**CHAPTER III**

**RESEARCH METHODOLOGY**

This chapter presents the steps taken by the researcherin conducting the study. There are four sections in this chapter. The first section is research design. It presents the methodology used in this study. The second section is research setting and participants. The third section is data collection. It shows the instruments used in collecting the data. The last is data analysis techniques. It explains the steps on how the gathered dataare analyzed and interpreted.

3.1 Research Design

This study attempted to investigate teachers’ strategies in conducting speaking assessments for young english learners~~;~~by using qualitative design. This design was relevant to the nature since it could be used to investigate the quality of relationship, activities, situation, or materials (Fraenkl & Wallen, 1993). It was also useful to obtain in-depth data and to understand a particular phenomenon (Preissle, 2002). In addition, Creswell (2008) defined a qualitative study as “an inquiry processof understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in natural setting.” During the term of the method, descriptive method was used in conducting the study. It was used to finda variety of possibilities in solving the actual problem through collecting, collating, or classifying the data, analyzing, and interpreting them (Surakhmad, 1994). Alwasilah (2002) also explained that descriptive method is useful for describing the characteristics of groups and a phenomenon.

3.2 Research setting and participants

Since this study was on young learners, it was conducted at MIS Nurul Huda, Tanjung Morawa. The participants were three English teachers who were teaching. The reason why the researcher chose the school was because she has an access to them. Thus, the data would be gathered easily.

3.3 Data Collection

3.3.1 Observation

 Observation was first conducted by collecting the data in order to know the framework of strategies that teachers used in assessing young learners’ speaking skill. The observation could give the researcher some data that might not come up in the questionnaire or interview (Maxwell, 1996). In this study, the participants’ classes were observed using video recorder and field note. In the observation, the researcher did not take an active role in the classroom in order to have brief information related to the study that will be conducted.

3.3.2 Interview

To gain more accurate and specific data, a one-on-one interview with the participants was conducted. There were 10-20 questions delivered. They were asked with open-ended questions so that they have a freedom to express their perspectives of assessments for young learners. This is in line with Cresswell (2008) that explained that“asking the participants individually with open-ended questions or semi-structured interview will make the participants easier to have their best voice of their experiences unconstrained by any perspectives of the researcher findings and it allows the participants tocreate the options for responding”. All the interviews were recorded and transcribed.

The guideline questions for the interview were focused on thepurpose of speaking assessment, their consideration in conducting thespeaking assessments, the aspects to be assessed, the speaking assessment strategies theyusedinthe classroom, how they designed the assessments, how they understood the assessments, and how they scored the students.

3.3.3 Questionnaire

The researcher administered questionnaire to the sample of the study which are two teachers of MIS Nurul Huda to know how far students used questioning as a speaking assessment. The validity test which has been used by the writer is construct validity. In addition, the validity test is aimed to measure how far the thesis is appropriate to test what will be tested. In consequences,before distributing the questionnaire to sample of the study, the writer hasto test the validity to measure whether the instrument is appropriate to bed is tributed. Beside, the writer also tests the reliability of instrument. Reliability is aimed to measure the consistency of instrument if it is conducted twice or more. It means that reliability test should beconducted in order to make the instrument reliable and appropriate to bed is tributed to the sample of the study.

 3.4 Data Analysis Technique

The data analyses were guided by the research questions. They were taken from observations, questionnaire, and interviews. After they were collected, they were coded and classified based on research questions. Each classification was analyzed and interpreted. In observation, the collected data were coded and categorized based on the types of speaking assessment sproposed by the experts (Hughes, 2003; Brown, 2004; McKay, 2006). The analysis was interpreted by reviewing the major findings, and it wasreported in narrative discussion. The interview was conducted in order to validate the findings. It was useful for checking the accuracy or credibility of the findings. The aim of interview in this study was to know specifically what teachers had done in conducting the speaking assessment.