

**Hak Cipta Dilindungi Undang-Undang**

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- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Kinds of the Research**

This research used survey as the type of the research. Especially, it was cross-sectional survey design. Creswell (2005:355) defines that cross-sectional designs is done because of the need of the program evaluation. Every program needs an evaluation to improve the particular instruction in the certain place. It commonly uses the survey to know the real condition targeted. From the survey result, it is known some important information to decide the further action in order the program will be better. In this research, the researcher evaluated the students' perspective toward the teacher's assessment performance.

As stated by Creswell (2005:39) states that a quantitative research is a type of educational research in which the researcher decided what to study, asks specific, narrow questions, collects numeric (numbered) data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner. Therefore, the researcher only evaluated students of SMPN 1 Tualang and the result of this research contributed for the students and this school.

#### **B. Setting of the Research**

The researcher conducted the research at the seventh grade of SMPN1 Tualang. It conducted in April 2019.

No	Students at grade			
Sample	VII. 1	VII. 2	VII. 3	Total
	23	Try Out	26	49

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### D. Instrument of the Research

The instrument used in the research was questionnaire. The questionnaire was based on the students' perception toward teacher's assessment. The questionnaires were made from Brooks (1999). It was about forms of assessment.

There were 16 items questionnaires. Indicators of Items test as follows:

No	Indicators	Numbers
1	Preference	1,2,3,4
2	Showing my ability	5,6,7,8
3	Fairness	9,10,11,12
4	Improving my English	13,14,15,16

### E. Technique of Collecting Data

To get the data from the questionnaire, the answer provided was the multiple choices. It is refracted into a, b, c, d, and e. the design of the answer was Likert-Scale that is drawn as Strongly Agree to Strongly Disagree is changed into Always to Never (Likert in Degang 2010:23). The answers provided of the questionnaires are presented below:

**Table 3.3: Questionnaire answer**

Questionnaires' answer	Score indication
a. Strongly agree	5
b. Agree	4

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c. Neutral	3
d. Disagree	2
e. Strongly disagree	1

**F. Techniques of Analyzing the Data**

The last to know the level of the teacher's performance, the researcher used Likert's idea in Creswell (2005) as presented in the previous table. The last, the researcher used percentages to know the significance the students' perspectives based on the questionnaire. To analyze percentages of the students score, the researcher used the formula below:

The formula of percentage of the data as follow:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Total of participants answers

N = Total of participants