CHAPTER III
RESEARCH METHODOLOGY

3.1   Research Design

The research attempted to describe and analyze the data of how the feedback were given in teaching speaking and didn't want to make a comparison with the others. The research also only focus on analyzing the process of classroom interaction in a natural setting. Therefore, the research method applied in this research was a case study method.

As Creswell (2007) states that case study explores an event, an activity, a process, or one or more individuals. By using this method, the researcher was expected to be able to find out, to define, to analyze, and to explain the topic of the research.

3.2   Population and Subject of the Research

The subjects of the research was teacher and students at SMA IT AR RAIHAN (International Islamic School) Bandar Lampung. The selection of the subject in this school is based on the accessibility of the researcher to this school, the willingness of teacher to be observed, and all the students which are taught by the

teacher.

In this school, English have been taught twice a week with the allocation 2 x 40 minutes for each meeting.

3.3 Research Procedures

In conducting the research, the researcher used the following instruments in order to find the necessarily data.

3.3.1 Research Instruments

This research employed three instruments. The first instrument was observation based on videotaping that was conducted in four meetings. The second instrument was a teacher interview that was given to the teacher. The third instrument was students' interview that was given to the students.

3.3.1.1 Observation

The observation was based on videotaping. Fraenkel and Wallen (1990) claims that by using videotaping, the researcher will get benefit such as the videotaping can replay for several times in order to check and correct the data and the researcher can use it to ask other researcher to see and compare the video.

Videotaping was conducted to gather the main data of the study. The videotaping was conducted four times from November 19th until November 28th 2012 and it was conducted three times a week with the allocation 2X40 Minutes. The data were collected from the interaction of the teacher with the students in

speaking activities which focused on teacher's feedback used in teaching speaking.

3.3.1.1.1 Instruction for the Observation

A. For the Teacher

1. Teacher reads the theory and functions about feedback.

2. Teacher identifies eight types of feedback based on Tunstall & Gipp's Typology.

3. Teacher prepares lesson plan about speaking.

4. Teacher prepares the class.

5. Teacher starts teaching speaking.

6. Teacher implements giving the feedback to the students.

7. Teacher observes students' respond toward her/his feedback.

8. Teacher prepares her/himself to be interviewed.

B. For Students'

1. Students' prepares themselves to study.

2. Students' gives their attention to the teacher.

3. Students' responds the feedback will be given by the teacher.

4. Students' prepares themselves to be interviewed.

3.3.1.2 Teacher Interview

Interview was conducted as second instrument to confirm the data and information that is collected from observation. Moreover, Best (1981) states that interview is also used to stimulates the subject to greater insight into the

researcher own experiences.

The purpose of interviewing the teacher is to confirm the data that collected from observation also as teacher's understanding of his/her way in giving feedback in teaching speaking. The interview used semi-structured interview which consist of ten questions concerns with how the teacher play her role as an assessor and how her way in giving feedback to the students. The interview was conducted in the last day of observation. After the teacher answer the interview questions, the data were transcribed and analyzed to describe the result of the study.

3.3.1.3 Students' Interview

Besides interviewing the teacher, this study also used students' interview. The students' interview was administered to confirm the data that were gathered through observation and teacher interview.

The interview that was administered relates to students' responses toward the teacher's feedback. The interview used semi-structured interview which consisted of eight questions. The interview focused on three areas:

1. Teacher's feedback;

2. Students' responses toward the teacher's feedback;

3. Feedback effectiveness.

The first part consisted of three questions relate to the types of teacher's feedback. The second part consisted of three questions relate to how the students

respond to the teacher's feedback. The third part consisted of two questions to find out how the effectiveness of teacher's feedback is perceived by the students.

The interview was written in Bahasa Indonesia for better understanding. After the respondents answered the interview's questions, the data were transcribed to make it easier in describing the result of the study.

3.3.2 Data Collecting Technique

There several steps that have been employed:

1. Observing the population and sample.

2. Videotaping of teaching-learning process.

3. Transcribing video.

4. Analyzing the video transcripts.

5. Conducting the interview.

6. Analyzing the interview transcript.

7. Presenting the result of the study.

3.3.3 Validity and Reliability

3.3.3.1 Reliability

Although the term 'Reliability' is a concept used for testing or evaluating quantitative research, the idea is most often used in all kinds of research. If we see the idea of testing as a way of information elicitation then the most important test of any qualitative study is its quality. A good qualitative study can help us

"understand a situation that would otherwise be enigmatic or confusing" (Eisner, 1991, p. 58).

While the terms Reliability and Validity are essential criterion for quality in quantitative paradigms, in qualitative paradigms the terms are Credibility,Neutrality or Confirmability, Consistency or Dependability and Applicability or Transferability are to be the essential criteria for quality (Lincoln & Guba, 1985).

To involve the reability aspect, this study employed several steps. They were:

1. Recording/Videotaping of teaching-learning process.

2. Transcribing the video.

3. Analyzing the video transcripts based on feedback by Tunstall and Gipps' Typology.

3.3.3.2 Validity

The concept of validity is described by a wide range of terms in qualitative studies. This concept is not a single, fixed or universal concept, but "rather a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects" (Winter, 2000, p.1). Although some qualitative researchers have argued that the term validity is not applicable to qualitative research, but at the same time, they have realised the need for some kind of qualifying check or measure for their research.

Patton (2001) states the validity in quantitative research is very specific to the test to which it is applied – where triangulation methods are used in qualitative research.

To involve the aspect of validity, this study will be used triangulation method

3.3.3.2.1 Triangulation

Triangulation is typically a strategy (test) for improving the validity and reliability of research or evaluation of findings. Mathison (1988) elaborates this by saying that triangulation has risen an important methodological issue in naturalistic and qualitative approaches to evaluation [in order to] control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology.

The notion of data triangulation is allowing participants in a research to assist the researcher in the research question as well as with the data collection. Engaging multiple methods, such as, observation, interviews and recordings will lead to more valid, reliable and diverse construction of realities.

In this study, triangulation method have been employed:

1. Observation

2. Teacher's Interview

3. Students' Interview

3.4   Data Analysis

In analyzing the data of the research, the researcher used descriptive analysis since the study was not experimental study. Creswell states that a qualitative research is an interpretive research (2007:245). Therefore, the description of data analysis and the interpretation in a qualitative study would rely on a good research. The analysis aimed to describe the collected data to present them in the

findings and explain them in the discussion. The analysis in the findings and the discussion were interpret to finally drawn a conclusion.

Creswell (2007: 243) also defines some steps that can be used in collecting and analyzing the data in a qualitative method. The steps are preparing and organizing the data, exploring and coding the database, describing findings and forming themes, presenting and reporting findings, interpreting the meaning of the findings and validating the accuracy of the findings.

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

- **Classifying and Interpreting the Teacher's Feedback.**

The data collected from the three instruments and then were transcribed and categorized based on Tunstall and Gipps' feedback typology (1996:395-401). The data were analyzed in the form of transcription tables. The tables were used to present the findings and explain the typology of feedback in the discussion.

In classifying the teacher's feedback, the students' speaking competency was first identified. Then, the research analyzed the teacher's feedback that were given into students' speaking competency based on the feedback typology by Tunstall and Gipps (1996:395-401).

The feedback typology was categorized 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), and constructing the way forward-mutual appraisal (D2). The tables were as follow:

Table 3.1 Example of Teacher's Evaluative Feedback based on Tunstall & Gipps' Typology

No	Transcription Data	Theme
1.	T : Hey, What's your name?	
	S1 : My name is Andi	**C/R**
	T : Very Good!	**B1**

Table 3.2 Examples of Teacher's Descriptive Feedback based on Tunstall & Gipps' Typology

No	Transcription Data	Theme
1.	T : Hey, What's your name?	
	S1 : My name is Andi	**C/R**
	T : The answer is "My name is"	**C1**

Afterwards, the data were analyzed based on the way the eight types of feedback were given to the students in teaching speaking. The feedback was focused on the three aspects of speaking skill, they are pronunciation (P), comprehension (C), and vocabulary (V).

The next step is analyzing both the teacher and students interviews in the form of transcription to validate the data gather through observation. The data then were interpreted in narrative analysis. In this research, 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 interviews. Meanwhile, the tables were used to display the results of the data from observation.

- **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 the study.