CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the methodology in conducting the research and description of research procedure in order to find out the answer from research questions stated in Chapter I. A number of important points that are discussed in this chapter cover formulation of problems, research design, site and participants, data collection, data collecting procedure, and data analysis.

3.1 Formulation of Problems

This research was conducted to find out teacher provided oral feedback in teaching speaking to Junior High School students. This research is considered appropriate to the teacher and students in 8th grade regarding the students' lack of courage in speaking English while they have learn English more than five years. Therefore, this study is guided through the following questions:

1. What types of oral feedback used by teacher in teaching speaking to Junior High School students?
2. What are students' responses toward teacher's oral feedback used in teaching speaking?

3.2 Research Design

This research was employed by using a qualitative approach with descriptive research in particular. Qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. This type of research aims to discovering the underlying motives and desires, using in depth interviews for the purpose(Kothari,2004). This statement is in line with Alwasilah (2008) and Creswell (1998) who stated that the case study approach was chosen since it focuses on quality of specific phenomenon and case of individual, a group of people or real life context. Besides, a case study approach is chosen to analyze the feedback given by the teacher and students' response toward the teacher.

This research only focused on analyzing the process of classroom interaction in a natural setting without making a comparison. Therefore, the method used in this research was descriptive because it is expected that the researcher could describe and analyze the phenomena

about oral feedback used by the teacher and students responses toward teacher's feedback in speaking classroom. In addition, Wu and Volker (2009) stated that the purpose of qualitative approach is to understand, describe and explain beliefs, behaviours and meanings in context-specific settings. By using this method, the researcher was expected to be able to find out, define, analyze and explain the topic of the study.Fraenkel, Wallen, and Hyun (2012) also stated descriptive qualitative research attempting to investigate quality of relationships, activities, situations, or materials. It is in line with the aims of this research that is to describe the conditions which in this research are oral feedback used by the teacher and the students' response toward teacher's feedback implemented in EFL young learners' classroom. Considering the aims of the research, qualitative research approach was considered suitable since it can view the natural process of interaction in the classroom.

3.3   Site and Participants

This research was conducted in one of public junior high school in Bandung. The school was selected due to the accessibility of the researcher to this school, the willingness of teacher and all of students to be observed. The school party permitted researcher to conduct a research in the school and thus the school was chosen as the site of the study. The observation was conducted in one of 8th grade class in this school. The 8th grade class was selected since the language used in their English class was mostly in Indonesia, due to their low confidences in speaking English. It suited the aim of the study which was to investigate the types of oral feedback given by teacher in teaching speaking to Junior High School students.The participants of this research were an English teacher and the 8th grade students consist of 32 students. The teacher who participated in this study was an EFL teacher. All students' respondents were Indonesian native speakers.In this school, English is taught twice a week with the allocation 2 x 45minutes for each meeting.

3.4   Data Collection

To obtain data, this study employed several processes. The first instrument was classroom observation based on videotaping for five meetings. The second instrument was teacher's interview. The third one was students' interview. Those instruments could be described as follows:

3.4.1   Classroom Observation

The classroom observation was design to investigate the practice of teaching learning process. Observation is the main method in qualitative research to gather the information regarding a person, group, or event in certain context (Furlong, Lovelace & Lovelace, 20000). The researcher was a complete observer who was only observing without participating in the classroom (Creswell, 2009). Non-participant observation is an observation where the observer sits in the back line or side and watches (Fraenkel and Wallen, 1990) without taking an active part in the situation (Marshall, G. 1998)

To collect the data, the observation was based on videotaped. Video records have particular qualities and features that differ from other kind of data collection such as audio recordings or field note. According to Jewitt (2015), three features of video data that underpin its distinctive potential for social science research are: 1) its character as a real-time sequential record; 2) a fine-grained multi modal record; and 3) its durability, malleable, and share-ability. Moreover, video served to provide context, together with the opportunity to search for meaning in the dialogue and the actions before and after any specific utterance. (Bowman, 1994). Therefore the researcher tends to use videotape to avoid ambiguities.

Videotaping was conducted five times to gather the main data from teacher-student interaction in the classroom, which focuses on teacher's feedback used in teaching speaking.

In order to interpret the data easily, the data from five video was presented in transcript. Alwasilah (2002) agrees that the transcription also used in the research to understand how respondents organized their perspective. The transcripts of the video recording were analyzed to see what types of oral feedback that teacher gave to the students in teaching speaking and what are students' response toward teachers' feedback.. Since the aims of the research were to describe oral feedback used by teacher and students' responses toward teacher's feedback in EFL speaking classroom, data from video transcription were observed and gathered by the researcher to answer research questions and analyzed by framework as stated in Chapter II.

3.4.2 Teacher's Interview

Interview was conducted as the second instrument of the study to gain and confirm the data and information that will collected from observation. Moreover, Driscool (2011) states that interviews with one or more people, are an excellent way to learn in-depth information from a person for your primary research project.

The purpose of this interview was to confirm the data and information from the observation. It is also to confirm teacher's understanding of his/her teaching in giving oral feedback in teaching speaking.

As suggested by Creswell (2012), the interview conducted in semi-structured form, which means there were several guiding questions, but it is possible to have spontaneous question if the question prepared do not meet the intended purpose. The questions were given to interviewee relates to the feedback she/he gave in teaching speaking which concerning following reasons:

1. The teacher's role as an assessor
2. The oral feedback given to the students

The interview was conducted in the last day of observation. After the teacher answered the interview questions, the data were transcribed and analyzed to describe the result study.

3.4.3 Students' Interview

Interview will also conduct to the 5 students as respondents. The purpose of this interview was to confirm the data gathered from observation in the class and to ensure students' responses toward teacher's feedback.The interview used semi-structured interview which concerning following reasons:

1. The teacher's feedback
2. Student's responses toward the teacher's feedback, and
3. Feedback effectiveness

The students were asked to answer the question relates to the teacher's feedback during teaching-learning process in the classroom. The questions were given to interviewee in

Bahasa Indonesia, in order to gain accurate information from the interviewee. After the respondents answered the questions, the data were transcribed to make it easier to analyze.

3.5 Data Collecting Procedures
In conducting this study, there are several steps that will be employed:
1. Observing the population and sample
   After getting the permission from the school to conduct the research, the researcher did the preliminary research to decide whether the sample is suitable for the research or not.
2. Observing the teaching and learning process
   In this step, the researcher observed the teaching and learning process by videotaping the data. It was used to gather any oral feedback given to the student in speaking skill. The observations took place in the second semester in May 2016.
3. Transcribing video
   In this step, the researcher transcribed the videos that were conducted from the observation. Coding process occurred along transcribing.
4. Analyzing the video transcripts
   In this step, the researcher analyzed the video transcripts to find out types of oral feedback and the way it was given by the teacher in teaching speaking.
5. Conducting interview
   The interview for students was conducted in the end of the observation on May 18th, 2016. It was administered to students to find out students' responses toward teacher's feedback. While interview for teacher was conducted on May 19th, 2016, 2016. . It was administered to teacher to confirm the data and information from the observation. It is also to confirm teacher's understanding of his/her teaching in giving oral feedback in teaching speaking.
6. Analyzing the interview script
   Analyzing the interview transcript was conducted to confirm the data gathered through observation. The interview was analyzed by transcribing it to help in describing the result of the study.
7. Presenting the result of the study
   In this step, the researcher compared all the data gathered from three instruments and then interpreted them in the form of narrative analysis.

3.6 Data Analysis

After all the data had been obtained, the data analysis will be presented in a form of descriptive analysis since the study was not experimental study. After the data gathered from observation, teacher interview and students' interview, procedure of analysis divided into three steps consist of transcribing, categorizing and interpreting.

The purposes of analyzing data were to present and explain it in the findings and in discussion. The analysis in the findings and the discussion were then interpreted to draw a conclusion.

Creswell (2007) defines five steps that can be used in collecting and analyzing the data in a qualitative method. The steps are: 1) preparing and organizing the data, 2) exploring and coding the database, 3) describing findings and forming themes, 4) presenting and reporting findings, 5) interpreting the meaning of the findings and validating the accuracy of the findings.

Based on the research questions, the study employed several steps to analyze and interpret the data. The steps of analyzing the data were as follows:

1. Classifying and interpreting the teacher's feedback

The data collected from three instruments and then were transcribed and categorized based on Tunstall and Gipps feedback typology (1996:392-401).

The data were analyzed in the form of transcription tables. The tables were used to present the findings and explain the typology of oral feedback in the discussion.

In analyzing the teacher's feedback, the researcher used typology of oral feedback based on Tunstall and Gipps feedback typology (1996:392-401). The oral feedback categorizations were divided into two categories. 1) Evaluative feedback: rewarding (A1), approving (B1), punishment (A2), and disapproving (B2) and 2) Descriptive feedback: specifying attainment (C1), constructing achievement (D1), specifying improvement (C2), constructing the way forward (D2). The tables were as follow:

Table 1.1Example of Teacher's Evaluative Oral Feedback based on TunstallandGipps Typology

(Observation 4, 89-94)

No	Participant	Transcription Data	Theme
89.	T	From your friend's response the dialogue 1 used formal way. Where did you know it? Atau which words show that the dialogue used formal way?	
90.	S9	Pakai good afternoon.	(C/R)
91.	T	Very good! Dari kata good afternoon. Apalagi? Ayo yang lainnyajanganmaukalah.	B1
92.	S8	I'd like to make an appointment.	(C/R)
93.	T	Excellent!(clapping) I'd like to. Ok, I'd like to kepanjangandariapa?	B1, A1
94.	Ss	I would like.	(C/R)

Table 1.2Example of Teacher's Decsriptive Oral Feedback based on Tunstalland Gipps Typology

(Observation 4, 109-115)

No.	Participant	Transcription Data	Theme
109.	T	Next, these are the instructions of making and answering call. Inicaranyabagaimanakitame nelepondanmenjawabtelepon. Perhatikandulusemuanya, the first one is formal way and the second way is informal way. Now repeat after me. Good morning!	
110.	Ss	Good morning!	(P/R)

111.	T	Tidak selalu good morning ya, kalau sore hari bisa bilang good afternoon ataukalaumalam?	D1
112.	S10	Good night.	(C/Irr)
113.	S5	Good evening.	(C/R)
114.	T	Good evening ya, kalau good night itusepertibilang?	C2
115.	Ss	Selamattidur.	(C/R)

Afterwards, the data were analyzed based on the way the eight types of feedback were given to the students in teaching speaking. The feedback were focused on the three aspects of speaking skill, they are pronunciation (P), comprehension (C), and vocabulary (V). Then each utterance was labeled with 'T' represents teacher, 'S1', 'S2', 'S3' indicate students, while 'Ss' stands for the voice of students.

2. Interpreting the students' responses toward the given feedback

The next step was analyzing both the teacher and students interviews in the form of transcription to validate the data gathered through observation. The data then were interpreted in narrative analysis. In this present study, the data were displayed in narrative sentences, selective transcripts, and tables. The narrative sentences and selective transcript were used to analyze and display the results of the data from observation and interview. Meanwhile, the tables were used to display the results of the data from observation.

3. Drawing conclusion

The last step was drawing conclusion. In this step, the data were validated by the accuracy of findings. Then, the data gathered from three results of the observation and the interviews were drawn into conclusion as the result of study.

3.7   Concluding Remark

This chapter has presented and elaborated the methodological aspects applied in this study covering formulation of problems, research design, site and participants, data collection which consisted of classroom observation and interview, and data analysis.