CHAPTER III

METHODOLOGY

The first step of conducting a research is setting up the questions and objectives of the research, and the next step to take is employing the appropriate method to assist the researcher in collecting and analyzing the data so that the objectives of the research can be accomplished. This chapter describes the methodology used to collect and analyze the data for the present study.

This chapter is divided into six sections. The first section is about the research problems aimed to be explored in the study. The second section discusses the research design. The third section describes the data collection which includes research site, subjects of the study, researcher's role, phases of data collection, and procedures. The latter elaborated the techniques of data collection: observation and interview. The last section briefly explains how the data are analyzed.

3.1. Research Problems

There are four problems to be explored. Those problems are formulated in the following questions:

1.   What roles do the teachers play in response to the students' spoken errors?

2.   What spoken errors do the teachers choose to correct?

3.   Why do the teachers correct those errors?

4.   What strategies do the teachers employ to correct the students' spoken errors?

3.2. Research Design

This study is largely qualitative in nature as it attempts to understand a phenomenon of teachers' decision-making process of giving corrective feedback. The research is interested not only in the process of error-correction, but also in how the teachers' understanding of correction influences their decisions of correcting the errors. Some descriptive quantification data is utilized to find: (1) the number and percentage of the corrected errors, (2) the employed corrective feedback, and (3) the students' response following the feedback.

Before the data were gathered, preliminary study was conducted two weeks prior to the main study. The preliminary study was carried out in different site from the main research. The preliminary research was conducted in one of private senior high schools in Cirebon. The aims of having preliminary study were to obtain a general picture of teaching-learning process specifically the correction the teachers provided for the students. The site in which the data were taken was genuine English classrooms which Nunan (1990: 4) defines as "classrooms specifically constituted for the purposes of foreign language learning and teaching". The classrooms used for conducting the study belong to one of senior high schools in Cirebon. Only after were the data all gathered, they were analyzed to answer the research questions.

3.3. Data Collection

There are some important components in conducting the present study. They are:

3.3.1. Research Site

For ethical reason, the name of the site in which the present study was conducted is not revealed. The site will be addressed as SMA X throughout the paper. SMA X is one of the favorite schools in Cirebon. The categorization of being favorite/good school is based on the annual passing grade the school holds, and in the 2004/2005 school year the passing grade of SMA X was around 19.00 on a scale 30.00.

The reason for choosing senior high school as the research site is due to the assumption that there would be various interesting phenomena of corrective feedback. Moreover, the government of Indonesia is recently very concerned with the English competence of SMA graduates which is still below the expectation. Thus, by carrying out the research, there would reveal some clues of the root of the problem. SMA X is chosen because it is the only school that allows a research to take place. The other schools, either the headmasters or the teachers were reluctant to take part in the research. They see research as a threat.

3.3.2. Subjects of the Study

The second grade is chosen to be involved in the research as it is assumed to be a suitable place. The students of the second year have been exposed longer to English so they are perceived to have more knowledge of English and courage to speak English than the freshmen. The third grade students cannot participate in this study since they are preparing for UN (National Examination), and any interference from the outsiders might disturb the regular teaching-learning process.

There are only four classes used for the research: 2.1, 2.3, 2.5, and 2.6. The other classes were used for the student teacher practices (PPL). The number of the female students is higher than of the male's in each class. The distribution of the number of the female and male students is described in table 3.1.

Table 3.1. The distribution of the number of female and male students

Class/Gender	Female	Male	Total
2.1	22	20	42
2.3	23	18	41
2.5	24	18	42
2.6	21	19	40

The students in these classes are mostly high achievers and highly motivated. This can be seen from their passing grade and their attitudes toward the lesson in the classroom. Despite the monotonous learning activities they have, they participate in those learning processes. They do the exercises and take part in the questions and answer sessions. The activities are designed based on the student book. The students in class 2.5 and 2.6 are quiet while the students in class 2.1 and 2.3 are noisy and active. There are two teachers for the second grade. They are male teachers.

These teachers are the respondents of the research. These teachers use English as the medium of instruction, and they have engendered friendly classroom atmosphere, by including jokes in their teaching. Respondent #1 makes a joke about the issue they were discussing:

T: … what is it rough?
S: kasar
T: Kasar or nasar?
S: (laugh) Nasar mah KDI pak!
T: yah Nasar is the contestant of KDI. Mita is contestant of KDI.
S: huuu…
(Observation data, September 4th 2004)

The classroom atmosphere the teacher has created proved to have enabled the students to feel relaxed. Respondent #1 teaches class 2.1 and 2.3. He has been teaching English for four years. He is an S1 graduate of English Education from one of the local universities in Cirebon. His teaching style is a typical of most Indonesian English teachers' teaching style; the workbook is the Holy book which the teachers follow blindly the activities written there. Consequently, the students have limited chance of practicing speaking skill and the chance for making error and learn from them. The correction was given when the students read the text or the questions and answers from the book.

This respondent is well prepared specifically for the pronunciation of words in the book. However, his English is not very clear and one of his students complained that she and her classmates often find it hard to understand his English.

Respondent #2 is very quiet and he has small voice and his students who sit at the back very often cannot hear what he is talking about. His teaching style is like his colleague, respondent #1, follows the Holy workbook. His greeting is so predictable that sometimes the students have already answered his greeting before he utters it.

This respondent is an experienced teacher for he has been teaching English for thirteen years. He received his D3 degree from one of the state universities in Bandung.

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3.3.3. Researcher's Role

During the classroom activities, the researcher played a role as a passive observer. Taking notes on things such as how the students' errors were corrected, how the students reacted to the correction, which errors the teachers corrected, and the teachers' facial expressions when correcting was what a passive observer did in the classroom. A passive observer does not take part in the teaching and learning process.

The information collected from taking notes were recorded on the observation sheet, which is adapted from Tanner and Green (1998). Before the observation began, the observation sheet was shown to the respondents to ensure them of what was being observed, and it would put their mind at ease when they see the researcher writing something.

3.3.4. Phases of Data Collection

Before the main study was conducted, a pilot study was carried out for two weeks in one of private schools in Cirebon. The pilot study began on August 10th and ended on August 14th, 2004. The reasons for conducting pilot study, as mentioned earlier, were to get pictures of classroom condition and teaching and learning activities specifically related to corrective feedback.

The pilot study yielded some characteristics of teacher's approaches to error-correction. The first characteristic is that the classroom activities are mostly based on the students' workbook so that the chance of students practice their speaking skill was limited. The students rarely produce their own sentences and make errors as well as learn

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from their errors. The second characteristic is the correction given is largely concerned with the students' answers of the questions written in the book. The errors the students committed during the dialogue session tended to be left uncorrected because the teacher assumed that error correction would distract the students' attention and discourage the students from practicing the dialogue. The third characteristic is the teacher's attempt to address the entire class when correcting the error rather than asked the student concerned to reformulate the incorrect utterances. This type of correction prevented the student who made the error tried to self correct his/her own error.

Data collection for the main study was conducted for four weeks, two meetings for class 2.1 and 2.5, one meeting for class 2.6, and four meetings for class 2.3. The primary study took place from August 28th to September 4th, 2004. As a matter of fact there should be two meetings left, but due to the conflicting schedules with the other school activities, the meetings were cancelled. Nevertheless, the data taken from the observation have already captured the answers of the research questions. For more detailed information of the observation schedule, see table 3.2.

The observation was followed by the interview with the teachers and the students whose errors were corrected. The interviews were carried out informally, and not all the questions for the teachers could be asked to them because the time the teachers had was limited as they had to attend the meeting or to teach the other classes. Hence, the formal interview was conducted on November 22nd, 2004.

Table 3. 2. Observation and interview Schedule

Time and Date	Class	Time Allocation	Activities
7.00-8.30 August 28th 2004	2.1	2 x 45'	Observation and interview
8.30-9.00 August 28th 2004	2.5	2 x 45'	Observation and interview
7.00-8.30 September 2nd, 2004	2.6	2 x 45'	Observation and interview
8.30 – 9.00 September 2nd 2004	2.3	2 x 45'	Observation and interview
7.00 – 8.30 September 4th 2004	2.1	2 x 45'	Observation and interview
8.30 – 9.00 September 4th 2004	2.5	2 x 45'	Observation and interview
7.00 -7.45 September 7th 2004	2.3	1 x 45'	Observation and interview
8.30 – 9.00 September 16th 2004	2.3	2 x 45'	Observation
8.30 – 9.00 September 23rd 2004	2.3	2 x 45'	Observation and interview
10.00 – 11.00 November 22nd 2004	-	-	Interview with R#2
11.30 -14.30 November 22nd 2004	-	-	Interview with R#1

3.3.5. Procedures

This section elaborates the techniques employed to gather the data needed for the research. To obtain the intended data, emic and etic perspectives were used. Freeman (1998:78) explains that

> Emic and etic perspectives describe the point of view intrinsic to the information we gather. Together those two sets of distinctions sensitize us to the fact that what we see and hear will depend on where we sit, what we can ask, and what we can say. Emic is what the respondents know, and etic is what the observers see.

There are two techniques used for collecting the data: observation and interview. These techniques were employed to gather the respondents' perspectives of the issues being researched.

3.3.5.1. Observation

Some teachers are reluctant to being observed for the sake of the research because they have negative perspective on the observation. These teachers, as Tanner and Green (1998: 5) put it "tend to see observation as something that is judgmental, subjective, and intimidating". Moreover, according to Lynch (1997), most language teachers regard research and teaching as irrelevant. It is because most teachers cannot see the positive impact of the research result on the teaching process.

Nevertheless, classroom observation provides concrete information about what occurs in the classroom that the other instruments cannot give. The teachers' facial expressions and gestures when correcting the errors, the students' reactions toward the correction, the classroom atmosphere, and the strategies the teachers use to correct the errors can only be captured by classroom observation.

During the lesson, the things that are the focuses of the observation were recorded on the observation sheet. These focused things are the students' spoken errors, the corrected errors, the corrective strategies, teachers' gestures and facial expressions when correcting the errors, the students' reactions toward the correction as well as the classroom atmosphere in which the teaching and learning process takes place.

As stated earlier, the observation sheet was shown to the teachers before the observation began in order for them to know what was being observed. To be able to re-examine the records of the observation as well as to check the items that might have been missed out, teaching-learning activities were audio-taped. R#1 kept the tape-recorder in his pocket during the observation so that the students and teacher interaction were mostly

recorded. The tape-recorder in R#2's class was placed on the student's front desk as the respondent refused to carry it. Hence, only the utterances of the students who sat near to the tape recorder could be recorded well, while the utterances produced by the students who sat at the back of the class were inaudible. Some teacher's utterances were also inaudible.

3.3.5.2. Interview

The interview was carried out to elicit the teachers' reasons for their corrective feedback: why particular errors were corrected and the others remain uncorrected, and why they use certain technique to correct the students' errors. The interview was also conducted to know the teachers' perception on the students' errors. Thus, the questions for the interview were planned and structured.

The interview was carried out as soon as the class was over, but it was an informal one and sometimes it was not audio-taped. The formal and audio-taped interviews were carried out at the teacher's houses a month later after the observation, and that is on November 22nd, 2004.

Not only were the teachers interviewed but also some students whose errors were corrected. The interview was about their feelings when being corrected. The interview taken place as soon as the class was over.

3.4. Data Analysis

Data analysis is a process of drawing responses out of the data, finding the answers of the research questions in the data (Freeman, 1998). To analyze the data, the

audio-taped classroom activities and interviews were transcribed. However, some parts of the utterances were not transcribed because some were unclear or inaudible. This is the drawback of utilizing audio-tape in a large and noisy classroom.

The classroom observation transcripts were used to identify the students' spoken errors and the corrected and uncorrected spoken errors. Whereas the transcripts of the interview were used to figure out the teachers' reasons for correcting and not correcting the errors, the corrective strategies, and students' feelings toward the correction.

The types of corrective feedback adopted from Lyster and Ranta (1997) were used to categorize which feedback the teachers utilized. In order to find the roles the teachers play in response to the students' spoken errors, Tanner and Green's (1998) four teacher roles were applied. Donald's classification of errors was adapted to categorize the students' spoken errors.