

## **Chapter Three**

### **Research Methodology**

This chapter discusses the method that was used by the researcher for this study about the washback effect of writing assessment. This chapter consists of five sub-chapters. The first is research design. In this part, the researcher discusses about the method and research design used in this study. The second one is research setting and participant. In this part, the researcher discusses about where this study was conducted and the participants of this study. The third is data collection method. In this part the researcher explains the type of instruments applied by the researcher to collect the data from the participants. The fourth is research instruments. It is about how the researcher collect the information from the participants. The next part is data collection procedure which talks about the steps in collecting the data. The last sub-chapter discussed in this part is data analysis. In this part the researcher explains how to collect and report the information from the participants.

#### **Research Design**

This study aims to find out the washback effect of writing assessment in English Language Education Department (ELED) of a private university in Yogyakarta based on students perspective. The researcher used qualitative method in conducting this study. The reason the researcher uses qualitative method is because in this study the researcher would like to find out the washback of writing assessment from students perspective. So, the researcher used

qualitative research design because in qualitative research there is interview instrument that enables the researcher to ask people to explore and dig out the information and also do the follow up question to make sure the answer is clear. Creswell (2012) stated that qualitative research is the most fitting method for researchers to explore information regarding the phenomenon from students perspective. This study used descriptive qualitative design which enables the researcher to present the result of this study in wide description and find detailed information from the participant.

### **Research Setting and Research Participant**

**Research setting.** This research was conducted at English Language Education Department (ELED) of a private university in Yogyakarta. The reason of this research is conducted in ELED was because assessment was used in every subject to monitor students' skill in ELED. On the other hand, the washback as one of the important principles of second language assessment has never been conducted as a research in ELED. Therefore, the researcher thought to conduct this research at ELED to find out whether the assessment used has positive washback or not. It is also suitable to do this research at ELED because it is accessible for the researcher as the researcher is a student at ELED.

**Research participant.** In this study the researcher involved students of English Language Education Department (ELED) of a private university in Yogyakarta as the participants. The participants of this study were the students of ELED in a private university in Yogyakarta. This study set two criteria to choose the participants. First of all, the participants were enrolled in a writing class.

Secondly, they had at least 75% of attendance in the class. This means that they have experience and comprehension of receiving assessment. Based on those criteria, researcher decided to choose students batch 2017 as the participant because they fulfilled the requirement and they also still attended writing classes where their writing skill was also assessed. This study only uses four students as the participants because in qualitative research, small participants are the representative of the information of the data (Creswell, 2012). Four participants in this research were chosen because they were easily accessible and whom the researcher was close to.

The interview session was conducted in March 2018. The researcher chose four students to become the participants in this research had experiences in doing writing assessment. The first participant and the second participant were male. The third and the fourth participant were female. All of them were from the same class. Researcher mentioned the participants as Participant One, Participant Two, Participant Three, and Participant Four

### **Data Collection Method**

This study used interview as the data collection method to collect data. Interview was conducted because the researcher wanted to explore information from participants by doing follow up questions and clarifying the answer. The type of interview used in this study was an open-ended interview. In open-ended interview, the participants answer the same questions in the same order (Cohen, Manion, & Morrison, 2011). The researcher used open-ended interview to make sure all the data are complete from each participant because they got the same

questions. In addition, it was easy to analyze the data because the questions were given in the same order for each participant.

### **Research Instrument**

This study used an interview guideline as the research instrument. The interview guideline consisted of two questions regarding the activities students did in regard to writing assessment and the washback of writing assessment. The interview process was recorded using a mobile phone. The duration of the interview was around 20 minutes for each participant. The location of the interview was chosen by the participants to make them feel comfortable in doing the interview session. This interview used *Bahasa Indonesia* to facilitate the participants and researcher in delivering the questions and the participants in answering questions and expressing ideas of perception.

### **Data Analysis**

After interviewing the participants, the researcher transcribed the result of the interview from audio recording into written form. The researcher did not mention participants to protect their privacy. The researcher mentioned the participants as Participant One, Participant Two, Participant Three, and Participant Four. After the researcher did member checking to make sure the data was appropriate with the real perception of the participants in the interview. The researcher showed the printed transcript to the participants. The researcher asked the participant to read and check the script to confirm the information in the script and the result of member checking confirmed that the transcript matched their ideas. After that, the researcher analyzed the data by

doing coding. First, the researcher gave a new label to a piece of text as a description reminder and categorized the coded text. Second, the researcher broke down the information from large data into smaller point units. Third, the researcher identified and categorized the similar points. Fourth, the researcher identified the core categories of text data and integrated the result to form a theory.