CHAPTER III

RESEARCH METHOD

3.1 Research Design

A quantitative research design is used in this research to gather the data by ordering close-ended questions (Ary, Jacobs, & Sorensen, 2010). Quantitative in the form of 12 items of questionnaires were focused on what the teachers know about writing assessment and how the teachers apply the writing assessment. The current study observes the information of the samples’ data and will be measured numerically (Creswell, 2012).

3.2 Research Subject

The current research was applied on University of Muhammadiyah Malang, and ESP (English for Specific Purpose) were selected as the subject of the research. There were 20 ESP writing teachers who had collected the questionnaire. A survey using census is chosen for this research aiming at the information from teachers towards their assessment knowledge and practices (Ary et al., 2010).

3.3 Data Collection

This segment will be explained elaborately by two sections below; technique and instrument and research procedure.

3.3.1 Technique and Instrument
In this section, the researcher uses a survey technique to investigate the ESL writing teachers’ literacy. A survey is designed to crop their experiences and perceptions on assessment (Crusan et al., 2016). The 12 questionnaire items, with additions for comments below the question, are ordered to the writing teachers to collect the information between knowledge and practice about basic writing assessment. The comment box is added since the researcher is not able to gather the data of interview.

The researcher adopts the questionnaire from previous research which is reported by Crusan et al., (2016). The researcher adds each question on the questionnaire by supporting theory based on the other experts. For example, the question in investigating teacher’s basic knowledge, “I know how to design good writing tasks”, is supported by Al-Mashour, (2003) theory. The following question will be explained below:

- “The concept of alternative assessment is easy to me”, based on (Alias et al., 2015; Blue, 1994; Hamayan, 1995; Topping, 2009)
- “ I comprehend the concept of scoring rubrics”, based on (Finson & Ormsbee, 1998; Rezaei & Lovorn, 2010)
- “I know the differences between formative and summative assessment”, based on (Black, 1993; Colby-Kelly & Turner, 2007; McMillan, 2015; Popham, 2009)
- “I know what is meant by integrated writing tasks”, based on (Al-Mashour, 2003)
The teachers’ assessment practice questionnaire concludes about how to do a scoring with rubric, task building for students’ exam, alternative assessment (peer- and self- assessment), and portfolio assessment (Andrade et al., 2010; C. C. Chang, Tseng, & Lou, 2012; Finson & Ormsbee, 1998; Klenowski, 2010; Rezaei & Lovorn, 2010; Seker, 2018)

3. 3. 2. Research Procedure

Research procedure is constructed as follows:

1. Preparing instruments (questionnaires)
2. Deciding the instrument delivered using Google Form
3. Delivering the questionnaire to the research subject
4. Collecting the questionnaire

3. 4. Data Analysis

Data analysis is created as follows:

1. Gathering the data from the questionnaire
2. Processing the questionnaire data and scale the score
3. Interpreting the questionnaire
4. Concluding the whole data