CHAPTER III
RESEARCH METHODOLOGY

A. Approach and Research Design

The current study is conducted to analyzing the implementation of students’ peer assessment in writing descriptive text at senior high school. The researcher of the study acts as the participant and analyzes the data taken from the students at tenth grade of Trisila Senior High School of Surabaya. In concluding the study, the researcher uses case study descriptive qualitative research to find out the answer from the problems and give new alternative to the analysis in the implementation of students’ peer assessment in Trisila Senior High School of Surabaya. Ary states that descriptive study is designed to obtain information with the current status of phenomena¹.

Bogdan and Taylor in Moeleong state that qualitative research is a research procedure that represents the descriptive data such as words in written and oral from the people and the behavior that can be observed².

The objectives of this study was to answer the statement of the problems. The research methods and techniques used for the data collection through, classroom observations, documentation, questionnaire, and interviews for the collection of qualitative data. The qualitative data is useful because it enriches

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¹Ary, Donald. *Introduction to Research in Education*, New York: Reinhart and Winston. 1979. 53
the study function as a way to crosscheck and validate the data collect through the questionnaire.

B. Researcher Presence

In this research, usually the researcher used primary instrument for data collection in qualitative research, such as; collecting data through observation and interviews. The researcher used several instruments which can be used in the research. To collecting the data, the researcher presence is the most important. It is because the researcher did observation the students in the class. The researcher has role as observer participant. So the researcher can interview some of the students to collect the data.

C. Research Location

The location of this research is in the school Trisila Senior High School of Surabaya located at Jl. Undaan Kulon 57-59 Peneleh, Genteng Surabaya. This study was carried out in the classroom tenth grade of Trisila Senior High School of Surabaya where the teacher teaches English. The researcher choses Senior High School of Trisila Surabaya as the place for doing the observation because this school also provides extracurricular which is related to English.

D. Research Instruments

An instrument is important to find out the result of the research, so the instruments must be prepared well. In this study, the researcher will used some

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instruments such as; rating scales rubric of peer assessment, assessment rubric, questionnaire, and interview guidelines.

The descriptions of the instruments are:

1. Rating Scales of Peer Assessment

   The researcher used rating scales of peer assessment as assessment tools. The effective rating scales use descriptors with clearly understood measures, like as frequency poor, fair, good, and. Here rating scales of peer assessment are adapted from Issacs, G, Assessing Group Tasks. (See Appendix I)

2. Assessment Rubric

   Assessment rubric is a tool to assess learners’ competence which involves criteria of achievement level. The researcher used assessment rubric because the researcher want to know the students’ peer assessment in writing descriptive text. This instrument is used in order to make the researcher easier in analyzing the data to answer the first research question. The researcher used an assessment rubric of students peer assessment adapted from Brown.4

   **Table 3.1**
   **Writing Descriptive Text Rubric**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Performance Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content a. Topic</td>
<td>The topic is complete and clear and the details are relating to the topic</td>
<td>4</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>b. Details</th>
<th>The topic is complete and clear but the details are almost relating to the topic.</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The topic is complete and clear but the details are not relating to the topic.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The topic is not clear and the details are not relating to the topic.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Organization</strong>&lt;br&gt;a. Identification&lt;br&gt;b. Description</td>
<td>Identification is complete and descriptions are arranged with proper connectives.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identification is almost complete and descriptions are arranged with almost proper connectives.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identification is not complete and descriptions are arranged with few misuses of connectives.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identification is not complete and descriptions are arranged with misuse of connectives.</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Grammar</strong>&lt;br&gt;a. Use Present Tense&lt;br&gt;b. Agreement</td>
<td>Very few grammar or agreement inaccuracies.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Few grammatical or agreement inaccuracies but not affect on meaning.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numerous grammatical or agreement inaccuracies.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frequent grammatical or agreement inaccuracies.</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Vocabulary</strong></td>
<td>Effective choice of words and word forms.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Few misuse of vocabularies, word forms, but not change the meaning.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited range confusing words and word form.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very poor knowledge of words, word forms and not understable.</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Mechanics</strong>&lt;br&gt;a. Spelling&lt;br&gt;b. Punctuation&lt;br&gt;c. Capitalization</td>
<td>It uses correct spelling, punctuations, and capitalization.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It has occasional errors of spelling, punctuations, and capitalization.</td>
<td>3</td>
</tr>
</tbody>
</table>
It has frequent errors of spelling, punctuations, and capitalization. 2

It is dominated by errors of spelling, punctuations, and capitalization. 1

Comment:.............................................................................................................
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................................................................................................................................
................................................................................................................................

3. Questionnaire

Questionnaire is written questions that are used to get information from the respondents. In this study, the researcher used the close questionnaire. The researcher gave the close questionnaire to be answered by the students. The students should answer the questions by ticking the most possible answer. This questionnaire was used to answer the second research question about what are the students’ responses of implementation peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya. This questionnaire is adapted from Morgan Stubbe essays volume eleven copyright@2011 from http://www.jmu.edu/evision. (See Appendix III)

4. Interview Guidelines

Interview is a verbal communication. It means that this strategy is as an oral conversation between two persons or more directly. The researcher used the interview guidelines as a tool of data collection to interview the students.

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This interview is used to find out the students responses of the implementation of peer assessment in writing descriptive text.

Those interview guidelines was used to find out the students’ response of the implementation of peer assessment in writing descriptive text. This interview guidelines is adapted from Harris and Brown.\(^7\) (See Apendix IV)

E. Data Collection Technique

Data collection technique is the way the researcher collects the data empirically and objectively. In collecting data of this research, the researcher used some techniques, such as; observation, documentation, questionnaire, and interview. The researcher elaborates the data collection technique as follows:

1. Observation

The researcher observed when the students did the implementation of students peer assessment in the class. It is used to answer the first research question. The researcher used an rating scales of peer assessment to collecting the data.

2. Documentation

The documentation is as a tool of data collection. Documentation is anything that documented to be a proof in this research. The researcher used documentation because the researcher take the text and evaluation rubric of writing descriptive text as the document from the student’s writing of

descriptive text. Descriptive text writing is an assignment that given to the students. The students were given an assignment in form of write descriptive text. It is used to answer the first research question. The topic had been selected by the researcher and only controlled by the teacher. The students were given time is about 45 minutes. This is because the limit time. Each meeting takes 90 minutes. Explaining the material and giving examples is about 20 minutes, and assessing their friends (peer assessment) takes only 25 minutes. The researcher also asked the teacher to give the result of students’ assignment (write descriptive text) and writing rubric descriptive text. The researcher asked students to write and to assess their friends about descriptive text twice. They had to write and to assess their friends about descriptive text twice based on the teacher’s recommendation. The researcher got 56 texts and 56 rubric assessment as data because each meeting the researcher got 28 assignments and 28 writing descriptive text rubric assessment from 28 students. (See Appendix V)

3. Questionnaire

Questionnaire is some questions that are given to the students. The students should answer the multiple choice questions by choosing the most possible answer without giving the reason. The researcher gave questionnaire to all of the students. The students should answer the questions by choosing the most possible answer.

4. Interview
Interview is a method that involves the collection of the data through direct verbal interaction between individual students. In this research, the researcher interviewed fifteen students who were chosen randomly. The interview was conducted in the school after school hour. Conducting interview after school hour makes the researcher easy to interview and it also does not disturb the teaching and learning process.

F. Data Analysis Technique

Data analysis is a process of gathering, modeling, and transforming data with the useful information, suggesting conclusions, and supporting decisions making.\(^8\) Data analysis is used to accumulate and organize all of the collected data according to the procedures.

In analyzing the data, the researcher used descriptive qualitative analysis technique to analyze students' peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya. The researcher used the theory of Miles and Huberman to analyze the data. There are three steps in analyzing the data like as data reduction, data display and conclusion.\(^9\)

![Components of Data Analysis: Interactive Model](image)

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After the researcher collected the data, the researcher reduced the data, display the data and then made a conclusion. The researcher describes in detailed explanation bellow:

1. Data collection

The researcher used four ways to collect the data. The data were taking from; observation, questionnaire, interview, and documentation.

Firstly, the researcher took the data from observation. The data from observation answers the first question about implementation of students’ peer assessment. This data was analyzed by using rating scales rubric based on some aspects to assess their work.

Secondly, the researcher took the text and assessment rubric as the data from the students’ writing on descriptive text. The data from the students’ writing answers the first research question about how is the implementation of students’ peer assessment in writing descriptive text. This data was analyzed by using some criteria rubric to assessment. The elements rubric has five categories such as; content, organization, grammar, vocabulary, and mechanics. Each category has maximum score. The maximum score is four. After that, the researcher used students’ score to determine students’ grade in writing descriptive text by using the theory which was adapted from David Harris. The marking scale can be interpreted as follows:
Then, the researcher used this formula to know the percentage of the students’ grade. Therefore, the researcher knew the highest frequency of the students’ writing which uses five elements criteria in writing descriptive text.

The formula is:

\[ P = \frac{F}{N} \times 100\% \]

Notes: 
- \( p \) = percentage
- \( F \) = frequency
- \( N \) = number of sample

Thirdly, the researcher gave the questionnaire to the students. The data from the questionnaire for analysis in order to answer the second research questions about what are students’ responses of the

**Table 3.2**

**The Marking Scale of the Students’ Writing**

<table>
<thead>
<tr>
<th>Criteria of Mastery Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>18–20</td>
<td>Very Good</td>
</tr>
<tr>
<td>15-17</td>
<td>Good</td>
</tr>
<tr>
<td>12-14</td>
<td>Fair</td>
</tr>
<tr>
<td>Less than 12</td>
<td>Poor</td>
</tr>
</tbody>
</table>
implementation of peer assessment in writing descriptive text. There are 6 questions.

Then, the researcher also interviewed the students to get the data. The data from interview answers the second research questions. Therefore, the data from interview supports the data from the questionnaire.

1. Data Reduction

The researcher reduced the data of students’ writing descriptive text. The researcher reduced the data in order to simplify the data. Therefore, the researcher was able to determine which data are relevant to the research questions and the data are not. The researcher focused on peer assessment based on criteria assessment rubric in five elements; content, organization, literary, grammar, vocabulary, and mechanics.

2. Data display

After reducing the data, the researcher displayed the data. Data display presents the simplifying of the data, represents of organizing the data and to draw an inference. There are some ways in displaying the data, like as;, chart, graphs network, diagram of different types (Venn diagram, causal models, etc).\(^\text{10}\) Therefore, the researcher displayed the data in form of chart in this research.

3. Conclusion

\(^{10}\) Keith F Punch, *Introduction to research methods in education*, (London: Sage), 174
The researcher makes the conclusion after did some steps above such as data collection, data reduction, and data display.

G. Checking Validity of Findings

The researcher used triangulation; it means a technique to examine validity and credibility by checking the data on the same object of study but in different methods. The researcher conducted observation four times at tenth grade. Then, the researcher interviewed the students to get the data. The researcher also conducted documentation to get any information. The documentation data as a tool to ensure whether the data have obtained correct or not. Moreover, all of the data which was obtained were confirmed to the English teacher whether the researcher’s data correctly and valid or not. This is because the English teacher is a knowledgeable person who understands about the ability of the students’ and the real situation on the class.

H. Research Stages

The process of research stages such as: preliminary research, planning, analyzing data and concluding data.

1. Preliminary research

The researcher did preliminary research to decide this research is possible to be done or not. In this preliminary research, the researcher went to the school target and asked to an English teacher whether the school ever to

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do peer assessment in the class or not. Based on the result of the preliminary research, the researcher could conduct the research in this school because the school have used peer assessment in any lesson. So the researcher wants to know the implementation of students peer assessment in the class especially in English lesson.

2. Planning

After conducting the preliminary research, the researcher made an assessment rubric of writing descriptive text, questionnaire and interview guidelines as an instrument to collect the data. After that the researcher planned to meet the English teacher to show the instruments and get the feedback from the English teacher about the instruments.

3. Implementing

In this stage, the researcher conducted peer assessment to the students. The researcher used an assessment rubric to collect the data in order to answer the first research question. The researcher also gave questionnaire and interview guidelines to the students to collect the data in order to answer the second research question.

4. Analyzing

In the next stage is the researcher processed the data obtained, they are; the result of assessment rubric and the result of questionnaire and interview. The processes of this step have been explained details in the data analysis technique.
5. Concluding data

The last stages is the researcher described and discussed all information obtained relating to the theory used. After that, the researcher concluded that the research findings to answer the research questions.