

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter provides the methodology in conducting the research and description of research procedure in order to find out the answer from research questions stated in the first chapter. This chapter presents five main parts of the investigation: Research Design, Research Site, Research Participant, Data Collection, and Data Analysis.

#### **3.1 Research Design**

This study engaged students to join the activity of giving and receiving feedback from their own peer. This study tried to employ case study in qualitative method as it saw through the progress of giving and receiving peer feedback activity. The study used document analysis from Student's Feedback Memo (SFM) and interview from four different interviewees to gain data. The study was conducted to discover the way peer feedback helps students enhance their knowledge regarding their speaking skills and show their response to the use of peer feedback in order for them to do better in their speaking.

#### **3.2 Research Site**

This study was conducted in one Senior High School in Bandung, West Java, Indonesia. The school had fully understood on how this research may be beneficial for their teaching-learning development. The school was also chosen as it concluded as the second cluster school which is expected to be able to receive the difficulty of expressing compliment, commenting on peer's performance, and giving a beneficial suggestion orally.

#### **3.3 Research Participant**

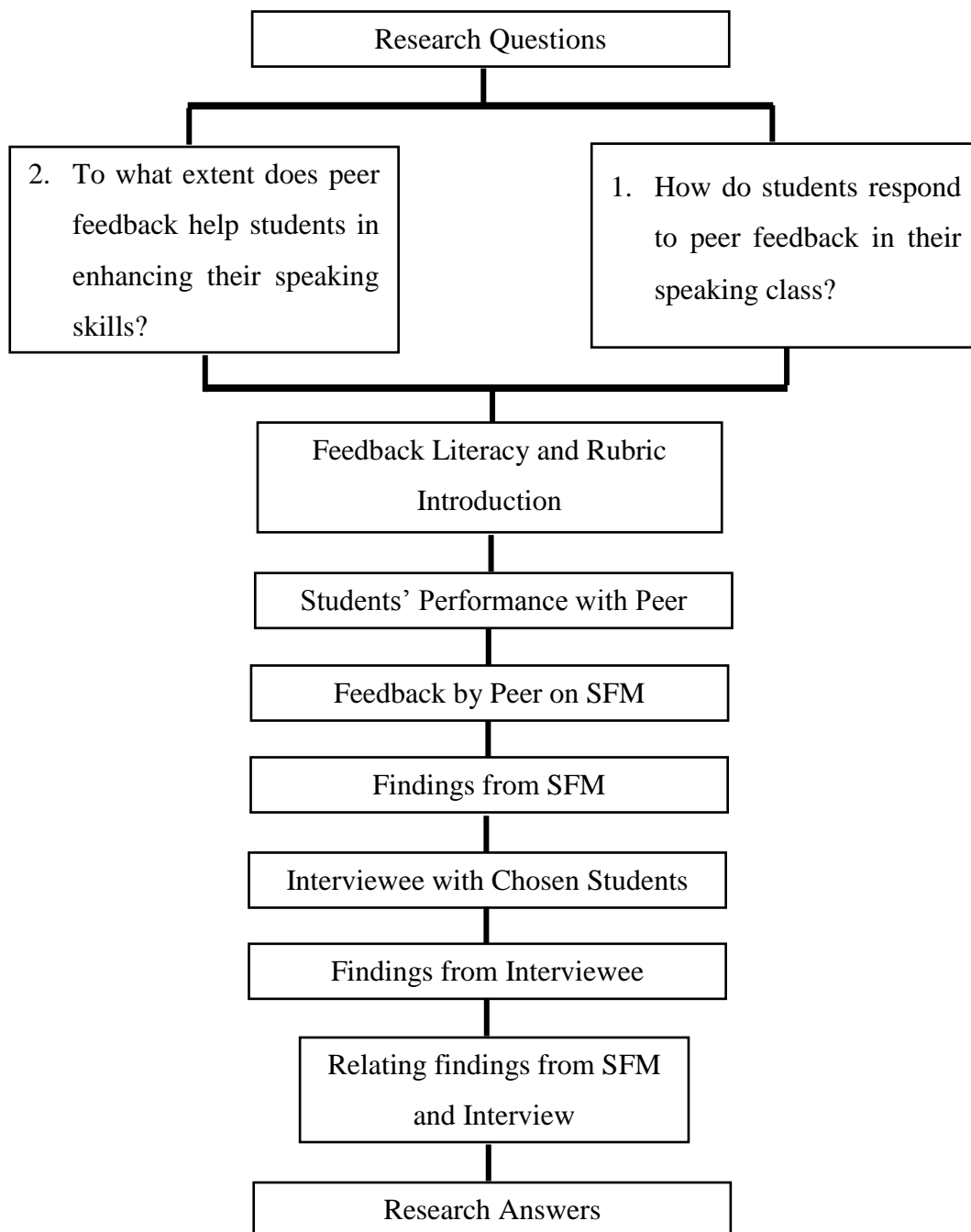
In this study, one class of eleven grade Senior High School students which was consisted of exactly 35 students served as respondents who should be filled out the second meeting and the third meeting of SFM. Similarity in their knowledge

regarding English were needed in order for them to give appropriate compliments, comments, and suggestions. Yet, only 22 students who became the research participant as the rest of students did not fully admit the SFM. Class condition was set to a conducive teaching-learning condition which set students to be ready to accept the material and the subject. However, this research focused on four participants who have a distinguished result and could represent the other students' result. Those four participants were asked to have an interview and answer several questions to strengthen the data findings from SFM. This study pointed out some results to represent overall result. The participants in this study were identified with particular name to represent themselves to avoid misunderstanding and to appreciate the anonymity of the participant.

### **3.4 Data Collection**

In order to answer research questions towards students' enhancement in their speaking skills and their response regarding the use of peer feedback technique, two kinds of instruments were used. Those instruments are Student's Feedback Memo (SFM) and interview. Yet, before students moved on to fill out SFM, they were needed to comprehend first of the rubric for their guideline to assess their peer's performance. Once they had comprehended the rubric, they used the SFM to write down all compliments, critiques, and suggestions from receiving peer feedback activity which was filled out right after students' performance ends. SFM helped this study in observing students' participation towards classroom activity by reviewing students' own elaboration towards their peer's performance. SFM also used to determine students' enhancement as they wrote any compliment, critique, and suggestion in two different times. Meanwhile, interview was conducted in order to strengthen the findings from SFM through student's perception towards the use of peer feedback. This study serves elaborated questions in order to strengthen the findings from SFM. Thus, both of instruments were necessary to be used in order to answer research questions. Figure 7 in the next page shows the process of data collection from both of instruments in this study.

Figure 7. Research Procedure



All of data collection process will be described further as the following sub units.

### 3.4.1 Student's Feedback Memo (SFM)

SFM is a four pages printed paper including speaking skills rubric and column for students to put their compliment, critique, and suggestion towards peer's performance. The first page covered with students' detail to help teacher recognize the owner of the memo and their peer which was being evaluated for the next two times of teaching-learning activity. Second page was speaking skills rubric to give students an insight on teacher's speaking skills standard. Teacher were responsible to explain the rubric before explaining the activity of giving and receiving feedback. Third page until the last page of SFM were used to write down any compliments, critique, or suggestions from receiving peer feedback activity at every teaching and learning activity. They will be able to reflect themselves in order to enhance their speaking skills in the following teaching-learning activity.

The rubric was necessarily introduced to make students aware of the skills that being assessed. The rubric itself was adopted from IELTS Speaking Rubric by British Council (2018) and Speaking Rubric by The American Council on the Teaching of Foreign Languages (2012). It has been compared to the rubric which is used in Indonesian teaching-learning activity of English as Foreign Language. The rubric became a guideline to determine their peer's level in every performance. It contains five different levels on each speaking skills which was named from highest level to low; Advance, Excellent, Satisfactory, Need Improvement, and Highly Need Improvement. The rubric is used to be a guideline for students to determine their peer's capability if they find any difficulty to compliment, critique, or giving a suggestion. Students may relate to the rubric anytime. Table 1 below shows speaking skills' rubric.

Table 1. Rubric of speaking skills for students' guidelines in giving feedback

<b>ASPECTS</b>	
<b>FLUENCY</b>	<b>PRONUNCIATION</b>
<p><b>ADVANCE (ADV)</b></p> <ul style="list-style-type: none"> <li>• Speaks fluently with only occasional repetition or self-correction. <i>Berbicara secara lancar dengan sesekali terdapat pengulangan atau perbaikan.</i></li> <li>• Develops ideas coherently and appropriately. Peer</li> </ul>	<p><b>ADVANCE (ADV)</b></p> <ul style="list-style-type: none"> <li>• No mispronunciation that would interfere with listener's comprehension. <i>Tidak ada salah pengucapan yang dapat mengganggu pemahaman pendengar.</i></li> <li>• First language accent has minimal effect on</li> </ul>

<p>introduces a well thought ideas towards the topic which is served. <i>Membangun ide secara koheren dan tepat. Rekan kerja memperkenalkan ide yang telah dipikirkan dengan baik terhadap topik yang disediakan.</i></p>	<p>listener's comprehension. <i>Aksen dari bahasa pertama pembicara hanya ebrpengaruh sedikit pada pemahaman pendengar.</i></p>
<p><b>EXCELLENT (EXC)</b></p> <ul style="list-style-type: none"> <li>Willing to speak at length, though may lose coherence due to repetition, self-correction or hesitation. <i>Mempunyai keinginan untuk berbicara cukup lama walaupun tidak terlalu koheren karena sesekali terdapat pengulangan, perbaikan, atau keragu-raguan.</i></li> <li>Hesitation is usually content-related and rarely caused by the search of appropriate language formation. <i>Keragu-raguan sering kali berkenaan dengan ide yang hendak disampaikan dan hanya sesekali keraguran disebabkan oleh pencarian bentuk bahasa yang tepat.</i></li> </ul>	<p><b>EXCELLENT (EXC)</b></p> <ul style="list-style-type: none"> <li>Slightly mispronounce words but still recognizable due to repetition in order to fix mispronounce. <i>Terdapat sedikit salah pengucapan namun masih dapat dikenali dikarenakan pengulangan untuk memperbaiki salah pengucapan.</i></li> <li>Can generally be understood throughout, though mispronunciation of individual words. <i>Secara keseluruhan dapat dimengerti walupun dalam beberapa kesempatan terdapat salah pengucapan dari kata.</i></li> </ul>
<p><b>SATISFACTORY (STF)</b></p> <ul style="list-style-type: none"> <li>Usually maintains flow of speech but slow speech happened as the dominant. <i>Dapat mengatur aliran dari pembicaraan namun pembicaraan dengan tempo lambat lebih dominan.</i></li> <li>Speech contains many pauses on the speech content. <i>Pembicaraan mengandung lebih banyak jeda terhadap konten pembicaraan.</i></li> </ul>	<p><b>SATISFACTORY (STF)</b></p> <ul style="list-style-type: none"> <li>Some mispronounce words exist but no intention to make it clearer. <i>Terdapat beberapa salah pengucapan namun tidak ada usaha untuk membuatnya lebih jelas.</i></li> <li>Speech can be understood even not generally. <i>Pembicaraan dapat dimengerti walaupun tidak secara keseluruhan.</i></li> </ul>
<p><b>NEED IMPROVEMENT (NI)</b></p> <ul style="list-style-type: none"> <li>Cannot respond without noticeable pauses and may speak slowly with frequent repetition and self-correction. <i>Tidak dapat merespon tanpa menginisiasi jeda dan dalam beberapa kesempatan berbicara dengan tempo lambat dengan beberapa pengulangan dan perbaikan.</i></li> <li>Full of hesitation and speak uncomfortably. <i>Penuh dengan keragu-raguan dan berbicara tidak terlalu nyaman.</i></li> </ul>	<p><b>NEED IMPROVEMENT (NI)</b></p> <ul style="list-style-type: none"> <li>Mispronunciations are frequent and cause some difficulty for the listener to comprehend the speech. <i>Kesalahan dalam pengucapan sering terjadi dan menyebabkan kesulitan bagi pendengar untuk memahami pembicaraan.</i></li> <li>Hard to be understood but slightly get into meaning due to listener's proficiency to make meaning. <i>Sulit untuk dimengerti namun dapat menyampaikan maksud dikarenakan kecapakan pendengar untuk sampai ke maksud pembicara.</i></li> </ul>
<p><b>HIGHLY IMPROVEMENT NEEDED (HIN)</b></p> <ul style="list-style-type: none"> <li>Speaks with long pauses. <i>Berbicara dengan jeda yang panjang.</i></li> <li>Gives only simple responses and is frequently unable to convey basic message. <i>Memberikan respon yang sederhana dan seringkali tidak dapat menyampaikan pesan sebenarnya.</i></li> </ul>	<p><b>HIGHLY IMPROVEMENT NEEDED (HIN)</b></p> <ul style="list-style-type: none"> <li>Speech is often unintelligible due to most of pronounce words. <i>Pembicaraan sering kali tidak dapat dipahami dikarenakan banyaknya kata yang salah diucapkan.</i></li> <li>No intention to deliver the meaning because no repetition or asking for the right pronunciation happens. <i>Tidak ada niat untuk menyampaikan maksud pembicaraan karena tidak ada pengulangan atau menanyakan berkenaan dengan cara pengucapan yang benar.</i></li> </ul>

As teacher had finished with the explanation of the speaking skills' rubric, students were asked to do the performance towards certain topic while

their peer will be a good listener and giving feedback after their peer's performance. Students jotted down their thoughts regarding their peer's performance in terms of compliment, critique, and suggestion. Table 2 below shows the SFM both in second meeting and third meeting. The table also shows some examples on how students may fill out the SFM.

Table 2. SFM with some examples

<b>Content of Feedback</b>	<b>Speaking Skills</b>	
	<b>FLUENCY</b>	<b>PRONUNCIATION</b>
<b>PLUS</b>	<p>Example:</p> <p>I have listened to all of your ideas and I think your delivery is great even though there was some pauses.</p>	<p>Example:</p> <p>Your pronunciation was good! I can understand it well in some part of your speech.</p>
<b>MINUS</b>	<p>Example:</p> <p>You probably forget some of words which make you stops and encounter pauses in the middle of your speech.</p>	<p>Example:</p> <p>There were some mispronounce on your speech but unfortunately you were not willing to correct it. Therefore, I found it a little bit hard to recognise some of words.</p>
<b>WHAT'S NEXT</b>	<p>Example:</p> <p>You could decrease the amount of pauses by comprehend all of your upcoming speech. Practicing in front of mirror will be very helpful for you!</p>	<p>Example:</p> <p>I wish that you will be more sensible towards your own pronunciation. Before you have to deliver your speech, you could practice your pronunciation beforehand.</p>

Students collected their SFM after finishing their feedback on their peer's performance at the last meeting. After reviewing SFM, this study employed interview to four different students who have distinguished result.

### 3.4.2 Interview

The interview was in form of casual condition where four students who have distinguished elaboration in their Student's Peer Feedback were asked to answer several questions towards two different themes. The interview consisted of questions which brought their experience on speaking skills assessment as the first theme and generating peer feedback as the second theme. The result of interview was appropriate enough to proof that they were understand and able to cope with comprehending speaking skills and feedback literacy which had been explained before the activity of giving and receiving feedback was done. The interview also used to check their experience towards the use of peer feedback in their previous teaching-learning activity. Lastly, they were questioned whether they would use the technique in their next material. Their understanding towards speaking skills and their own perspective whether the use of peer feedback could make their speaking better were become the highlights. The interview was conducted after the last meeting's result from SFM has been finished to be reviewed. As the selection of interviewee was based on the result of SFM from the second and the third meeting, it was really necessary to consider the result from SFM. Table 3 shows all questions which was given to all of interviewee.

Table 3. Interview questions

<b>COMPETENCE</b>	<b>INDICATORS</b>	<b>ITEMS</b>
Student's perception	Recalling Experience of Speaking Assessment	<ol style="list-style-type: none"> <li>1. Have you ever been asked to speak certain topic at class, such as doing a presentation?</li> <li>2. What was the topic of your talk?</li> <li>3. Did you do it individually or as</li> </ol>

		<p>a group?</p> <p>4. How was your feeling at that time?</p>
	Recalling Experience of Peer Feedback	<p>1. Have you ever been asked to evaluate your friends' work before our meeting?</p> <p>2. How was the activity going?</p> <p>3. Did you think it helped you and your peer?</p>
	Students' response on Speaking Skills which is being assessed	<p>1. How would you describe fluency and pronunciation?</p> <p>2. How would you measure a fluent speaker and a speaker with good pronunciation?</p> <p>3. Was it hard to assess your friend's fluency and pronunciation?</p> <p>4. How was your fluency and pronunciation?</p> <p>5. Were you satisfied with your friends' assessment?</p> <p>6. How do you want your teacher to assess your fluency and pronunciation?</p>
	Students' response on Peer Feedback	<p>1. How was the activity of giving and receiving feedback in the last three meetings?</p> <p>2. How did the activity of giving and receiving feedback help you enhance your performance?</p> <p>3. Imagine if you are being assessed by someone who is not any better than you. How will you respond to it?</p> <p>4. How can you define a good peer feedback?</p> <p>5. Would you rather use peer feedback in your upcoming classes or not? Please elaborate your answer.</p>



Both of instruments have been through the validation process by two lecturers from the Study Program of English Education. Lecturer 1 has been professionally working on teaching-learning EFL focusing on speaking and evaluation. Lecturer 2 has been professionally working on teaching-learning EFL focusing on speaking and grammar.

In designing the instrument, this study developed the blueprint of the instrument to be validated. This study tried to create the frame of instrument based on the theory adapted from Sackstein (2017) to understand on how students' deliver their feedback. This study also adapted a theory from Swider, Barrick, Harris, & Stoverink (2011) states that in order to generate a good interview, and interviewee should set questions in the set of theme. The instrument were revised before it was ready as instruments of the study.

### **3.5 Data Analysis**

Data analysis is essential in elaborating the data which have been gathered. Since this study used case study qualitative method, the findings was analysed based on the experience in teaching learning-activity explanation and elaboration from the result of the data gathered. The study was analysed during classroom teaching learning activity.

The analysis for the feedback memo was done through close reading, understanding, and synchronizing of the content in feedback memo and student's performance. As students have finished collecting their SFM, their elaboration was read to determine their comprehension towards speaking skills understanding and feedback understanding. The procedure of collecting the feedback memo was aimed to give this study the extent to which peer feedback helps student enhance their speaking skills.

In order to strengthen the data retrieved from SFM, interview was processed and related to the findings from the data taken from SFM. Through questions which have been provided, this study tried to interpret it to get student's perception towards their experience in giving and receiving feedback.