprises sub-themes of homework, questioning, presentations, and short quizzes: the last theme is a summative assessment. Participants' reflective focus group discussions were categorized and identified using various colors. The italic code is a mark of formative assessment, the **blue color** code is for sub-theme homework, the **purple color** code is a mark of questioning, the **grey color** code is a mark of presentation, the **brown color** code is a mark for short quizzes, and the **green color** is a mark of summative assessment. The examples of data coding are in the following:

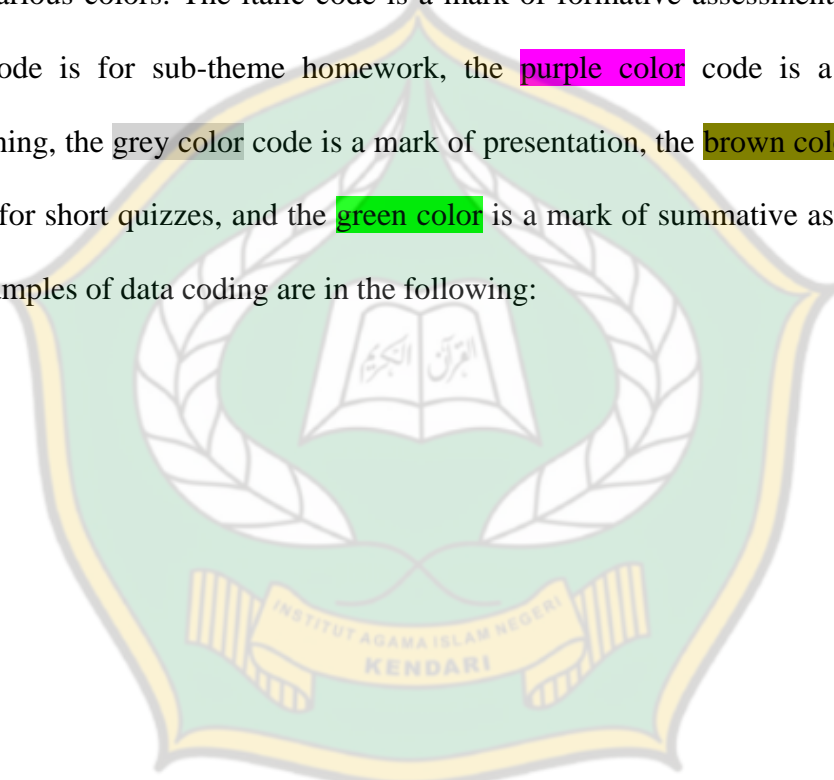


Table 3.5 The Example of Data Coding

Name	Q1: What types of assessment do teachers use in assessing students' progress or understanding in the English classroom?	Initial Coding	Open	Next Open Coding	Axial Coding	Selective Coding	Sub Theme	Theme
P10	Ok if from me, the way the teacher assesses or knows the progress or understanding of the student is by giving assignments to students so that the teacher can know what the progress of the students. That's all from me.	Ok if from me, the way the teacher assesses or knows the progress or understanding of the student is by giving assignments to students so that the teacher can know what the progress of the students. That's all from me.		Giving the tasks/homework	Formative	I. Formative	Homework	Formative
P17	When it comes to teachers evaluate student understanding, it is usually by asking questions and giving feedback directly in class. In addition, if a chapter is over, usually the teacher gives daily tests, here the teacher gives evaluations which are usually accompanied by written feedback	When it comes to teachers evaluate student understanding, it is usually by asking questions and giving feedback directly in class. In		The teacher asks the students and gives feedback directly in the class	Formative	II. Summative	Questioning	Formative

Name	Q1: What types of assessment do teachers use in assessing students' progress or understanding in the English classroom?	Initial Coding	Open	Next Open Coding	Axial Coding	Selective Coding	Sub Theme	Theme
	such as including in students' daily test papers such as good job, you've done a good job and other words of praise, but when students get unsatisfactory grades, the teacher will encourage them with words that make them not feel that English is difficult to understand.	addition, if a chapter is over, usually the teacher gives daily tests, here the teacher gives evaluations which are usually accompanied by written feedback such as including in students' daily test papers such as good job, you've done a good job and other words of praise, but when students get unsatisfactory grades, the teacher will encourage them with words that make them not feel that English is difficult to understand.						
P14	In SMA 2, the teacher gave the	In SMA 2, the	Present the material	Formative		Presentation	<i>Formative</i>	

Name	Q1: What types of assessment do teachers use in assessing students' progress or understanding in the English classroom?	Initial Coding	Open	Next Open Coding	Axial Coding	Selective Coding	Sub Theme	Theme
	material to the students and told them to come forward to explain. Then the other group respond to it group what is wrong, using English. It's like they learn to teach and explain too. The have good teacher.	<i>teacher gave the material to the students and told them to come forward to explain. Then the other group respond to it group what is wrong, using English. It's like they learn to teach and explain too. The have a good teacher.</i>		using English				
P8	from me during my observation at SMA 11 by doing a quiz given by the teacher to find out if there are students who do not understand or do not understand at all.	from me during my observation at SMA 11 by doing a quiz given by the teacher to find out if there are students who do not understand or do not understand at all.		The teacher gives short quizzes	Formative		Quizzes	Formative
P2	From me, the teacher held an oral examination of each chapter to each student, the oral test must	From me, the teacher held an oral examination		Giving oral test in every chapter	Summative			Summative

Name	Q1: What types of assessment do teachers use in assessing students' progress or understanding in the English classroom?	Initial Coding	Open	Next Open Coding	Axial Coding	Selective Coding	Sub Theme	Theme
	be.	of each chapter to each student, the oral test must be done.						

(Adapted from Saldana, 2009).

