CHAPTER III

RESEARCH METHODOLOGY

Chapter two has discussed some literature related to this present study. This chapter explicates the methodology used to answer three research questions: 1) What verbal feedback types were pre-dominantly provided by the teachers in EFL classrooms? 2) What are the teachers' considerations in using verbal feedback? 3) How does the verbal feedback influence the students' spoken competence in learning English?. Furthermore, this chapter deals with some aspects of the methodology used to guide this present study, as follows: research design, site and respondents, procedures as well as instruments for collecting data, data analysis technique and ethical considerations.

3.1. Research Design

Relevant to the purpose and research questions, this study employed a qualitative research design with a case study approach as this design is very relevant and suitable to the study of Discourse and CDA (Classroom Discourse Analysis) framework. Discourse research is commonly qualitative because it interprets and tries to exemplify the social phenomena which are brought by people who are conveying the meaning (Denzin & Lincoln, 2000 as cited in Trappes-Lomax, 2008). Moreover, Qualitative design is suitable to reveal the value of language, understanding feelings, and perception that underline and influence behaviour. Moreover, qualitative research is concerned with developing explanations of social phenomena (Hancock, 2002).

Furthermore, Merriam (2009) stated that qualitative researchers are interested in understanding people that is how people make sense of their world and the experiences they have in the world. Qualitative design is suitable to this present study as this study gained the data from class observation, a small group of participant, and interview (Best & Kahn, 2006; Coll & Chapman, 2006). Qualitative design is a multi-method in focus, involving an interpretative, naturalistic approach to its subject matter, which means that the researcher sees the things from different angle or point of view (Malik and Hamied, 2014).

However, selecting a case study design was based on several consideration. Malik and Hamied (2014) stated that a case study is an empirical inquiry into a contemporary phenomenon or a case set within the real world. Moreover, Kenny and Grotuleschen (1980) in Tersta (2014) defined that a case study focuses on humanistic outcomes or cultural differences as opposed to behavioural outcomes or individual differences. Hence, a case study approach is very suitable to this study since this present study investigated various verbal feedback which is frequently used by the teachers in the classrooms and its impact to the students' proficiency in English learning.

Moreover, a case study approach was conducted in two classes with two teachers in one school and in the same level of proficiency. In a case study approach, the objectivity of the research is important. Malik and Hamied (2014) stated that in qualitative is more subjectivist which means that the truth is out there and the job of the researcher is to be objectively, it needs the process of observing the reality to find the truth. In addition, this study was conducted in the natural setting in the classrooms activities without manipulating the context and the situation of participants and classrooms materials. The result of this present study revealed where the teachers provided an appropriate verbal feedback to the students in the classrooms. Thus, this present study also presented a representation of teachers' consideration in using various verbal feedback in EFL classrooms.

Furthermore, Classroom Discourse Analysis (CDA) was thought to be the most appropriate framework in this study, since this study was focused in analyzing the function and the impact of various of feedback used by the teachers in EFL classrooms. Classroom discourse studies are most likely to lead to a better understanding about the kind of interaction that occurs in classrooms where the teacher is the only proficient speaker and interacts with a large number of learners (Spada & Lightbown, 2009; Van Lier, 1988 in Yu, 2009). Through classroom discourse analysis, the language pattern in the classroom and feedback types were analyzed and described (Coulthard, 2002; Suherdi, 2009; Walsh, 2011).

Moreover, Discourse Analysis was the appropriate framework to analyze the teachers' consideration in using verbal feedback to the students. It helps to elaborate the function of tone and the function of verbal feedback on teachers'

utterance. In discourse analysis people might use different style or varieties of language for different purposes (Gee, 2005; Nunan & Bailey, 2009). Fairclough (2003) assumed that discourse is the way to represent the aspects of the world. However, Suherdi (2009) argue that discourse and classroom discourse may simply be defined as certain communication routines as an interaction in the classroom. In this present study, classroom discourse analysis and discourse analysis theory were used as combination framework of this study since this present study focused in analyzing and explaining the term of language in use as a pattern in classroom interactions. In addition, it can be concluded that classroom discourse analysis and discourse analysis are the tools on where the language can be used to analyze the context of language based on the situation and the participants or the language users.

3.2. Site and Participants

The study was conducted in one of the best senior high school in Kawali, Ciamis Regency, and West Java Province. The site was chosen because of its A accreditation. Students' achievements in some English competition, the availability of the respondents, and this school was one of the first senior high school was applied 2013 curriculum in Ciamis Regency- West Java Province. Tracy (2013) argues that where the phenomenon is undertaken, and the interest of the researcher can be another reason for selecting the site of the study.

Another reason in choosing the research site is that the site easy to access, gathers data directly related to the research interests, and get the acceptance to conduct the research. This site made the researcher more feasible and suitable for the study in terms of time, mobility, and skills. Tylor, et.al. (2016) writes that field work for the researcher relates to the comfortable social interaction that is people at ease and gains their acceptance. Moreover, the site of this study was chosen because the respondents can be seen interacting with each other in their natural setting (Malik and Hamied, 2014). Moreover, the location of the school can be managed for the researcher, it helped the researcher in managing time and cost in running this study. Convenience factor can be taken into consideration to support the researcher in conducting the research (Alwasilah, 2000; McMillan & Schumacher, 2001).

Concerning the participants of the study, Burns (2000) highlighted that participants is an entire group of people or object or events which all have at least one characteristic in common and must be defined specifically and unambiguously. Malik and Hamied (2014) also stated that participants of qualitative research are selected because of who they are and what they know, rather by a chance. In determining the participants, Maxwell (1996) and Alwasilah (2011) argue that the participants are the ones who can give the important and appropriate information that the other people cannot provide. Furthermore, Creswell (2009) also emphasizes that in qualitative design, participants are selected purposively. In this study, there are individuals who were selected based on the researcher's aimed to a phenomenon of this study.

In this study, the focal participants were two English teachers who taught in different classes but in the same level of students' proficiency. In this present study, the participants were written under pseudonyms to protect their identities and confidentialities (Cohen, et.al, 2000; Malik & Hamied, 2016). Written under pseudonyms, the teachers involved in this study are Mr. A and Mrs. B. However, the focal participant served as feedback giver. However, the students from two classes were taken as verbal feedback receivers. Then, 10 students from two classes were selected as the focus participants of verbal feedback receiver.

The participants were selected purposively based on their qualification in teaching, and based on the recommendation from the vice principal of the school. Auerbach and Silverstein (2003) argue that participants are selected purposively as they are considered to be able in generating the data which is needed for this research. Moreover, the first teacher (Mr. A) has a bachelor degree and have been teaching English for less than 5 years. The second teacher (Mrs. B) has a master degree and has been teaching for more than five years. Regardless of the teaching experiences, both teachers have a similar qualification from the school, and they teach in the same level of students' proficiency. Those two teachers teach English subject in class XII of Senior High School. Moreover, the participants were possessed particular characteristics which can be oriented to conduct a case study approach, namely educational background and teaching experiences (Cohen, et.al, 2000; Malik & Hamied, 2016; Richard, 2001; Stake, 2010).

In addition, the participants were picked on the basis of the researcher's estimate of their typicality in which that the participants would be able to yield the best understanding of the study. Fraenkel et al. (2012) write that the best participants should come from the researcher's estimate and what the need of the researcher itself.

3.3. Data Collection

In collecting the data, multiple sources of data collection commonly known as triangulation as purposed by Miles and Huberman (1994) in Malik and Hamied (2014) was employed. Triangulation was employed in this study as this study investigated the use of various verbal feedback types and the impact of verbal feedback on the students' spoken English competence as a process of interaction moves in the classrooms. Walsh, (2011) wrote that in classroom discourse, data collection can be found at the place of interaction as a context. Similar with Malik and Hamied (2014) that in qualitative design, triangulation focuses primarily on identifying of social interaction and situation. It can be assumed that that theory and framework should have relevance in conducting a study.

Moreover, to enhance the validity and reliability of the study, triangulation was conducted by employing three different phases, namely observation, interview, and content analysis of students' improvement in English learning. The types of data were in the form of classroom interactions in L1 and L2 *(conversations and group discussion in oral communication)*. Gay et.al. (2009) defined that triangulation as "the process of using multiple methods, data collection strategies, and data sources to obtain a more complete picture of what is being studied and to cross check information" (p.19). See the figure below:
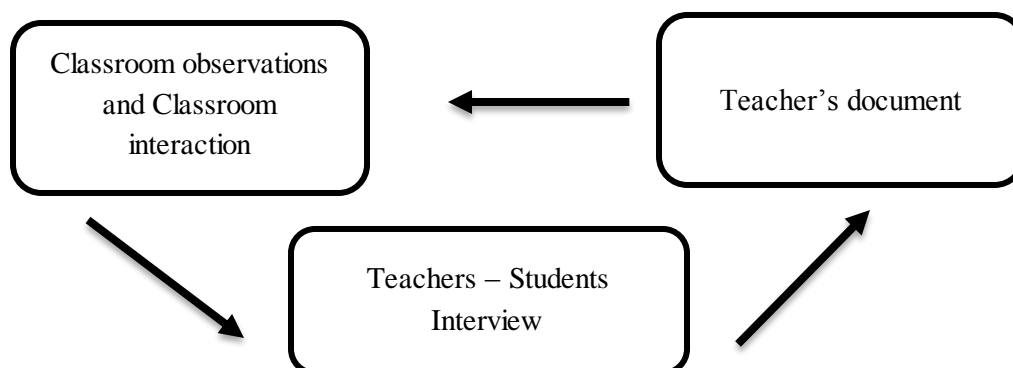

Figure 3.1 Triangulation Measurements

The data collected from those instruments were transcribed and coded, and the findings were analyzed to reveal the information regarding the students' oral communication, various teachers' verbal feedback types, teachers' consideration behind verbal feedback strategies, and the impact to the students' spoken English competence. The analysis was conducted as natural as possible without manipulating the data. The results of this study were in form of explanation and narration to get the sense of this study (Dornyei, 2007; Hancock 2002; Stake, 2010; Trappes-Lomax, 2008). In addition, the specific students' response and teachers' verbal feedback were the main focus of this study.

3.3.1. Classroom Observation

The classroom observation was conducted to get the view of interaction between the teacher and the students in the classrooms, and to know how the teacher used various verbal feedback in teaching English in EFL classrooms. The focus of this step was on students' response and teachers' verbal feedback. Other forms of interaction between the teacher and the students were noted (see Ch. 4). There are several steps in doing classroom observation:

First, classroom observation means collecting data through sustained contact with the respondents in the setting when they normally spend their time (Malik & Hamied, 2014, p.207). In this study, classroom observations were intended to investigate the interaction between the teacher and the students in the classrooms since the focus of this study was to get the holistic data in the use of verbal feedback by the teacher and the impact of verbal feedback to the students in the teaching and learning activities. In this study, classroom observation was conducted 45 minutes for every class session. The total amount of classroom observation was conducted for 6 times in every class.

Second, in doing the classroom observations, the audio-video recording was employed. Nunan (1992) put forward that various aspects and significant points might be lost during real-time observation, thus reanalyzing the process of video recorder would be helpful to get the main accurate data after classroom observation. The observations were conducted in real teaching practices to get main holistic information of this research. Malik and Hamied (2014) write that record observation can get the holistic and truth setting in the research.

Third, field note was used to gather a clear sense and detail of this research. Field note is an effective way to record real-time behaviours and activities which could only be taken accurately on site (Gay, et.al, 2009; Malik and Hamied, 2016). Hence, the result of data in this step can be crucial, this field note was employed for every observation session. However, in this present study, the researcher was not involved in the teaching and learning practices. The researcher acted as a non-participant observer. Moreover, Malik and Hamied (2014) explained that non-participant observation has the advantages of being emotionally involved with the situation. And field note contains descriptive information about what was happened, seen, heard, and experienced on the site.

3.3.2. Interview

After the data had been collected from classroom observations, interview was chosen as the second instrument of the study. It was conducted to answer the second and the last research questions related to the teachers' consideration in using verbal feedback and students' spoken improvement in EFL classrooms. The interview format was semi-structured interview with an open-ended questions. Hancock and Algozzine (2006) this type of interview provides the participants with flexibility to answer the questions, thus a wide range of answer and deeper understanding of subject matter could be gained. It is in line with Berg (2001) the interviewers are permitted (in fact expected) to probe far beyond the answers to their prepared and predetermined questions.

Besides, 5 interview questions which were self-constructed and developed based on relevant theoretical frameworks were asked to 10 students from two different classes to explore their perceptions of teachers' verbal feedback during teaching and learning activities. Thus, this number of students could represent all of the students' opinion toward the teachers' verbal feedback in the EFL classrooms. This interview was delivered in Bahasa Indonesia according to the students' preference in order to make them feel more comfortable and enjoyable during interview session. Thus, the students could share their responses freely.

Furthermore, 13-15 interview questions were asked to the teachers to reveal their consideration of using several verbal feedback and the reason behind the use of various verbal feedback types (see Appendix). The first sets of questions were

asked to reveal several issues in teaching English by using focusing to providing verbal feedback to the students. Then, the next questions were addressed to reveal their perceptions about verbal feedback. The third sets question were asked to know the importance of giving feedback to the students and the impact of verbal feedback on students' improvement in learning English as foreign language in EFL classrooms. Finally, the last sets of questions were asked to the teacher to confirm the data that had been collected from the students' interview.

This semi-structured interview with an open-ended question was used to confirm the data gained from two classrooms observations. By this semi-structured interviews, the students were encouraged to speak openly and freely to give the truth data in detail as much as possible. Malik and Hamied (2014) argue that interview permit the researcher to obtain important information data which is not possible through observation alone.

3.3.3. Teachers' Document

In order to support the data from classroom observation and interview, the teacher's document was served as complementary. Teacher's document was needed to answer the last research questions of this study. As this study is qualitative research, data collection and analysis are a simultaneous process (Malik & Hamied, 2016). The data from teacher's document including students' scores from week-1 of observation until week-6 of observation, and students' exercises. The aim of students' score was supported the data based on classrooms observation and interview. Students' scores would lead to reveals the impact of verbal feedback on the students' spoken improvement. However, students' exercises were taken from the book of English for senior high school grade XII.

3.4. Data Analysis Technique

The data analysis process was conducted to interpret the data obtained from classrooms observation and interview session. In this step, all of the data from audio-video transcribed and interviewed were then compared, explained and organized according to the theories and research questions. Then, all result were interconnected to the previous studies and several current phenomena existed in the society through the point of discussion (Malik & Hamied, 2014).

3.4.1. Analyzing the data from Classroom Observation

First, analyzing teacher-students' interaction from audio-video recorded. The step of the analysis was based on what Miles and Huberman (1994) in Malik and Hamied (2014) purposed, there are: Data Reduction, Data Display, and Verifying Conclusion (p.223). In data reduction step, the data from classrooms observation were transcribed, summarize and presented. The transcription focused on oral production made by the teacher and the students in the classrooms. The focus of the researcher only to the teacher's verbal feedback. In transcribing the data, the researcher used classroom discourse conventions extracted from several sources adopted from several theories (see Coulthard, 2002; Ellis & Duff as cited in Nunan & Bailey, 2009; Gee, 1999; Hewings, 2002) Some remarkable that were used in this study can be seen below:

Table 3.1. Classroom Discourse Conventions Used

((double parentheses))	:	Silence, whispering or other features
[square brackets]	:	Overlap
Equal signal **	:	First speaker continues a sentence after intervening talk
ALL CAPITALS	:	Raising volume of utterances
....	:	Means utterances are incomplete or no response
Fct	:	Fucntion of the verbal feedback
XXX	:	Indicates unrecognizable or indecipherable utterance
italic	:	Used to differentiate between L1 and L2
T	:	Teacher
S	:	Unidentified student
SS	:	Whole students or a group of class
P	:	Positive feedback
N	:	Negative feedback
//p	:	End-falling tone
//r	:	End-raising tone
//o	:	Neutral response

After the transcription process was finished, the results were coded and classified based on the categorization of teacher's verbal feedback production. In qualitative data, coding is a basic initial that provides the building block labelling

in data analysis. Malik and Hamied (2014) argue that coding is the concentrated activity of labelling data which gets data analysis underway and which continues throughout the analysis. In process of coding, the data were sorted in order to focus on teachers' verbal feedback and students' response. It is similar to Stake (2010) assumes that coding is a process of classifying and sorting data in process of analysis (p.151). Suherdi (2009) gives a clear example of analyzing and coding classroom interactions, see the table 3.3:

Table 3.2 Classroom Interaction Moves

No	Act	Language Interaction	Fct	Feedback
1	T:	What's a letter?		
2	SS:	…………………		
3	T:	What's a letter What do we do with a letter	P	Interactive feedback
4	SS	………………………		
5	T	Mmmmhh?	P	Paralinguistic Signal

After coding and categorizing various types of teacher's verbal feedback had been completed, the findings were measured quantitatively and displayed in terms of frequency of occurrences and percentages. The data displayed as follow:

Table 3.3 Table Designing for Distribution of Teachers' Verbal Feedback

Types of Feedback	Categories	Teachers		Total	%
		Mr. A	Mrs. B		
Rephrase					
Clue					
Corrective Feedback	Recast				
	Explicit correction				
	Repetition				
	Clarification request				
	Elicitation				
	Metalinguistic feedback				
	Paralinguistic signal				
	Translation				
Direct Error Correction					
Interactive Feedback					
Content Feedback					
Evaluative feedback					
Total Distribution					

The distribution frequency of verbal feedback used by the teachers were counted by using this table. The data from this step was confirmed to the students and teachers in the interview session to get the deeper answer or to reveals the strategy and the impact of verbal feedback to the students' improvement in their spoken competences.

After that, in the data display, all the results of data reduction were organized, compared and assembled (Malik & Hamied, 2016). In classroom discourse, there are three categories of verbal feedback: positive feedback, withhold the assessment until the next stage, and negative feedback. Positive feedback confirms a correct response from the learner. In contrast, negative feedback refers to immediate oral feedback which aims at mistake correction (Ellis, 2009; Lee, 2013; Noor, et.al., 2010; Walsh, 2011). Whereas, holding the feedback until some later stage of the proceeding (Hewings, 2002 in Coulthard, 2002). The figure of feedback function below taken from Coulthard (2002):
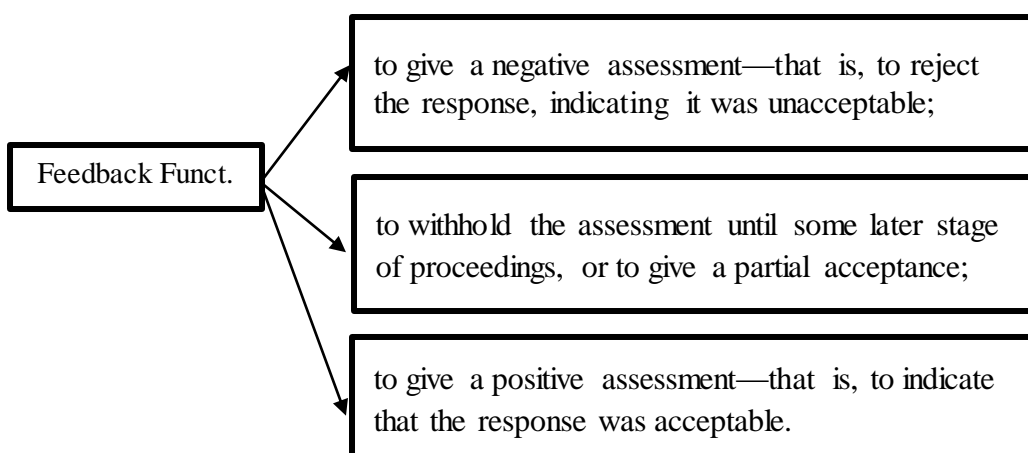
Figur 3.2 Function of Feedback

The notion of feedback function can consist of three forms: first, to indicate that the students made an error, such as pronunciation error, grammatical error, and so on.in their response and it needs the teacher to give some correction to the students' utterances. Second, to provide the correct form of error committed by the students in the last interaction. The last is extended form to indicate that the response was acceptable by the teachers. (Coulthard, 2002; Harmer, 2007; Hewings, 2002; Lyster & Ranta, 1997; Lyster & Saito, 2010; Noor, et.al., 2010). An example of verbal feedback function analysis can be seen in table 3.5:

Table 3.4 Categorizing Function of Verbal Feedback

No	Act	Language Interaction	Label	Feedback
1	T:	Okay, s4, can you read the next paragraph	I	
2	S4:	Mmh, I'm very glad to hear you want/wont/ to come to Paris	R	
3	T:	Want (correcting pronunciation)	F	N
4	Ss	Want to come to Paris	R	
5	T	Very Good	F	P

Furthermore, in analyzing the function of teachers' verbal feedback as an interaction in the study of language, the speech function system based on Sinclair and Coulthard's (1975) framework in Coulthard (2002) was adopted. Hewings (2002) also states that to find out the function of feedback, its need more concern to the intonation contained in the utterance. The sample of analysis are displayed as follows:

Table 3.5 Analyzing and Defining Verbal Feedback Intonation

			Label	Category	Funct.
SS	:	//p she COOK a CHICken //			
T	:	//o SHE //r	F	Recast	NF
SS	:	//p COOKED a CHICken //	R		

According to Sinclair and Coulthard (1975) in Coulthard (2002) framework, tone unit boundaries will be marked by a double slash, (//), and marker (p) and (r) means that the speaker has a major choice between an end-rising tone, symbol 'r', and an end-falling, symbol 'p'. The use of intonation can be a different meaning, it can be given information or a statement. Brazil (1980) in Coulthard (2002) suggested that in choosing to attach a referring tone to a particular part of his message the speaker is marking it as part of the existing.

In the last step of data analysis, COLT analysis *(Communicative Orientation of Language Teaching)* based on Frochlich and Spada (1983) as cited Suherdi (2009) were adopted to get the clear sense of this study and to reveal the process of teaching and learning in the classrooms. COLT analysis in the process of interaction is important to be revealed since it helps in explored all activities in EFL classrooms. See the parameter of COLT below:

Table 3.6. COLT Analysis

1	Activity type	This parameter was open-ended, that is no pre-determined descriptor have to be checked by the observer
2	Participant organization	This parameter describes three basic patterns of organization for classroom interaction: whole class, group work, or individual work
3	Content	This describes the subject matter of activities, that is, what the teacher and the students talking, or what they are listening, and etc.
4	Students Modality	This identifies the various skill which may be involved in a classroom activity, for students: listening, speaking, reading, writing, etc.
5	Materials	This tells the materials or media used in connection with classroom activities.

Analyzing and presenting the parameter of COLT *(Communicative Orientation of Language Teaching)*, and students' response could lead to answere the sets of research questions in this study. Then the results would support to answer the sets of research questions in this this study.

3.4.2. Analyzing the data from Interview

The data from the interview session were analyzed to confirm the data from classrooms observation. The interview was delivered to 10 students and two teachers as the focal participants in this present study. The data were analyzed descriptively as this study carried out as a qualitative design. Data interview is needed to interpret and to give the depth meaning of the result in this study (Alwasilah, 2011; Dornyei, 2007; Malik & Hamied, 2014).

The focused of interview was divided into several categories. The first sets of questions were asked to reveal several issues in teaching English by using focusing to providing verbal feedback to the students. Then, the next questions were addressed to reveal their perceptions and the strategy about verbal feedback. And the third set of questions were to reveal the domination of verbal feedback used by the teachers and the implication to the students' improvement in EFL classrooms. Finally, the last sets of questions were asked to the teacher to confirm the data that had been collected from the students' interview. In the process of interview, several types of teachers' verbal feedback were asked to the teachers

and the students, there are: *Rephrase, Clue, Corrective Feedback; Recast, Explicit correction, Repetition, Clarification request, Elicitation, Metalinguistic feedback, Paralinguistic signal,* and *Translation, Direct error Correction, Interactive Feedback, Content Feedback,* and *Evaluative Feedback.*

Moreover, the data from audio-video recorded were transcribed. Thus, at the end of the analysis, the data were analyzed and re-analyzed the individual interview data by using focused interview and in-depth interview (Malik & Hamied, 2014; Malik and Hamied, 2016). Focused interview is a way of gathering qualitative data by asking respondents specific questions concerning the use of verbal feedback in teaching and learning process. Furthermore, in-depth interview is a one-to-one method to find out their consideration behind verbal feedback strategy and the implication of verbal feedback to the students' improvement in giving oral communication in the classrooms activities.

3.4.3. Drawing a Conclusion

As this study carried out triangulation technique in analyzing the data. The last step is drawing and verifying a conclusion of the research. In the last step analysis, the data from classrooms observation, teachers' and students' interview were discussed, presented in the form of narration and explanation to give a clear sense to the reader and the researcher itself. To support the result from classrooms observation and interview, the teachers' documents and students' scores were also analyzed to find out the influence of verbal feedback to the students' improvement in spoken competence as a part of interaction in the classrooms. Moreover, in the last step of conclusion, all data from the first and second step were interconnected to the theory of classroom discourse.

In this present study, the types of verbal feedback were categorized as Positive, Holding, and Negative Feedback (Coulthard 2002; Suherdi, 2009; Walsh, 2011). Hence, the moves can be categorized as *initiation, response,* and *feedback*. Initiation given from the teachers as a starting point of interaction in the classrooms, response could be assumed as students' answer to the initiation, and feedback were given from the teachers as a process in interaction system. Finally, the results were then compared with the relevant theories and research reports pertained to teachers' consideration in using verbal feedback.

3.5. Ethical Consideration

In conducting qualitative study, the researcher has a responsibility to the main relations and ethical issues which is very important to be considered. In this study, ethic means consideration of carrying out the certain procedures of this present study rightly. This study was conducted from 7 February 2018 until 30 March 2018. The process of research was divided into two phases, there are: general preparation and classrooms observation. On February 7th, the researcher contacted the school, vice principal, and the English teachers for their availability to be observed. The observation was conducted from February 12th until March 19th. Then, interview was conducted on March 26th. Furthermore, the researcher gives some oral report to the teachers and vice principal that the data had been completed on March 30th.

However, ethical principles in conducting research involve the consideration of informed consent, minimization of harm to the participant in research, anonymity and confidentiality (Dornyei, 2007; Malik & Hamied, 2014). It can be concluded that confidentiality must be assured in order to protect peoples' identities and the research location from the unwanted exposure. In addition, the identities of the respondents who were involved in this study were then protected as their zone of privacy (Stake, 2010).

3.6. Concluding Remark

This chapter has reviewed a concise account of the methodology underpinning this present study, including the research design, the site and respondents, the procedures and data analysis techniques. It also presented the instruments in collecting the data and ethical consideration. There are four main points that need to be highlighted. First, this research attempts to gain in-depths insight regarding the gap of verbal feedback in teaching practices. Second, a case study was employed as the research design. Third, classrooms observation was conducted as the main instrument of this research. Last, the data regarding teachers' verbal feedback were categorized and analyzed based on several theories (see Ellis, 2009; Noor, et.al, 2010; Panova & Lyster, 2002; Suherdi, 2009; Walsh, 2011). However, the example of analysis were also included in this chapter. The next chapter were deal with data analysis, findings, and discussion of the study.