

CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the method of the study. A number of important points that are discussed in this chapter cover formulation of problem, research design, site and participants, data collection, data collecting procedure, and data analysis.

3.2 Formulation of Problem

This study was conducted to find out the way of teacher in providing feedback to students' descriptive texts. The present study mainly was aimed to:

1. To find out how strategies of feedback are given by the investigated teacher on students' descriptive text
2. To find out the students' responses toward teacher's feedback

3.3 Research Design

Using qualitative approach as the basic framework of this study, a case study method was used to analyze data collected and to produce understanding of the entity being studied. It was mostly based on the data collected from the observation towards the teacher and students' descriptive texts. Besides, interview was conducted to know the responses of the students toward the feedback given to them.

After all the processes were completed, the researcher analyzed the data collected by implementing explanation building analysis, a procedure in

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qualitative approach in which the researcher should give narrative data which reflects some theoretical propositions (Burn, 1994, p.324), as the main procedure. It was used to be able to show the evidence in the study and relate it to findings. Finally, suggestions and recommendations were made for the future feedback development.

3.4 Research Site and Participants

This study was conducted in a Junior High School in North Bandung region. The respondents of this study were an English teacher and her twenty students of eight grade. The selection of participants in this school was based on the accessibility of the researcher to this school, the willingness of the teacher to be observed, and all the students taught by the teacher.

The teacher participating in this study had been taught in the Junior high school for fifteen years. All students as respondents were nonnative speakers of English. In this school, English had been taught twice a week with the allocation 2x35 minutes for each session.

3.5 Data Collection

To obtain data, this study employed four instruments. The first instrument was videotaped observation for three meetings. The second instrument was questionnaires distributed to all students. The third one is an interview to the teacher. The fourth instrument was an interview to ten students. Those instruments could be described as follows:

1. Observation

The observation was based on videotape. According to Burn (1994) , by using videotape, the researcher will not miss any detail that is the major focus of

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the study. Besides, he further states that For instance, it can be useful to get an understanding of:

- who is taking part (e.g. number of children, adults, teenagers)
- how people are involved (e.g. sitting, talking)
- how / when a particular space is being used / not used
- an assessment of certain quality criteria (e.g. atmosphere, levels of

Observation through videotape was more used to notice any possible verbal feedback given by the teacher which was one of the main data of this study. The observation was conducted three times. It was conducted in two weeks, since English was taught twice a week in the school. Besides, the result of students' descriptive text also was observed to see any possible written feedback provided by the teacher.

In this study, the focus of feedback concerns with what types of feedback that the teacher provides to the students' descriptive text and how it was given to the students. The feedback was categorized based on the strategies, direct or indirect, and also type of feedback suggested by Hedge *et al.* (1988). They were viewed whether they are categorized to teacher written feedback consisting of commentary, rubrics, minimal marking, taped commentary, and electronic feedback, or teacher-student conferencing consisting of teacher/whole class conference, teacher-mini conference, and one-on-one conference. Then the last focus concerned with the students' responses toward the given feedback.

2. Interview to Teacher

Interview, as the second instrument of the study, was conducted to gain and confirm data and information that was collected from observation. Moreover, it offered the opportunity for the researcher to observe the subject and the total situation in which he or she is responding (Gronlund, 1985, p.361).

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The interview itself was aimed to confirm the data collected from the work of students' descriptive text. The interview used semi-structured interview which had several advantages conveyed by Burn (1994) as described below:

- a. With the contacts being repeated, there is a greater length of time spent with the informant, which increases rapport.
- b. The informant's perspective is provided rather than the perspective of the researcher being imposed.
- c. The informant uses language natural to them rather than trying to understand and fit into the concept of the study.
- d. The informant is in equal status to the researcher in the dialogue

This interview consisted of nine questions related to how the teacher plays her role as an assessor and how she provides feedback to the students' descriptive text. After teacher answered the questions in the interview, the data were transcribed and analyzed to describe the finding of this study.

3. Interview to Students

Interview was also conducted to the 10 students of eight grades from low, average and high groups. It was aimed to confirm data that are gathered from observation in the class and observation to their work, descriptive texts, questionnaire and also the teacher interview.

The interview was administered related to students' responses toward the teacher's feedback. The interview used semi-structured interview which consisted of 7 questions. The interview focused on three aspects: 1) teacher's feedback, 2) students' responses toward the teacher's feedback, 3) feedback helpfulness for them.

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There were ten students involved in the process of interview. They came from different groups; 3 students from low group, 4 students from average one and 3 students from high one. The interview was conducted in Bahasa Indonesia for better understanding. After the students answered the questions in the interview, the data were transcribed to make it easier in describing the finding of this study.

4. Questionnaire

Questionnaire was given to twenty students of eight grade. It was aimed to confirm and strengthen the data gained from observation in the class for three meetings, observation to their work, descriptive text, and also interview. It is because by contributing a questionnaire, the respondents, in this case the students, may be free to answer their own time and pace, thus eliciting more truthful responses toward the field being asked (Burn, 1994, p.359).

Since the students are non-native speakers of English, the questionnaire were designed in Bahasa to avoid misunderstanding thus resulting an accurate data. The data gained from the questionnaire were analyzed by using Likert scale formula. It was analyzed by using two steps. The first one was that the respondents chose the options that were counted. They are as follows:

ST	= Sangat Setuju (<i>strongly agree</i>)	Score 5
S	= Setuju (<i>agree</i>)	Score 4
RG	= Ragu-ragu (<i>doubt</i>)	Score 3
TS	= Tidak Setuju (<i>disagree</i>)	Score 2
STS	= Sangat tidak setuju (<i>strongly disagree</i>)	Score 1

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The second one, the number of respondents was changed into percentage form. After that it was conferred with the criterion presented on the following table.

No	R%	Criterion
1	0	None
2	1-25	Small number of
3	26 - 49	Nearly half of
4	50	Half of
5	51 - 75	More than half of
6	76 - 99	Almost half of
7	100	All of

Table 3.1 R% (Percentage of Respondents) Criterion

(Taken from Burn, 1994:356)

3.6 Data Collecting Procedures

There were several steps that were employed in conducting this study, among others:

1. Determining the population

In this step, the researcher did the preliminary research to decide whether the sample was suitable for the research or not.

2. Observing the teaching and learning process

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In this step, the researcher observed the teaching and learning process by videotaping it. It was used to gather any verbal feedback given to the students' descriptive text.

3. Observing students' descriptive texts

This step was aimed to observe any possible written feedback provided by the teacher.

4. Analyzing the result of observation

In this step, the researcher analyzed the result of observation to figure out types of feedback and the strategies given by the teacher to the students' descriptive text.

5. Distributing Questionnaire

The questionnaire was distributed to twenty students in the class. It was conducted at the end of the observation.

6. Analyzing data from questionnaire

The questionnaire was aimed to confirm and strengthen the data gained from the observation in the class, the observation of respondents work, descriptive texts, and also interview.

7. Conducting Interview

The interview was conducted to both teacher and students. The respondents were taken from low, average and high groups. The interview was conducted at the end of the observation after analyzing the result of questionnaire.

8. Analyzing the interview transcript

The analysis of the interview transcript was used to confirm the data gathered through observation.

9. Presenting the result of the study

In this step, the researcher compared all the data gathered from three instruments and then interpreted them in the form of narrative analysis.

3.7 Data Analysis

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Using descriptive analysis to present the results of the study, the researcher aimed to describe the data obtained to present them in the findings and explain them in the discussion. The analysis in the findings and the discussion were then interpreted to finally draw a conclusion. There were several steps used to analyze and interpret data. They are:

- Classifying and interpreting the teacher's feedback

The feedback given by the teacher was classified based on the types of feedback proposed by Hedge *et al.* (1988). They were viewed whether they were categorized to teacher written feedback consisting of commentary, rubrics, minimal marking, taped commentary, and electronic feedback, or teacher-student conferencing consisting of teacher/whole class conference, teacher-mini conference, and one-on-one conference. Besides, the feedback was also viewed based on the strategies used by the teacher, direct and indirect feedback.

- Interpreting the students' responses toward the given feedback

The interpretation of students' responses toward the feedback from the teacher was derived from the interviews and questionnaires conducted to the students. Therefore, it could be beneficial to make the data more representative.

- Drawing conclusion

The conclusion of this study was derived from the data obtained from the result of three instruments of this study.