

CHAPTER III

METHOD OF THE STUDY

3.1 Introduction

The first step of conducting research is setting up the questions and objectives of the research, and the next step to take is employing the appropriate method to assist me in collecting and analyzing the data so that the objectives of the research can be accomplished. Hence, this chapter discusses the steps of collecting the data and the methods used to analyze the data.

This chapter is divided into four sections. The first section describes the design used to conduct this study and how this study was conducted. The second section discusses the participants involved in the study and the site of the study. The third section elaborates my roles as the researcher, the phases to collect the data and the instrument used. The last section explains the technique used to analyze the data.

Based on the study, I would discover the answers about the problems stated in the research questions. In this study, the problems are limited not only on the investigation of feedback given by the teacher during the teaching-learning process to the students, but also on how the feedback gives a stimulus to the students' learning process and leads to the areas of improvement. The things that emerge for me are teacher's perceptions of feedback; the types of feedback the teacher usually gives during the teaching-learning process; and the way the teacher uses feedback in encouraging students' improvement.

Thus, those questions are posed in order to investigate the teacher's perceptions of feedback; to discover the roles of feedback in helping students learning competence; to investigate how the teacher uses feedback to students during the teaching-learning process; and to study students learning progress after they get feedback from their teachers during or after the teaching-learning process.

3.2 Research Design

In conducting the study, I used a case study as the research design to describe how the phenomenon was constructed by the participants. This design enabled me not only to understand a complex issue, but also to emphasize a detailed contextual analysis of a limited number of events or conditions and their relationships (Soy 1997). This investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used (Yin 1984 as cited in Soy 1997). Thus, this case study is a bounded system emphasizing the unity and wholeness of that system (Stake 1988 as cited in Johnson 1992).

In addition, this design provided me with rich information about the processes and strategies the teacher used to give feedback to students. It informed me about the learning environment and the students' own personalities and attitudes after they get feedback from the teacher.

3.3 The Research Site

This study is a single-case study since I conducted the research in only one school. The school taken in this study was SMAN 24 Bandung, and the participants observed were a second-grade teacher and her students.

3.3.1 Selection for the Site

I chose SMAN 24 as the site for the study since the school is one of the most favorite school in East Bandung. The categorization of being a favorite school is based on annual passing grades that keep increasing year by year; the school got the best score and average in UAN in 2003/3004; and other achievement from 2002 to 2007 the school holds, for example the school got rank 1 from National Montage Award held by Jakarta British Council, year 2004. (Available in <http://www.sman24bdg.com/html/profil.php?id=profil&kode=8>).

One of the reasons for choosing the senior high school as the research site is due to the assumption that there would be very various interesting phenomena of giving feedback from teacher, such as the teacher's perceptions of feedback, types of the teacher's feedback, or the teacher's ways in giving feedback to learners.

The second reason for selecting the site is based on the fact that SMAN 24 Bandung promotes some students to be actively involved in some English projects with some foundations abroad and the results are published on line (Based on fact at <http://www.sman24bdg.com/html/profil.php?id=profil&kode=8>).

3.3.2 Access to Research Setting

Since I am a graduate from the school, teachers and their officials warmly welcomed me when I finally decided to conduct research in my alma mater.

3.4 The Participants

3.4.1 The Teachers

The teacher who was involved in this study was a second-grade teacher. She has been teaching English for six years in SMAN 24 Bandung (T's Questionnaire).

3.4.2 The Students

The students who were involved in this research were the best students from the second-grade as revealed from the teacher's interview. I took one class as participants from the students of 2 IPA 1. This selection was based on the students' achievement in English language competence compared among the other classes in the school. Thus, the selection enabled me to analyze the phenomena in a such class.

3.5 Data Collection

This part presents a description of my role, phases of data collection and the instruments.

3.5.1 Researcher's Role

In this study, I had a role as a non-participant observer (Merriam 1998 as cited in Alwasilah 2002). I was only sitting in the classroom to observe and

compile data by taking notes and tape-recording in order to answer all research questions.

3.5.2 Phases of Data Collection

The phases to collect the data are as follows:

- *First phase*, classroom observation was held in the first time in order to obtain the wholeness description of classroom activities by focusing on the phenomena of the students on their learning environment. In addition, I focused on the feedback given by the teacher during the teaching-learning process.
- *Second phase*, questionnaires were distributed not only to the teacher, but also to the students. The teacher's questionnaire was intended to get more details about the perceptions of feedback, and the students' questionnaires were intended to get information whether feedback was given to the students, and also to get comments about the roles of feedback given by the teachers and how the feedback given influenced the students in learning improvement.
- *Third phase*, an interview was held to the teacher in order to elaborate the teacher's perceptions of feedback.

3.5.3 Instruments

To obtain data, I used three main instruments in my investigation:

- Observation

To obtain data about how the teacher gave feedback to the students and what kind of feedback the teacher used, I observed the class for one month

of their teaching time. I used not only hand written observational notes as detailed, concrete and chronological as possible (Maxwell 1996), but also a tape-recorder in order to record the phenomena happened. The points to be observed covered detailed conditions about what kind of feedback the teacher used; how the teacher used the feedback itself in encouraging the students' improvement; what type of technique did the teacher use in giving feedback to the students during the teaching-learning process; the students' responses when they received feedback from their teacher; and the students' engagement to the instructions and class activities.

- Questionnaires

The questionnaires were used to gain data from the teacher and students. The questionnaires were distributed to the teacher in order to get information about teacher's perceptions of feedback; the kind of feedback the teacher usually used; and how the teacher used the feedback in encouraging students' improvement. Meanwhile, the questionnaires also were distributed to the students were intended to discover whether the teacher often gives feedback to them or not; kind of feedback received by the students from the teacher; the roles of feedback in supporting their learning, building the motivation, and improving their achievement. The data gained from both participants were expected to complete and cross-check one to each other each data gained.

- Interview

For this study, the teacher was interviewed in an in-depth manner, and the interviews were recorded. The interview occurred within the spare time after the class whenever it was possible. The interview was conducted in both structured and unstructured ways. Spontaneous questions were usually posed to clarify some aspects when the responses were not clear. The interviews were conducted 30 minutes or even more, the interviews were recorded. These were done to get further clarification on what was not found clearly in the questionnaires.

3.6 Data Analysis

The data were analyzed using a constant comparative method or grounded research (Glaser and Straus as cited in Moleong 2005). The process covered data reduction, coding, categorizing, synthesizing, and arranging working hypothesis or propositions.

Specifically, data from observation, which depicted examples of feedback the teacher gave; how teacher used the feedback itself in encouraging the students' improvement; the techniques the teacher used in giving feedback to the students during the teaching-learning process; the students' responses when they received feedback from their teacher; and the students' engagement to the instructions and class activities, were analyzed to gain insightful information from those techniques.

Moreover, the data from the observations were enriched with the data from other sources— questionnaires and interview. Data from the interview were presented in a condensed version. Data from questionnaires were presented and analyzed according to each theme.

