CHAPTER III

METHODOLOGY

This chapter explains (1) the design of the study, (2) the variables of the study, (3) the operational variables definition, (4) site and participants, (5) the techniques of collecting the data, and (6) the techniques of analyzing the data.

3.1 The Design of the Study

This study applied a qualitative research method with the type of case study research. According to Saryono (2010), qualitative research is used to investigate, find, describe, and explain the quality or privilege of social influences that cannot be explained, measured or described through a quantitative approach. A case study is an exploration carried out by researcher on a problem.

In this study, the researcher tested the results of attitudes assessment in terms of Spiritual Attitude, Honest Attitude, Discipline Attitude, Attitude of Responsibility, Attitude of Tolerance, Attitude of Mutual Cooperation, Attitude of Politeness, and Attitude of Confidence.

$$\frac{Score\ obtained}{Maximum\ Score}\ x\ 4 = final\ score$$

For Example:

Score obtained 14, maximum score 4 x 5 questions = 20, Then the final score:

$$\frac{14}{20}\ x\ 4 = 2,8$$

Following the provisions of the scale, students get scores are:

Table 2

The Score Interval Category for Students Get Scores

No.	Score Interval	Criteria
1.	3,33 < score ≤ 4,00	Very Good
2.	2,33 < score ≤ 3,33	Good
3.	1,33 < score ≤ 2,33	Sufficient
4.	score ≤ 1,33	Poor

Source: Pedoman Penilaian Sikap, Pengetahuan dan Keterampilan Kurikulum 2013 Kementerian Pendidikan & Kebudayaan (2017)

3.2 The Variables of the Study

This research has three variables: Attitude Assesments, English Teachers, and Students. According to Creswell & Poth (2018), the variable that impacts a result or dependent variable is called an independent or predictor variable while the variable affected by the independent or predictor variable is called a dependent or criterion variable. In this study, there are two predictor variables which are English teachers and students. Meanwhile, criterion variable of this study is Attitude Assesments.

3.3 The Operational Variables Definitions

The study of students' attitude assesment based on Curriculum 2013 is conducted to find out the relation among four variables in SMP Negeri 17 Palembang. Therefore, those terms need to be explained based on the context to avoid misinterpretations.

The 2013 curriculum refers to the learning process guidelines set by the government and the teachers guidelines in teaching. Implementation and achievement of the 2013 curriculum can be seen from students' understanding of the learning process.

Attitude Assessment refers to students' attitudes, how the assessment of students is carried out, and what aspects are the benchmarks in conducting attitude assessments.

English teacher, in this case, refers to the teachers who gives an assessment of students, as well as what are the problems faced by the teachers in assessing student attitudes, because the teachers task, in addition to providing class lessons, the teachers also evaluate and supervise, this makes the teachers did not have time to assess students' attitudes in depth.

Students refer to the children in the classroom who are assessed by the teachers and how their attitude, tidiness and appearance in the classroom also actually affect the assessment made by the teachers.

3.4 Site and Participants

This research was conducted at the SMP Negeri 17 Palembang. This research used a purposive study with personal judgment to select the sample for a specific purpose.

Regarding the students' attitudes assessment, the participants were the grades 8 of the 2022/2023 academic year and 2 English teachers. Grades 8 at this school have eight classrooms: VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, and VIII-8. Based on data from Tata Usaha SMP Negeri 17 Palembang, the total number of grades 8 in SMP Negeri 17 Palembang was 273, and every grade has 33-34 students. They were chosen for two reasons. First, if the researcher collected information from grade 7, they have implemented a Merdeka Curriculum. If the researcher collected information from grade 9, they are already focused on facing school final exams and national exams. Secondly, grade 8 can be accessed quickly, the researcher can hold direct meetings with the participants, and the access provided by the school is excellent.

Table 3

The Participants of the Study

No	Grades	Gender		Total
		Male	**Female**	
1	VIII-1	16	17	33
2	VIII-2	17	17	34
3	VIII-3	17	17	34
4	VIII-4	17	17	34
5	VIII-5	17	18	34
6	VIII-6	17	17	34
7	VIII-7	17	17	34
8.	VIII-8	17	18	34
	Total	**135**	**138**	**273**

Source: Tata Usaha SMP Negeri 17 Palembang

3.5 The Techniques of Collecting the Data

The researcher used data collection techniques: Documentation, Forum Group Discussion, and Interviews. Documentation is used to analyze the rubric of student attitude assessment made by the teachers, and Forum Group Discussion is used to collect information about student attitude assessment from students. In contrast, interviews are used to collect information about teachers difficulties in assessing attitudes and how teachers overcome difficulties in assessing students.

3.5.1 Documentation

To collect the students' attitudes assesment towards English subject, the researcher used Documentation. According to Mudjia (2011) information can be obtained through facts stored in letters, diaries, photo archives, meeting results, souvenirs, activity journals, etc. Data in the form of documents like this can be used for recording information that occurred in the past. The researcher, in this case,

examined the attitude assessment rubric document made by the teachers to explore how is students' attitudes assessment carried out in the English teaching and learning process based on the 2013 curriculum at SMP Negeri 17 Palembang.

3.5.2 Interview

An interview is the second method that the researcher used to collect the data. Because it is perceived as "talking," and talking is natural, an interview is a popular method of gathering qualitative research data Griffee (2005). According to Setiawan (2020) to make the deep answers from the questionnaire more powerful the interview session is needed to strengthen, clarify, and confirm the answers to the questionnaire that was distributed to participants. The interview was done in English mixed with indonesian.

In this study, the researcher used a semistructured interview with open-ended questions. According to Griffee (2005) semistructured interviews have predetermined questions, but the interviewer is free to ask for clarification when carrying out interview evaluations. The researcher adopted ten interview questions from intrument that have been set by Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2017) entitled "Teknik dan Bentuk Penilaian Berdasarkan Kurikulum 2013" and from journal by Yunita and Hasanah (2019) entitled "Analisis Kesulitan Guru dalam Merancang Intrumen hasil belajar siswa pada kurikulum 2013 SMA Negeri Se-Kota Padang". Interview questions are for teachers. The total interview questions were ten questions. The researcher used this method to collect information about teachers difficulties in assessing attitudes and how teachers overcome difficulties in assessing students' attitudes.

In this study, the researcher used an open-ended interview. According to Anggito & Setiawan (2018), an open-ended interview uses a set of standard questions. This interview aims to let the subjects know that they are being interviewed and know the intent and purpose of the interview conducted by the researcher.

3.5.3 Focus Group Discussion

The researcher needs information from students to gather information about how the teachers carried out the attitude assessment. In this case, the researcher used the Focus Group Discussion method. According to Mudjia (2011), Forum Group Discussion is an effort to find the meaning of an issue by a group of people through discussion to avoid being misunderstood by a researcher. This method is used to avoid subjective meaning by the researcher, so a discussion group is formed consisting of several people. With several people studying an issue, it is hoped that a more objective meaning will be obtained. Meanwhile, according to Blackwell (2020), Focus Group Discussion is a group interview with 3–12 participants marked by group discussion, question and answer, interactive dialogue, and other activities. Five to six students from each class are selected based on the criteria from the report book (Highest, Middle, and Lowest) from the eighth class of the grades VIII SMP Negeri 17 Palembang.

Table 4

The Selected Students for Focus Group Discussion

No	Grades	Gender		Total
		Male	**Female**	
1	VIII-1	2	2	4
2	VIII-2	3	3	6
3	VIII-3	3	3	6
4	VIII-4	3	3	6
5	VIII-5	3	3	6
6	VIII-6	3	3	6
7	VIII-7	3	3	6
8.	VIII-8	3	3	6
	Total	**23**	**24**	**46**

Source: Wakil Kepala Bidang Kurikulum SMP Negeri 17 Palembang

3.5.4 Validity

Validity is needed in this study. According to Ary et.al (2010), *validity* is defined as the ability to make meaningful and acceptable insterpretations based on test results. The researcher used the Member Checking technique tso validate the interview answers from the teachers, researcher used the rubric example from Roman & Alexsandra (2021) for appendices. The researcher solicits participants' views on the credibility of the findings and interpretations. According to Creswell & Poth (2018), This technique is considered "The most critical technique for establishing credibility". This approach, mostly written about in qualitative studies, involves data collection, analysis, interpretation, and conclusions back to participants so they can assess the accuracy and credibility of the findings and interpretations.

Furthermore, for Focus Group Discussions, according to Rusdwiana, (2008), FGD can be said to be valid if used carefully for one problem or problem that is suitable for *Focus Group* investigation. Validity is the level of a procedure, whether the procedure can measure the objective of the measurement. Validity can be known in three ways, namely, from the lowest level is the method of visible validity. What is meant by visible validity is, do the results look valid? Another type of validity method is the level which is the result of behaviour that will appear, while the third method is through experience and predictive events or convergent validity. Focus groups generally have validity and reliability as seen through the level of trust in the opinions of participants, the number of groups in the FGD is 2-4 groups, and the number of each of these groups is between 5-11 people and participants who have the same experience but must be heterogeneous participants.

3.6 The Techniques of Analyzing the Data

Data obtained from the field from participants through documentation, Focus Group Discussions, and interviews are descriptive data about opinions, knowledge, experience, and other specs to be analyzed and presented to have meaning. Analysis or interpretation is carried out by referring to the theoretical

basis and based on consensus judgment. According to the Cambridge dictionary, a consensus is a group's generally accepted opinion or decision.

Based on the data from the field, the researcher studied three steps of data analysis, Nasution, (2019) including (1) data reduction, (2) data display, (3) conclusion and verification, and (4) triangulation.

3.6.1 Data Reduction

Data collected from documentation, interviews, and Focus Group Discussions are still raw materials. All data collected are processed to provide information relating to the research objectives. The management of these data starts with summarizing. Even the data are reduced again by assigning and grouping essential matters relating to the researcher.

The reduced data provides a sharper picture of the documentation results, Focus Group Discussions, and interviews and makes it easier for the researcher to look back at the data obtained if needed.

3.6.2 Data Display

Data display helps the researcher see the overall description of the study's results, both in the form of matrices and in the form of coding. For this reason, research data will be classified or grouped by making complete information on existing findings. The goal is that the data is easily read and further processed. In addition, it is hoped that the researcher will master the data and not sink into a pile of findings. This activity is called data display. Without doing this, the researcher will be confused when placing the findings in the actual position.

3.6.3 Conlusion and Verification

From the reduction of data and data display, the researcher draws conclusions and verification to make the data meaningful. It is also necessary to hold discussions with the experts. To make the conclusions more reasonable and no longer trial and error, the verification is carried out throughout the study in line with

member checking, triangulation, and audit trails, thus guaranteeing significant or togetherness of research results.

3.6.4 Triangulation

Triangulation is needed to confirm and validate the results of three data collections in this study. According to Cohen et.al (2000), triangulation is using two or more data collection methods in a single study. In this study, the researcher used three data of collection, a Documentation, Focus Group Discussion, and an interview, to get the validity of the results. Triangulation aims to increase the credibility and validity of the results.