

## **CHAPTER III**

### **RESEARCH PROCEDURES**

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

This research is a descriptive case study since it is designed to obtain information concerning the current status of phenomena. The main point of this research is to collect the data in a descriptive way in order to describe students' perceptions towards the use of online summative assessment in English subject. The concept of case study is an empirical inquiry that investigates a phenomenon within its real-life context (Yin, 2003). Hence, the researcher chooses a case study to focus on the use of online summative assessment as the phenomenon of the current study.

#### **3.2. Setting and Participants**

The participants of study are three seventh graders at one of Junior High School in Tasikmalaya since that school is familiar with online summative assessment. These schools usually do online summative assessments using Quizizz and Google Forms. In English subject, the Google Forms platform is used to conduct daily tests at the end of the chapter. The usage of Google Forms which tends to require less bandwidth compared to Quizizz. The three students were chosen because of their willingness to join and support this research project. The students have done online summative assessments three times in English subject with materials chapter 1 (Greetings), chapter 2 (It's Me), and chapter 3 (What Time Is It?).

### **3.3. Data Collection**

For collecting the data, the researcher used semi-structured interview because it provide a very flexible technique for smallscale research (Drever, 1995). In fact, this method seems to provide more useful data when the sample size is relatively small. Interviewing the three students is intended to dig out information about their perceptions towards the use of online summative assessment in English subject. The researcher prepares some questions to be proposed to the participants of the research. The questions include prior experience related to online summative assessment, their feelings when carried out online summative assessment, system of online summative assessment, the difficulty and what they like the most while doing online summative assessment in english subject and it is continued to the next unpredictable developed question according to participants' answers regarding their perceptions about the use of online summative assessment in English subject. The interview was conducted using Bahasa Indonesia to give the participants a clear understanding of the questions.

In this study, the researcher adopted Ozden, Erturk, & Sanli's framework in 2004 as interview questions. Moreover, Ozden, Erturk and Sanli's research is about students' perceptions of the use computer-assisted assessment (CAA) in online assessment. The indicators of their research include students' prior experience in online summative assessment, the system of online summative assessment, advantages, and challenges of using online summative assessment.

### 3.4. Data Analysis

The researcher uses thematic analysis to analyze the result from interview. Braun and Clarke (2006) provide a six-step process for identifying, analyzing, and reporting qualitative data using thematic analysis.

**3.4.1. Familiarization:** The researcher listen to the audio recordings of the interview. Then, transcribing the interview and reading it. The researcher re-reading the transcribe and comprehend to familiarised with all aspect the data in order to find meaning and patterns or themes that occurred within the data. Then, noted down the initial codes.

Table 3.1 Data from Participants

Interviews Data	
Date	: June, 28 <sup>th</sup> 2020
Participants	: One Seventh Graders
Codes	: Green (Efficiency), Blue (Practicality), Gray (Technical Issues), Yellow (Possibility of cheating)
June, 28 <sup>th</sup> 2020	I prefer online tests using Google Forms because all I have to do is click the answer option a, b, c. (#P1)
June, 28 <sup>th</sup> 2020	The only one who know the score is me and I can immediately knows that I have to do remedial or not. (#P1)
June, 28 <sup>th</sup> 2020	I've experienced once the slow connection when I want to move to the next session but that's just a moment. (#P1)
July, 28 <sup>th</sup> 2020	Actually we can open another browser to translate the question or answer while doing an exam. Maybe some of us use it to cheat. I hope next time Google Forms can be lock-down. (#P1)

**3.4.2. Generating Initial Codes:** Start identifying codes which are features of data that tend to be interesting and start highlighting codes by coloring data that are known as codes relevant to the purpose of this study.

Table 3.2 Highlighted Codes

Keywords	Data
<b>Ease of Use</b>	June, 28 <sup>th</sup> 2020 I prefer online tests using Google Forms because all I have to do is click the answer option a, b, c. (#P1)
<b>Time Saving</b>	June, 28 <sup>th</sup> 2020 Online exam is saved time. I use the time left to be careful and concentrate more on choosing the right answers since in English subject, I have to translate the questions one by one then you know which one is the correct answer. (#P1)
<b>Quick Results</b>	June, 28 <sup>th</sup> 2020 The only one who know the score is me and I can immediately knows that I have to do remedial or not. (#P1)
<b>Internet Stability</b>	June, 28 <sup>th</sup> 2020 I've experienced once the slow connection when I want to move to the next session but that's just a moment. (#P1)
<b>Accessible on other sources</b>	July, 28 <sup>th</sup> 2020 Actually we can open another browser to translate the question or answer while doing an exam. Maybe some of us use it to cheat. I hope next time Google Forms can be lock-down. (#P1)

**3.4.3. Searching for themes:** The researcher categorized the codes into potential themes.

Table 3.3 Categorized the Codes

Efficiency (2)	Practicality (1)	Technical Issues (1)	Possibility of Cheating (1)
Ease of use	Quick Results	Internet Stability	Accessible on other sources
Time Saving			

**3.4.4. Reviewing Themes:** The researcher checking the themes in relation to the code and entire data set.

**3.4.5. Defining and naming themes:** The researcher refine the specifics of each theme, generating clear definitions and names for each theme.

Table 3.4 Defining and Naming Themes

Themes			
Efficiency of Online Summative Assessment	Practicality of Online Summative Assessment	Technical Issues during Online Summative Assessment	Possibility of Cheating during Online Summative Assessment

**3.4.6. Producing the report:** Final analysis, relating back of the analysis to the research question.

### 3.5. Research Schedule

Table 3.5. Research Schedule

No.	Description	Oct. 2019	Nov. 2019	Dec. 2019	Jan. 2020	Feb. 2020	Jun. 2020	Jul. 2020	Aug. 2020	Sep. 2020
1.	Submission of Research topic									
2.	Research Topic Approval									
3.	Writing the Research Proposal									
4.	Proposal Approval									
5.	Seminar Proposal Examination									

6.	Conducting the Research								
7.	Writing the Results								
8.	Final Thesis Examination								