CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the procedures of the study to answer the two questions previously stated in chapter 1. This chapter covers the research design, the site and participants, the data collection techniques, and the data analysis.

3.1 Research Design

The design of this study is case study. A case study is chosen because it has some advantages in investigating a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context (Creswell, 1998). Based on the categorization of research design from Nunan and Bailey (2009), the case in this study has physical boundary, temporal boundary, and bounded instance. The physical boundary of this case is a particular English course in Bandung. This study is considered to have temporal boundary because this study will investigate several lesson sessions which had a beginning and an end. The instance in this study is also bounded because this study focused on one classroom with a teacher and her student. This study was also conducted in naturally occurring situation and context without manipulating variables (Nunan and Bailey, 2009: 162). Hence, the result is centered on description, inference, and interpretation.

The research method which is applied in this study is qualitative since it investigated the quality of relationships, activities, situations, or materials, emphasize on holistic description, and attempt to both describe in detail all of what goes on in a particular activity or situation rather than on comparing the effects of particular treatment and the attitudes or behaviors of people including individual human problem, belief, thought, and perception. (Creswell, 1998; Frankel et al., 2012; McMillan, 2001; Stake, 2010). This study applied a qualitative approach by taking transcripts of lessons and interview to find the teacher's implementation of oral corrective feedback in the interaction of conversation class and to find out the effect of implementing oral corrective feedback towards the students. To provide the clear description, some qualitative data will

be quantified to show the number, percentage and distribution of corrective feedback strategies. It is in line with the statement of Nunan and Bailey (2009: 414) that all qualitative data can be quantified and there is no limit that can be counted in qualitative data sets. The description of research design and data analysis are hoped to give the clear picture on how this study was carried out to answer the research question mentioned above.

3.2   Research Site and Participants

This research was conducted in a private English course in Bandung which provides English conversation classes in a private method with a teacher as personal tutor. It is in line with the statement that qualitative research designs tend to work with a relatively small communities or individual people (Stake, 2010) because some qualitative researchers believe that qualitative methods can provide a deeper understanding of social phenomena than would be obtained from purely quantitative data (Silverman, 2005).

This English course was chosen because of several reasons. Firstly, this English course serves a typical case (Nunan and Bailey, 2009) to find out information from a specific case to fill the gap of previous research. In this case, the site is suitable with the researcher's intention to investigate the occurrence of oral corrective feedback in an adult English conversation class at the English course. With more than one hundred and seventy students learning English in the course, classroom research is important to be conducted in order to improve teaching and learning quality there. Secondly, the reason is the researcher's convenience (Patton, 1980, in Alwasilah, 2002) to conduct research in chosen research site due to its support and accessibility.

The participants were an English teacher and three private students in the particular private English course in Bandung. The teacher was chosen because she has more than five years teaching experience in different levels (young learners to adults), especially in a private context. In the institution, there are nine female teachers who teach conversation in a private method. Among all teachers, the participant teacher is considered to have more experiences than the others in teaching adult students.

The participant students were three adult students in three different conversation classes. Each class was taught by the participant teacher. These students were chosen

because they are considered to have similar range of age, background, and purposes in learning English conversation. All of them are around 22-24 years old. Their backgrounds in learning English conversation privately are shyness, anxiety, and lack of confidence. And their purpose in learning is to improve their communication skill in their jobs and to be more confident in speaking English.

Since there were only three students as participants, it was easier for the teacher to identify the students' proficiency and personality. The teacher identified her students this way:

1. Ari (23 years old)

Ari was graduated from pilot academy in 2014. He took the English course because he had a problem in facing some job interviews. He was not confident every time he did the job interview in English. He is not really expressive and he doesn't tell too much story, yet he speaks quite fast. Considering speaking proficiency, in early meetings, he was already good at sentence arrangement. He could understand English questions and always tried to respond to the questions in English. The problem is that he could only respond the questions in simple present because he was still confused about using the other tenses. He also had a lot of vocabularies yet sometimes misused them. However, he is very excited in learning English in the English course. He even requested some materials to the teacher almost every meeting.

2. Beni (25 years old)

Beni was a fresh graduate of a private university in Bandung majoring management. He was originally from Manado. His reason to join the English course was because he was not confident in speaking English and he wanted to apply for a job in a multinational company. He is a laidback person. He is very talkative and has a lot of interesting topics to talk about. His problem was that he couldn't be discipline in using English to speak. He often spontaneously responded the teacher's questions in Bahasa Indonesia. Regarding proficiency, his understanding was quite good, although sometimes he couldn't catch the teacher's questions because they contained new vocabularies.

3. Gani (23 years old)

Gani was a high school graduate who had an experience in working for a local airline in Bandung for 2 years. He was looking for a new job when he came to the English course. He didn't use to speak English in his previous job. Since he wanted to improve his career path, he had to learn English more seriously. After few meetings in the course, he looked so excited and had a great will in learning English. His problem is that he was unfamiliar with English that made lack of vocabularies and exposures. About proficiency in speaking English, he couldn't understand questions and the teacher had to repeat the questions in Bahasa Indonesia in order to make him understood. Then, the teacher had to lead him to answer those questions in simple sentences.

Conversation class last in 60 minutes. The interaction between teacher and student which was transcribed covered almost all parts of conversation between them. The participants were given pseudonyms to maintain their anonymity. These names will be used when their views are noted below.

3.3 Data Collection Techniques

The data collection techniques which were employed in this research were observation and stimulated recall interview. It was in line with the statement of Nunan (1993) that a case study investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

3.3.1 Observation

Observation was employed in this study for two purposes. First, it is utilized to investigate the teacher's oral corrective feedback strategies to correct adult learners' erroneous spoken utterances. Second, it is utilized to see the context of how the teacher and student naturally interact in the learning process, especially in the feedback episodes.

To achieve the purposes, the interactions in the conversation classes were observed electronically by recording the interaction using audio and video recording (Nunan and Bailey, 2009). In the process of observation, the researcher presented there to make sure the recorder worked well. The researcher located herself so the student did not feel disrupted.

Observation in the class was conducted for eight weeks that involved thirty-six meetings. Each student approximately attended the class twice in a week. The following table is the schedule of observation for this study.

Table 3.1 Observation Schedule

Meeting	Name of Students		
	Ari	**Beni**	**Gani**
1st	Monday, Jan 5th 2015	Friday, Jan 9th 2015	Friday, Jan 9th 2015
2nd	Thursday, Jan 8th 2015	Saturday, Jan 10th 2015	Saturday, Jan 10th 2015
3rd	Monday, Jan 12th 2015	Friday, Jan 16th 2015	Friday, Jan 16th 2015
4th	Thursday, Jan 15th 2015	Saturday, Jan 17th 2015	Saturday, Jan 17th 2015
5th	Monday, Jan 19th 2015	Monday, Jan 19th 2015	Saturday, Jan 24th 2015
6th	Thursday, Jan 22nd 2015	Saturday, Jan 24th 2015	Saturday, Jan 31st 2015
7th	Monday, Jan 26th 2015	Friday, Jan 30th 2015	Friday, Feb 13th 2015
8th	Tuesday, Jan 27th 2015	Saturday, Jan 31st 2015	Saturday, Feb 14th 2015
9th	Monday, Feb 2nd 2015	Friday, Feb 20th 2015	Friday, Feb 27th 2015
10th	Thursday, Feb 5th 2015	Friday, Feb 27th 2015	Friday, Mar 6th 2015
11th	Monday, Feb 9th 2015	Saturday, Mar 7th 2015	Saturday, Mar 7th 2015
12th	Wednesday, Feb 11th 2015	Saturday, Mar 14th 2015	Saturday, Mar 14th 2015

The table above shows the schedule of observation and recording. The process of recording was done in the teacher's booth where the conversation class was done. Before the student entered the class, the audio recorder was turned on and put on the teacher's table in the booth. The recording was conducted in three different classes involving the participant teacher and each participant student. Each participant student was recorded twelve times. As a result, there were thirty six meetings (60 minutes per meeting).

In observing the conversation classes, the researcher took a role as a non-participant observer. The researcher did not take part in planning the lesson or in teaching and learning process. She only put the audio and video recorders in a hidden place in the booth and sat on the other booth in order to avoid possible distraction to the student. The teacher was be informed that the researcher was going to record her interactions with her students without specifically mentioning what features of interaction were going to be investigated.

Since the main instrument of this study was relied on audio and video recorder which provided detailed activities and conversation between student, and teacher during the teaching and learning process, field note taking was employed to note the setting and the observer commentaries. The comments were about the factual descriptions of what was going on, the setting, the participants and the activities done by the teacher and students (Merriam, 1998: 106). By employing field notes, the pattern strategies of giving corrective feedback from the opening until the closing of the lesson could be created.

3.3.2 Stimulated Recall Interview

The interviews were done to gain information from the teacher about the strategies in applying oral corrective feedback. This technique of data collection was applied for two purposes. First, it was employed to reveal the teacher's comments on employing different types of corrective feedback. Second, it was employed to confirm the data findings obtained from observation. By conducting this technique, the teacher's comments, opinion, justification, and decision making process in employing different types of oral corrective feedback was revealed.

The application of this technique is in line with the definition of stimulated recall from Nunan and Bailey (2009):

> Stimulated recall, as the name suggests, is a procedure by which a researcher stimulates the recollection of participant in an event by having that person reviews data collected during the event. The data used in stimulated recall usually consist of videotape or audiotape recordings, or transcripts made from such recordings, though some researchers have also used field notes (Nunan and Bailey, 2009: 259).

The researcher showed the transcript to the teacher, especially specific parts of transcripts which contained oral corrective feedback episodes. Then, the researcher asked the teacher to comment on what happened during the feedback episodes and the decision making process she had at that time. For some parts, the video recording was shown and paused at specific part of interaction. By doing this, the teacher would reflect on the cognitive process of decision making she made in employing different type of corrective feedback.

The questions in the interview were divided into three parts. The first part was intended as starting questions that introduced the teacher to the core questions that would be given later. The first six questions were also proposed to lead the teacher to focus on

her implementation of corrective strategies that were shown in the transcript and video later. Second were stimulated recall interview that involved seven main questions related to the types of corrective feedback. In this case, transcript and some parts of recording were shown to recall the teacher's cognitive process at that time. The last part of interview consisted of five questions dealing with the teacher's opinion on the findings related to the effect of giving corrective feedback that were based on the transcript and recordings.

Stimulated recall interview was chosen due to its appropriateness to use in this study and several advantages (Nunan and Bailey, 2009: 259). First, by doing stimulated recall interview, the researcher did not have to interrupt classroom interaction. By delaying the interview until all observation were finished, it was hoped that the natural interaction could be maintained. It was also expected that the teacher would not be distracted while she was interacting with her student. Second, by employing stimulated recall interview, it was hoped that the researcher would be able to get better data than simply asking the teacher to remember the lesson without supporting data. By doing this, the researcher could get teacher's response without pushing her to answer particular questions and the teacher could comment freely on what she did and how she decided to do that.

3.4   Data Analysis

The data analysis in this study focused on data from recording and from interview. The recording result was transcribed, coded, categorized, and analyzed. Meanwhile, the result from interview was coded and analyzed. Then, the analysis of each data collection was synthesized and discussed to answer the research questions. The following parts explain the process of analysis of each collected data to fulfill the aims of study.

3.4.1   Analyzing the Data from Audio and Video Recordings

The data from audio and video recordings were transcribed, coded, categorized, described and analyzed to reveal the different types of oral corrective feedback. The process of analysis started with transcribing the data. In this case, the transcription strategy adapted the transcription conventions from Ellis and Duff (in Nunan and Bailey, 2009: 348-349), with the following conventions:

a. T = teacher; students are designated by their initials.

b. Each utterance in numbered for ease of reference.

c. XXX is used to indicate speech that cannot be deciphered.

d. Phonetic transcription is used when the student's pronunciation is markedly different from the teacher's pronunciation and also when it is not possible to identify the English word the pupil are using.

e. … indicates an incomplete utterance.

f. A limited amount of contextual information is given brackets ( ).

g. Italics is used to distinguish L1 and L2 utterance.

h. Period (.) is for terminal falling intonation, coma (,) is for rising continuing intonation and question mark (?) is for high rising intonation.

After the transcription process was finished, the result of transcription was shown to the observed teacher for clarification. In this case, the observed teacher gave some clarifications on some utterances she and her student produced, especially in corrective feedback episodes.

After the recordings of interaction in the conversation class were transcribed, the data were coded and categorized by adapting the categorization of oral corrective feedback from Lyster and Ranta (1997) and Ellis (2009) to answer the first research question regarding the various types of oral corrective feedback and their distribution in the conversation class.

Table 3.2 Categorization of Oral Corrective Feedback (Lyster and Ranta, 1997)

No	Feedback Types	Decsription
1	Recast	Reformulation of all or part of a learner's erroneous utterance without changing its original meaning.
2	Explicit correction	Provision of the correct form with a clear indication of what is being corrected.
3	Elicitation	Techniques to elicit the correct form from the students without providing the correct form in the form of elicit completion, elicitative question and reformulation request.
4	Metaliguistic feedback	Metalinguistic information regarding the student's erroneous utterance.

5	Clarification request	Moves that indicate learners that their utterances were either not understood or were ill-formed.
6	Repetition	A repetition of the student's erroneous utterance.
7	Translation	Translation occurs when the teacher hears the students use their first language (L1), and if the use of L1 is not permitted, the teacher will translate the students' utterance.

(The last category is taken from Panova & Lyster (2002))

As a result, the types of corrective feedback were revealed. After oral corrective feedback strategies were coded and categorized, they were quantified to look at their distribution in the interaction. Then, the numbers and percentage of oral corrective feedback were put in the table, as shown below:

Table 3.3 Table Design for the Distribution of Feedback types

Feedback Types	Number of Turns with Corrective Feedback	Percentage
Recast		
Elicitation		
Metalinguistic Feedback		
Explicit Correction		
Clarification Request		
Repetition		

(Adapted from Lyster and Ranta, 2007; Panova and Lyster, 2002; Khaerunisa, 2002; Maolida, 2013)

Regarding the second research question, the different types of error followed by different types of oral corrective feedback were distributed to look at the potential relationship and influence of error types to oral corrective feedback.

Table 3.4 Table Design for the Distribution of Types of Error Followed by Corrective Feedback

Types of Corrective Feedback	Types of Error

	Grammar	Vocabulary	Pronunciation	Total
Explicit correction				
Recast				
Elicitation				
Clarification request				
Metalinguistic feedback				
Repetition				
Total				

(Adapted from Kassa, 2011)

Based on the result of coding and distribution, the researcher describes each type of oral corrective feedback given by the teacher by providing examples, describing the context, explaining the distribution in the class and interpreting the occurrence of feedback in the interaction to answer the first research question. In answering the second research question, the researcher describes each type of error, describing the context and explaining the distribution for each type of oral correction feedback and interpreting on the potential relationship and influence of error to the corrective feedback.

3.4.2 Analyzing the data from Stimulated Recall Interview

The data from stimulated recall interview were transcribed and analyzed qualitatively. The interview data were analyzed to confirm the findings obtained from observation in answering the research questions. In analyzing the data, there were several steps to be carried out. First, the data from stimulated recall interview were transcribed. Second, the data were coded by applying Alwasilah's coding strategy (2002, 233) by categorizing the data based on the responses given by the teacher. The last step was the result of coding was condensed to confirm or contradict the findings obtained from observation.

To support the findings from observation, the findings from stimulated interview were cited in the analysis according to Creswell's (2003, 197) suggestion to use the statement from the participants to give a detailed descriptive portrait. The statement from the interview would also be compared and contrasted with the data from observation, theories, and previous studies on oral corrective feedback.

3.5   Validity

To establish trustworthiness of the research, it was necessary to consider the research validity. Validity, according to Maxwell (1996) and Alwasilah (2003), is "the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account." Thus, all data from each instrument should be relevant. To achieve validity, the data must be triangulated.

The validity of this study will be maintained by following actions:

a. Methods Triangulation: Multiple methods were utilized in collecting the data including audio recording and stimulated recall interview.
b. Theory Triangulation: Various theories were brought to bear in this study including interaction, output and noticing theories.
c. Member Validation/ member checking: It involved asking the teacher to review the data and the interpretation to provide the researcher with feedback.