

CHAPTER III METHODOLOGY

This study deals with some important aspects related to the methodology of the study. There are eight sections covering this study. In the first section, the introduction is exposing the research problems addressed. The second is research design which aimed to inform research methods and approach applied in this study. The third refers to the research site and participants. The fourth is data collection techniques that are explained the process of collecting the data. The fifth is data analysis, which attempts to explain how the data are analyzed step by step in answering the research questions. The sixth is research procedures and timelines. The seventh is validity, which expresses the trustworthiness of the research. The last is concluding remarks.

3.1 Introduction

This chapter aimed to present the methods of the research to answer the research questions (1) what kind of oral corrective feedback is frequently used to scaffold students in learning spoken English? And (2) How does scaffolding oral corrective feedback influence the students' improvement in spoken English competence?

3.2 Research Design

This study was designed as a qualitative method with a case study approach. Qualitative method is appropriate to this investigation as it produces detailed data from a small group of participant (Coll & Chapman, 2000) while exploring feelings, impressions, and judgments (Best & Kahn, 2006). Moreover, qualitative method is suitable to develop hypothesis for further testing, understanding the feelings, values and perception that underlie and influence behavior. Qualitative is a multi-method in focus, involving an interpretative, naturalistic approach to its subject matter, which means that the researcher sees things in different angle or different point of view (Malik & Hamied, 2016).

The judgment in selecting a case study design is based on several considerations. Firstly, Kenny and Grotuleschen (1980) as cited in Gusrayani (2016) state that the desired or project objectives of an educational effort, focus on humanistic outcomes or cultural differences, as opposed to behavioral outcomes or individual differences. This study investigated how oral corrective feedback can scaffold the students in spoken English competence. In addition, this study was conducted in naturally occurred situation and context without manipulating variables (Nunan & Bailey, 2009). Secondly, this study treated oral corrective feedback strategies that are utilized by the teacher as single case that is investigated (Heighman & Croker, 2009; Stake in Creswell, 2012; and Yin in Emilia, 2008). Thirdly, the case in this study has physical boundary (this study was conducted only in one school and one classroom), temporal boundary (this study investigated several lesson sessions which have a beginning and an end) and bounded instance (this study focused on one classroom with a teacher and students) (Nunan & Bailey, 2009). Fourthly, the study used more than one data collection techniques (classroom observation, interview, and document analysis) (Heighman & Croker, 2009 and Stake in Creswell, 2012).

Lastly, a case study may also be appropriate when information gleaned from participants is not subject to truth or falsity, but “can be subject to scrutiny on the grounds of credibility” (Kenny & Grotuleschen, 1980 as cited in Gusrayani, 2016). The result of the research does not judge whether the teacher is better than others, or this teacher has a good method of study, or which one is the best. The result is not a state of judgment whether this teacher uses an appropriate method or a good feedback relating to the students. However, this research presents a representation of oral corrective feedback implementation in improving the spoken English competence of the students. It is not to find the ‘correct’ or ‘true’ implementation of facts, but rather to eliminate erroneous conclusions, so that one is left with the best possible, the most compelling, interpretation (Broomly, 1986 as cited in Gusrayani 2016).

To discover some kinds of oral corrective feedback is frequently used to scaffold students in learning spoken English, the data were obtained from classroom observation by recording the teacher activities in the classroom and by using

observation checklist as well. In order to investigate how scaffolding oral corrective feedback influences the students' improvement in spoken English competence, the data were also gained by observation. Furthermore, students' score and students' exercises also supported the findings from the research question number 2. The teacher's document was gathered to match that the situation planned by the teacher in the classroom is similar with real situation.

In conclusion, qualitative case study is appropriate to be employed as the design of this research where the features and characteristics suit the aims of this research.

3.3 Research Site and Participants

The site for this study was conducted in one of the best junior high school in Lembang, west Bandung regency. SMP N 1 Lembang was chosen because of its A accreditation. In addition, this school has been believed by the government as an RSBI school for four years. Students' achievements in some competitions, especially English also nominated this school as the topmost school in the west Bandung regency.

Furthermore, this site made the research more feasible and suitable for the study in terms of time, mobility and skills. The location of the school can be managed for the researcher to be conducted. It helped the researcher in managing time and cost in running the study. Alwasilah (2000) and McMillan and Schumacher (2001) suggest that convenience factor can be taken into consideration to support the researcher in conducting the research.

The participants were selected by using purposive sampling. As stated by Maxwell (1996) and Alwasilah (2011), the participants chosen are the ones who can give the important and appropriate information that the other people cannot provide. In addition, in qualitative research, the sample is typically purposive, participants are chosen because of who they are and what they know, rather than by chance (Malik & Hamied, 2016). One English teacher and thirty nine students involved in this study.

The choice of informants and participants was based on their potential to supply the data needed for this study. They consisted of:

a. English Teacher

The teacher was selected because he is the ones who teach, meaning in this context who gives assistance to the students, who applies scaffolding concept. The teacher uses the method of point rewarding system for the students in order to gain the students' improvement. The teacher is a male teacher who was graduated from Indonesia University of Education for his master degree in 2014. He has been teaching more than 10 years. The teacher can be classified as a professional teacher because of the length of his teaching and his educational background. This teacher was the key informants of the study.

b. Seventh Grade Students

The students consisted of 39 students with the range of their age between 12-14 years old. The students are in the seventh grade in 7K Class. It is the time when the students in the process of adaptation to new environment from elementary to the junior high school. Junior high school students are categorized into adolescent's students. Besides, adolescents are often seen as problem students, they also may be the most exciting students of all because most of them understand the need for learning and with the right goals can be responsible enough to do what is asked of them (Harmer, 2007). It also relates to the teacher's goal in making the students be more active participants. Based on the preliminary investigation, the teacher applies the concept of a point rewarding system which gives a big contribution and impact in engaging students in the classroom.

This research also involved document analysis as the instruments of collecting the data. The documents that were analyzed and involved were lesson plans, syllabus, and textbook.

3.4 Data Collection Techniques

Four data collections were employed in this study. There were; observation, students' score, interview and teacher's document. The data collection was conducted

from March 24th, 2017 to June 15th, 2017. The following parts explain the data collection techniques in this research.

3.4.1 Classroom Observation (Audio and Video Recording)

Classroom observation was employed in this study for two purposes. First, it was utilized to investigate various types of teacher's oral corrective feedback is frequently used to scaffold students in learning spoken English. Second, it was utilized to see and examine how scaffolding corrective feedback can influence the students' improvement in spoken English competence. In qualitative research, one of the primary data resources is observation (Silverman, 2005). It is fundamental and the most important data collection technique in qualitative research, including the classroom research (Marshall & Rossman, 2006).

The classroom interaction was observed electronically by recording the interaction using audio and video recording (Nunan & Bailey, 2009). The researcher needed to make sure that the records worked well and jot down some important things regarding the focus of this study. In the process of observation, the researchers tried to set up the recorders and located herself behind the students, so they did not feel disrupted. The following pictures show the typical seat arrangement during the observation and the location of the recorders to record the interaction.

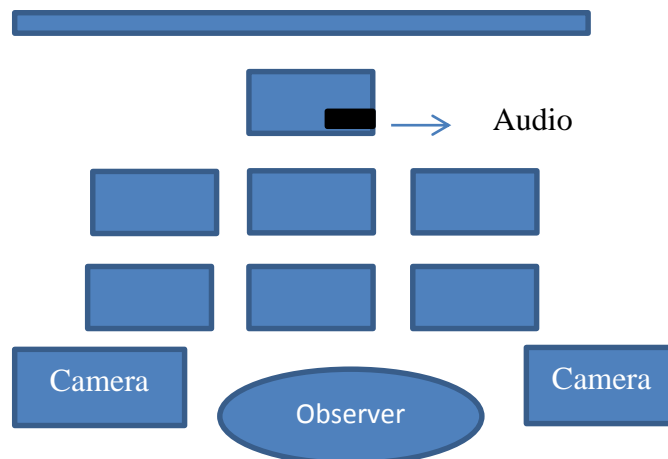


Figure 3.1. The typical seat arrangement of classroom observation.

One unit of the lesson was investigated in this study, which the focus is on students' spoken English competence. The video camera was set in six meetings. The camera was used as a tool for recording the classroom activities. Before the students entered the class, the camera had been turned on and put on a tripod behind the students, while the audio was put on the teacher's desk. By setting up a camera on the back side of the classroom, it was hoped that all interactions were well documented.

In observing the classroom interaction, the researcher took a part as a non-participant observer. In order to minimize the bias during the observation, the researcher tried to approach the students by having a time to talk with them, as a result the students were accustomed with the presence of the researcher in the classroom.

The researcher informed the teacher about this research. The teacher showed his agreement to take part in this study. This situation was done by the researcher in order to give some overview to the teacher about the research and also to get an agreement from the teacher about what the researcher will be done in the classroom. This process has been done by the researcher in order to get the data that have an approval from the participant. In addition, the researcher has convinced the teacher about the data where it would not harm him.

3.4.2 Students' Scores and Students' Exercise

Students' scores were collected during one unit of the lesson in order to confirm whether the students' ability in spoken English improved severely or not. This type of the data was conducted with the aimed to confirm if there is any improvement of the students' spoken English competence. The aim of the students' score was only to support the data based on the observation from the researcher. In addition, students' exercise also conducted with the aim to see the progress of the students in learning spoken English.

3.4.3 Interview

The interview was another instrument employed by the researcher. This data collection was collected in order to support the result from the observation. Interview

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activity in this study dealt with the students' perception in terms of the feedback given by the teacher in the spoken English competence, and it dealt with the teacher's responses in giving a feedback to the students as well. The interview was conducted as semi-structured interview. Interview plays a significant role in qualitative research because it allows the researcher "to check the accuracy of – to verify or refute the impressions she had gained through observations" (Fraenkel & Wallen, 2000: 509). Furthermore, semi structured interview is the most popular format for an interview, since it combines a certain degree of control with a certain amount of freedom to develop the interview. Menter et al. (2011) stated that semi-structured interview aims to explicate the interviewee's understanding of the research topics, and therefore produces qualitative information. The questions developed in this interview were mainly based on what the researcher found in the observation. The teacher and students were asked about the oral corrective feedback that was given and gotten in the classroom.

3.4.4 The Teacher's Documents

Documentary evidence was not the focal instrument of collecting the data in this study because of the needs. In order to support the data from the observation, the teacher's document was served as complementary, when was needed to strengthen or weaken other data. The teacher's documents comprised the curriculum 2013 revised, syllabus, and lesson plan. All the documents were required with the purpose of determining between what the teacher has done in the classroom and what the teacher has written in the documents related each other.

3.5 Data Analysis

This section discussed the data analysis of this study. The analysis covered four data collection techniques: classroom observation, students' score, interviews, and teacher's document. The recording's results were transcribed, coded, categorized and analyzed. After that, analysis of each data collection was synthesized and discussed to answer the research questions. The following part explains the analysis of each collected data.

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3.5.1 Analyzing the data from Classroom Observation (Audio and Video Recording)

The data from observation consisted of audio and video recording. The process of analysis was started from transcribing the data gained through video recording. The transcription focused on oral production. The focus of the researcher was to all students and teacher in producing some utterances. Lesson opening and closing were also included in the transcription since on the opening and closing the teacher gave the opportunity to the students to speak up.

In transcribing the conversations throughout the research, the researcher used classroom discourse conventions extracted from several sources, including Cazden (2001), Gee (1999), Kumaravadivelu (1999), and Rymes (2009) as cited in Gustine (2014). These conventions are presented in Table 3.1 below.

Table 3.1

Classroom Discourse Conventions Used in the Study

((Double parentheses))	: nonverbal, silence, whispering or other features
[Square Brackets]	: overlap
Equal signs**	: first speaker continues a sentence after the intervening talk
Exaggerated volume or stress	: ALL CAPITALS
Elongated single sounds	: Elo::ngated
Quite voice	: *....*
Uh, mmm	: conversation fillers
Pause	: ...
T	: teacher
SSS	: whole class
SS	: unidentified subgroup of class
S	: unidentified student

After the transcription process was finished, the data coded and classified based on the categorization of oral corrective feedback from Lyster and Ranta (1999), and Ellis (2009). There are seven types of corrective feedback, namely recast, explicit, correction, elicitation, metalinguistic feedback, clarification request, repetition, and paralinguistic sign.

Table 3.2

Design for the distribution of feedback types and scaffolding

Unit of	Data	Note	Coding	Scaffold or not	
Analysis			(Types of Feedback)	Scaffold	Not Scaffold

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 to 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 every single step that was applied by the teacher in the classroom, as it related to the scaffolding concept.

3.5.2 Analyzing the Data from Students' Score and Students' Exercise

In order to support the findings from classroom observation, the researcher utilized score as one of the data that were used to investigate the students' improvement. The researcher analyzed the students' improvement based on the scores that were given by the teacher in the middle semester and compared with the scores in the final semester. The researcher used SPSS in order to analyze the data. Paired t-test

was used to see a significant improvement of the students in learning spoken English. In addition, the students' exercise was analyzed as the evidence of the students' progress.

3.5.3 Analyzing the Data from Interview

The interview data were analyzed to confirm the findings obtained from the observation. The recorded interview data were transcribed. After that the researcher puts the data into the researcher's computer in the form of a text and saved them. Then, the researcher submerged herself in the details; researcher tried to get a sense for each interview before separating them into some categories. It was done based on what Creswell (2003) suggested that to obtain a general sense of information and to reflect on its overall meaning.

The next step is researcher divided the data to be related to codes, theme, or category. Malik and Hamied (2016) state that coding is the concrete activity of labeling data which gets data analysis under way and which continues throughout the analysis. Coding represents the operations by which data are broken down, conceptualized, and put back together in new ways.

Finally, at the end of the step, the researcher analyzed and reanalyzed the individual interview data by using within-case and cross-case displays and analyses (Miles & Huberman, 1994) to (1) To spread interviews data so researchers could find a relevant topic and understanding the data (2) To create clusters of meanings by organizing, grouping into themes or meaning units, and (3) to remove or reduce overlapping and repetitive data.

3.6. Research Procedures and Timelines

The research was conducted through two stages: general preparation and Observation. Each of the stages is outlined and illustrated below:

Table 3.3

Research Procedures and Timeline

Stages	2017 Timeline	Activity
General Preparation	24 th and 29 th March	Contacted the school and the teacher, observed the English language teaching at the school, asked for the teacher's document such as lesson plan, syllabus, and the book.
Observation 1	3 rd April	The teacher's practice (learning and teaching process)
Observation 2	6 th April	The teacher's practice (learning and teaching process)
Observation 3	10 th April	The teacher's practice (learning and teaching process)
Observation 4	13 rd April	The teacher's practice (learning and teaching process)
School Exam for ninth grade (17th-22nd April)		
Religious Holiday 24th April		
National Examination 2nd,3rd,4th,8th,9th,10th April		
Vesak Day 11th April		
Observation 5	15 th April	The teacher's practice (learning and teaching process)
Observation 6	18 th May	The teacher's practice (learning and teaching process)
Observation 7	22 nd May	The teacher's practice (learning and teaching process)
Evaluation		Reflected on the teacher's and students' performance, conducted an interview.

Stage 1: General Preparation

This research was conducted after the researcher established contact with the school, the teacher and the students consented in this study. In the first and the second meeting, the researcher came to the school to tell the teacher about the aim of the research, to know about the background of the school that is appropriate to the study, and also to ask for permission in conducting the observation in this school.

Stage 2: Observation

The researcher observed the meeting in one unit of the lesson. The teacher suggested to the researcher to conduct the study in the beginning of April, because the new topic of the lesson was begun in that month. There were approximately 6-8 meetings that the researcher needed to investigate the classroom in one unit of the lesson.

Stage 3: Evaluation

Evaluation was the moment when the researcher collected all the information that the researcher gathered during in the classroom observation starting from the audio and video recording, the video files, the interviews, the students' score, and students' exercises.

3.7 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 was maintained by following actions:

- a. Methods Triangulation: Multiple methods were utilized in collecting the data, including video recording, students' score and interview.
- b. Theory Triangulation: Various theories were brought to bear on 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.

3.8 Concluding Remarks

This chapter discussed the research method of the study. It included the elaboration of the research design, the selection of research site and participants, the techniques of data collection, and data analysis, research procedures and timelines, and validity of the research.