CHAPTER III
METHODOLOGY

This chapter explains the methods for doing research as well as the steps involved in determining the answer to the research question. The study's major goal was to find out students' responses and their expectation towards corrective feedback in one of the high schools in Sumedang, West Java. This research used a qualitative paradigm with a narrative analysis approach. This chapter presents main parts of the investigation: research design, participants and methods of selection, access to the research, research procedure, data collection technique, and data analysis.

3.1   Research Design

In order to answer the questions of students' responses to corrective feedback in one of the high schools in Sumedang, West Java. This study conducted qualitative data in order to identify, analyze, describe, and interpret the data to reflect how they will respond to corrective feedback. This method is used to explore, elaborate, and understand the meaning of an individual or group assigned to a social problem (Creswell, 2017). According to Rahman (2017, the qualitative method is an ideal method to use in research as it is fundamentally interpretive. The goal in narrative interviewing is to find out detailed elaboration rather than brief answers or general statements (Foster, 2014). Within this qualitative approach, a narrative analysis where the data sometimes turns into long stories was used (Riessman, 1993). The term "narrative" carries many meanings and is used in a variety of ways by different practices, often synonymously with "story." The concept of narrative itself has achieved a popularity by working with stories that has developed in research interviews and consultations. Narratives often serve different purposes for individuals than for groups, sometimes there is some overlap. Individuals use the narrative form to remember, argue, justify, persuade, engage, entertain, and even mislead an audience. On the other hand, groups use stories to organize others, and to foster a sense of belonging. The narrative analysis was the approach used to analyse the results of the

in-depth interview. The participants of the interview were chosen by using purposive sampling where researcher choose the participants based on relevant criteria or category to answer research question(s). The categories such as age, gender, experience, functional role, may serve as the starting points for researchers to narrow down on an objective of the study (Shaheen et. al., 2016).

3.2   Site and Participants

This research was conducted in one of the high schools in Sumedang, West Java by including a class of first graders of high school. The class chosen was 10 Social 1 with 36 students in it and five of the students chosen to join the in-depth interview as the last session in order to answer the research question. This class was chosen by the current English teacher since among the other 10 graders class, 10 Social 1 is the class where the students are always show their contribution and participation well and also great grades in English assignments. Most of them are talk-active, well-behaved, and loves to share their opinions and questions respectfully. The interviewed students were chosen since they are studying English lesson and they participated well in every session of this research. They were Nafi, a 16 years old girl with great enthusiast in learning English. Septi, a 17 years old boy who showed his curiosity by asking while learning. Gina, a 16 years old shy girl who showed her skill in English speaking and her interest in talking about her idol on her presentation. Kiki, a16 years old girl who was able to cope with her nervousness to present in front of the class. Lastly, Hafid, a 16 years old boy who showed his ability in supporting his friends to submit the presentation task.

3.3   Procedures

This research was conducted in four sessions. In the first session, students were given the opportunity to write and prepare their 2-3 minutes presentation. The next session of this research paper was presenting their oral presentation in a pre-recorded video and in front of the class, depending on the time limitation. The third section,

students were given the corrective feedback based on their live or pre-recorded presentation. Last section was the in-depth interview with five chosen students.

3.3.1 Preparing Presentation

Preparing the presentation was the first section of the research. In this section, there was an introduction of the section, a guide to write the presentation material, and the presentation procedures. The topic chosen was about Descriptive Text: My Idol. This topic was not chosen randomly. Before deciding Descriptive Text as the topic, researcher had a discussion with their current English teacher about the last material taught, it was about Song. Mostly, the students sang their favorite song by their favorite singer or idol. After discussing with the teachers, I re-confirm this procedure with the details of topics and material chosen to the Head of Curriculum. The discussion led us to the topic of Descriptive Text: My Idol as it is still related to the Song topic and it would engage the students because they will talk about their idol. After explaining the material, students were tasked to write a draft or notes to present in the next session which was the oral presentation. They have to prepare a one to two minutes presentations to present in front of the class. Even though the time was limited and it was impossible for thirty-eight students to presents in one meeting, there was an alternative way to submit it, which was through pre-recorder video that they have to send it through WhatsApp.

3.3.2 Oral Presentation

The students from one of the high schools in Sumedang, West Java, were asked to perform in front of the class or/and through a pre-recorded video by presenting their ideas regarding the chosen topic, their idol. A week after, there were six students who submitted their presentation's recording through WhatsApp and only two of them who did a live presentation in front of the class. Since this was their first task to present in English and the limitation of time, not all of them submitted the task that was given. This unexpected phenomenon happened out of researcher's control. Fortunately, it did not ruin the process of this study since the tasks submitted covered all the needs. The presentation they submitted were about 1-2 minutes which means they did the task

based on the instruction even though the presentation were not perfect (not speaking English fluently), but they showed their enthusiasm by trying to show off their ability.
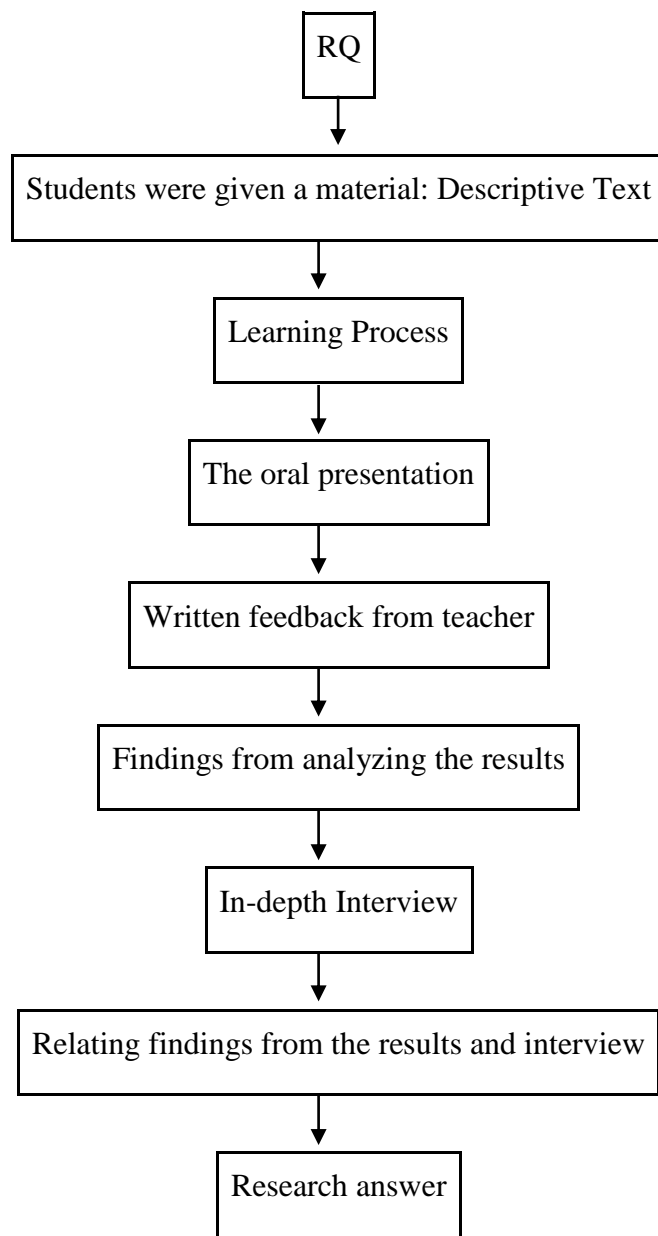
3.3.3 Corrective Feedback

The corrective feedback was given only to those who voluntarily joined the interview session (all of them presented their work). Corrective feedback was given in a direct non-metalinguistic written correction where the teacher crosses out Incorrect or unnecessary words (Sheen, 2011). This corrective feedback was given to each student who were interviewed only. The corrective feedback they read were their oral presentations' transcription with the written corrective feedback. They were asked to read and comprehend it in 10-15 minutes with no question-and-answer session so the responses on the interview would be their raw reactions towards the corrective feedback.

3.3.4 In-depth Interview

This session, the in-depth interview, was conducted in a face-to-face meeting in order to collect both written data and visual (photos/recording) data needed in this study. The participants were five of the students who participated well in the learning activities, presented their task and received the corrective feedback which were the criterias needed in purposive sampling that was conducted. Before conducting the interview, the students were elaborated by the speaking skills aspects in order to lead them to the same perception. The interview lasted around 40 minutes long at a cafe nearby the high school and this session was held out of their school hours (after school) since it that day, students were asked to clean the classes in order to prepare their final exam next week. Hence, we were not able to do it effectively in school. There were 14 questions, the questions were asked one by one and each of them answered the question. Bahasa Indonesia was used in the interview session to avoid misunderstanding between interviewees and interviewer (researcher) since Bahasa Indonesia is our native language.

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Figure 3.1

Table 3.1 In-depth interview

No.	Questions
1	What do you think about the speaking test in English?
2	What do you think about the presentation topic chosen by the teacher?
3	What do you think about the assignments given by the teacher?
4	In your opinion, how important is grammar in mastering English? Please give some reasons!
5	In your opinion, is the grammar aspect the main thing in speaking skills? Yes/No? Please explain!
6	In your opinion, are aspects of fluency, pronunciation, and vocabulary important in speaking skills? Please share your thoughts!
7	Try to rank the aspects of speaking from the most important (grammar, fluency, pronunciation & vocabulary) according to your opinion and give some reasons!
8	In your opinion, was the feedback given by the teacher useful? Why?
9	In your opinion, was the teacher's way of giving feedback good enough? Please share your thoughts!
10	In your opinion, what should be improved by the teacher in providing feedback on speaking skills? Please give some reasons!
11	What are the positive & negative effects of this research on your speaking skills? Please share your thoughts!
12	Is there any other way that makes you more comfortable when given feedback on grammar (or maybe other aspects)? Explain!
13	What are your hopes for the future regarding grammar (or maybe other aspects) feedback on speaking tests on speaking skills?
14	Will you consider/improve in your next assignment (speaking test) according to the feedback given by the teacher?

3.4 Data Collection

In this research, both oral presentations and in-depth interview will be elaborated below

3.4.1 Oral Presentation

The analysis of students' oral presentation was conducted to answer the research questions. Each presentation was analyzed in terms of the grammatical errors that the students made. Nevertheless, this study would focus on the grammatical errors made by the EFL students on their oral presentation, based on the common errors: articles/determiners, subject-verb agreement, noun, word choice, and pronouns (Bitchener, 2012).

3.4.2 In-depth Interview

After giving the participants their corrective feedback (each of them), the researcher conducted an in-depth interview which allows the interviewer to explore the respondents' feelings and perspectives deeply and comprehensively. This result might lead into a rich information that can build further questions for better understanding (Guion, 2011).

3.5 Data Analysis

Data collection is a crucial aspect in the process of research. The study will employ in-depth interviews towards the participants by conducting a narrative analysis approach to find out how students respond to feedback. The typical narrative form of analysis that was used in this study is Dialogic Narrative Analysis or DNA. According to Barrera et. al (2019), instead of step-to-step procedure, DNA is a heuristic guide in the prescriptive model of methodology. Dialogic Narrative Analysis is also an act of criticism that uses questions to move thoughts.

3.5.1 Oral Presentation Test

The speaking test was conducted to show the grammatical errors (and others: fluency, vocabulary, and pronunciation). Speaking test provides an opportunity to

reach levels of understanding that might be difficult to comprehend with only multiple-choice questions and written tests. By conducting oral presentations, showing their speaking skills is expected. Speaking skills is the most crucial skill to acquire both a second and foreign language. Among the four language skills, speaking skills is deemed to be the most important (Rao, 2019).

3.5.2 In-depth Interview

An interview is a crucial qualitative research method in which the researcher collects data directly from the participants (Guion et al. 2011). In-depth interviews are excellent tools to use in planning and evaluating. Guion et al. (2011) states there are four key characteristics of in-depth interview. The key characteristics of in-depth interviews will be elaborated below:

1. **Open-ended Questions.** Questions need to be worded so that respondents respond by delivering their experience not just by saying "yes" or "no". Instead of short answers, respondents answer the questions by elaborating "why" and how" which give them freedom.

2. **Semi-structured Format.** Even though it is important to pre-plan the key questions, the interview should also be conversational, with questions-to-questions from previous responses when the situation is possible.

3. **Seek Understanding and Interpretation.** It is important to use active listening skills to reflect what the respondents are saying. The interviewer should try to interpret what is being said and should seek understanding throughout the interview process.

4. **Recording Responses.** The responses are typically audio-recorded and complemented with written notes (i.e., field notes) by the interviewer. Written notes include observations of both verbal and non-verbal behaviors as they occur, and immediate personal reflections about the interview.