

## **CHAPTER 3**

### **RESEARCH PROCEDURE**

This section displays how the researcher obtained the data. Starting with the chosen method, focus on research, categorization, setting, and participants, and how to obtain data step by step.

#### **3.1 Method of the Research**

The research method used descriptive case study as a qualitative focus. The goal set by the researcher is to describe the data as they occur (Patnaik & Pandey, 2019). Furthermore, the descriptive case study describes natural phenomena that occur in the requested data, namely the media used for summative assessment using several platforms (Perera-Diltz & Moe, 2014). Apart from that, according to Daka et al. (2021) the stages in carrying out a summative assessment are preparation, then scoring and feedback oral.

#### **3.2 Focus of the Research**

The research data focused on investigating how English teachers conduct summative assessments in pandemic situations.

#### **3.3 Setting and Participants**

In obtaining all the data for this research, this study has been conducted at one of the vocational schools in Indonesia on learning activities that use online platforms in assessing after teaching English to obtain the result of learning. Then, concerning the participants, they are three English teachers who teach in one of the vocational schools in Tasikmalaya, which refers to those who have the information needed and could share their experiences and get involved with the events and problems. Each teacher conducts an online assessment, and one of them is also a maker of exam questions for class X and class XI, each teacher experiences the same situation in several phases, where the three teachers have conducted online assessments several times, especially during this pandemic until 2021. Firstly, the participant is a male teacher who started teaching in 2000 and is still ongoing. He has conducted

an online assessment during a pandemic situation that started in 2019 in his classroom for more than two years. Secondly, a female teacher taught from 2009 until now and has conducted an online assessment that started in 2019 in her classroom for more than two years. Thirdly, a female teacher who has taught since 2008 and is still ongoing also has conducted an online assessment that started in 2019 in her classroom for more than two years.

The rationale of consideration in respondents of this research is because they are the teachers who conducted the assessment and are also the makers of questions and answers, and the grid of the English language before the exam. Furthermore, the researcher asked about their willingness to participate and perform interviews to collect the primary data of this study. Also, researchers mentioned at first, considering recording the interview and their responses. Additionally, the respondent is officially anonymous in an interview opportunity, and the actual situation is not disclosed.

### **3.4 Data Collection Technique**

The interview is a common data collection approach that involves the researcher and the subject communicating verbally. A semi-structured interview will obtain the data and is based on open-ended questions from an interviewer and generally has a framework of themes to be explored. The purpose of semi-structured interviews is useful when collecting attitudinal information on a large scale. The interview was conducted for once or twice interviews per respondent. Interview conversationally with one respondent at a time, on the other hand, interview a minor group of respondents without an enormous outlay of time and personnel (Adams, 2015). Also, using semi-structured interview questions should be intended to offer the respondents freedom and adaptability to respond and accomplish an opportunity and adaptability. The inquiries ought to abstain from being dubious, equivocal, driving, compromising, and stacked (twofold barrelled) (Rahman et al., 2019). The researcher can dig up the data and be more detailed to increase the research information on how a teacher conducts the online assessment. All questions were adapted from Perera-Diltz & Moe (2014) and Daka et al.

(2021). The first question asked for an explanation of the initial preparations made before conducting the online assessment, then the implementations in completing the online assessment, scoring, and feedback in determining the online assessment.

### 3.5 Data Analysis

Thematic analysis (TA) is a method of systematically identifying, organizing, and providing insight into patterns of meaning (themes) in a dataset. It provides an entry point into qualitative research and teaches mechanisms for systematic coding and analysis of qualitative data, which can then be linked to broader theoretical or conceptual questions (Braun & Clarke, 2012), the outline of six stages of approach to TA with examples:

#### a. Familiarizing Data

This phase involves the researcher's ability to immerse her in any data obtained by reading and continuing to read to understand the data better. The interviews have been recorded, and the transcript converted into .docx format for a better analysis.

#### b. Initial Codes

In this step, the data generated the code from any data understood. This code was the essential point that created a short overview of the data. The interview findings were then emphasized using color-coded coding.

Table 3.1 Initial Codes

Number of questions	Data	Codes	Themes
1.	P1 : In the process of creating questions in class the questions are created by the teacher who must follow the <i>Capaian Pembelajaran</i> (CP) and <i>Kompetensi Dasar</i>	- Question Selection Made - Type of question - Considering for questions	Preparation of assessment

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(KD) which are which are questions created by teachers who are responsible for creating exam questions, and also before they are made for exam questions, a grid is also made, which is distributed to students to work on.

The type of questions used in the exam is multiple choice. There are 40 questions with only 4 answer options, namely a, b, c, d.

There is a time range set by the operator, for example starting at 8 o'clock until 9 o'clock, then the operator sets it at 8 o'clock and ends at 9 o'clock, there is no additional time.

P2 : The assessment at the end of the semester in the PK curriculum here is also held towards PAS (Final Semester Assessment). In making it, we refer to KD, previously any KD used in

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semester 1 for the PK curriculum did not recognize KD but ATP (Learning Objective Flow).

Then from there, you arrange the questions before you create a grid that must refer to the objectives of the module.

Currently in the curriculum instruction Multiple Choice, 40 questions. Currently the PG is 30, for other subjects it is 40 questions. When we create questions, we have to consider the child's abilities and instructions from the school's MGMP team to formulate 30-40 questions.

After creating a grid, then arrange the questions related to the module and grid that has been created.

In essence, the module is made in the form of a chart/table from the previous content. After we make the questions, we also make answer keys because in large schools, for example in class, students

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can see the material that will come out and let them have an idea. As for the time used, the duration goes backwards so the settings in the questions are adjusted and each student's work on the questions will not be the same because the time they start is in different minutes.

P3 : In creating questions, we use rubrics such as grids and questions in table form such as, using basic competencies (KD) aimed at any number, what level of difficulty.

Questions are created by teachers who have been appointed by the committee in each class.

Use a specification rubric if the assessment uses Multiple Choice to make it easier to carry out.

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c. Searching for a Theme

A theme "captures something significant about the data in connection to the research question, and reflects some level of

patterned response or meaning within the data set" (Braun & Clarke, 2012). In this step, the researcher examined the data that had been coded and then categorized the data according to the same themes.

Table 3.2 Generating Themes

Codes	Themes
- The Platform	Platform of Assessment
- The place of examination	
- Using their own gadget	
- Teacher as Supervisor	
- Extra Time	
- Question Selection	Preparation of Assessment
- Questions Made	
- Type of question	
- Considered type of questions	
- Implementation Procedure	
- Considering for questions	
- Automatically score	Scoring
- Reflection of analysing questions	Feedback
Total: 13 Codes	

#### d. Reviewing Potential Themes

Previously formed themes were reviewed again in this step to ensure whether the initial themes were appropriate or whether they belonged to a particular theme or not.

e. Defining and Naming Themes

This step defines the final theme used by providing the proper name. Once the review finished, the themes were created and named to represent their entire subtheme.

Table 3.3 Defining Themes and Sub-Themes

Themes	Sub-Themes	Explanation
Platform of Assessment	- Google Form - School Web	Platforms used when conducting a summative assessment
Preparation of Assessment	- Preparation - Scoring - Feedback	Implementation of the summative assessment carried out during the exam, namely preparation, scoring, and feedback.

f. Writing up the report.

In this step, the researcher reports on the fundamental analysis, and the result must connect the data logically and meaningfully. Data from one topic must be sequential and linked to give a cohesive description of the data.

### 3.6 Steps of the Research

This study went through several steps, from preparing a research proposal to write a research report. The steps were as follows:

Exploring the issues related to teachers' assessment of learning during pandemic situations, researchers have read many journals related to the new situations faced the COVID-19 which needed to be enhanced. This fact was the phenomenon stated by researchers as the basis of this study. Conducting a literature review, the phenomena related to the topic acquired were followed up by searching for literature





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1.	Submissions of Research Topic	■											
2.	Research Topic Approval		■										
3.	Chapter 1			■									
4.	Chapter 2				■								
5.	Chapter 3					■							
6.	Proposal Approval						■						
7.	Seminar Proposal Examination							■					
8.	Conducting the Research								■				
9.	Chapter 4									■			
10.	Chapter 5										■		
11.	Competence Test Examination											■	
12.	Final Thesis Examination												■

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**Table 3.7.1.** Research Activities

### 3.7.2 Research Place

The place of research was conducted at a Vocational High School in Tasikmalaya, Indonesia. Located in Jl. Tamansari Gobras No.100, 46196.