CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the detail research methodology applied in this study, included an approach and research design, researcher presence, research location and subject, data and source of data, data collection technique, research instruments, data analysis technique, checking validity of findings and research stages.

A. Approach and Research Design

The major purpose of this study was to know whether student teachers had implemented teacher's feedback or not, to identify what feedback that they had applied and they had not applied yet, also to find out the factors influencing them in implementing the feedbacks given by the lecturer. Considering the goal, this study was involved as qualitative study since this study attempted to gain deep understanding of a specific group or event, rather than surface description of a large sample of a population. In other word, this qualitative study did not try to quantify or to count anything or to use statistical methods since it attempted to understand other person's perceptions and motivations. Thus, in this qualitative study, the sample sizes taken were typically small because it did not aim to

¹ PPA 696 Research Methods Data Collection Strategies II: Qualitative Research. (http://www.csulb.edu/~msaintg/ppa696/696quali.htm, accessed on December 23, 2015)

² Health Research Authority, "What is a qualitative study?" (http://www.hra.nhs.uk/patients-and-the-public-2/types-of-study/what-is-a-qualitative-study/, accessed on December 23, 2015)

statistically generalize the findings gained, and thereafter, the results of this qualitative research was presented descriptively rather than predictively.

Moreover, the current study was included as descriptive qualitative study since this current study attempted to describe the behavior of the subject being studied using words and sentences. The data that had been gained was presented descriptively. Thus, it can be said that description becomes a device to organize data into patterns that rise during analysis.³ Furthermore, the current study used narratological study as the approach of this descriptive qualitative study since the researcher attempted to carefully study what has been experienced by an individual and what has been said by the other individuals.

B. Researcher Presence

In this research, the researcher was the instrument and also the data collector. Regarding the above purpose, the researcher attended at the practice teaching class and attempted to collect the data by using instrument and doing the observation. In this case, the observation that was conducted is non-participant observation where the researcher or the observer did not take part into the activities being observed. In other word, the researcher only became an observer who focused on how to observe, to record, to study, and to take notes on the

The Association for Educational Communications and Technology, "41.1 What Is Descriptive Research?" (http://www.aect.org/edtech/ed1/41/41-01.html, accessed on December 23, 2014)

⁴ F. Liu,., S. Maitlis, "Non-Participant Observation" (http://srmo.sagepub.com/view/encyc-of-casestudy-research/n229.xml, accessed on December 23, 2014)

behavior or the phenomena being observed.⁵ The researcher did not actively participate in the classroom activities. Moreover, the observation that was done had been known by the subjects studied since the observer or the researcher had made an agreement with the lecturer in the designated class before the observation was conducted.⁶

C. Research Location and Subject

The current study was conducted at practice teaching class of English Teacher Education Department at UIN Sunan Ampel Surabaya located on Jalan Jendral Ahmad Yani 117 Surabaya. This location was chosen by considering the case that was found before.

Specifically, this study took place at 'C' practice teaching class academic year 2014/2015. In this case, the subject of this study was student teachers at English Education Department at 'C' practice teaching class that consists of 13 students. One of the main reasons for choosing student teachers at C practice teaching class as the subject of this study are since the lecturer at 'C' practice teaching class was the lecturer who handled previous practice teaching class academic year 2013/2014 where the case was found. Moreover, after conducting preliminary study, it was found that 11 of 13 student teachers at 'C' class tended to feel confused to understand and to implement the feedback from the lecturer even

⁵ Dunia Penelitian, "Pengertian dan Penggunaan Teknik Observasi Partisipan" (http://dunia-penelitian.blogspot.com/2011/11/pengertian-dan-penggunaan-teknik.html, accessed on December 23, 2014)

⁶ C. Narbuko, A. Achmadi, *Metodologi Penelitian* (Jakarta: Bumi Aksara, 1997), 72

though they had followed to listen feedback aimed at them themselves and at their friends for several times.

The above result was gained after overspreading questionnaire containing two checklist and two open-ended questions to all student teachers at A, B, and C class who are handled by the same practice teaching lecturer. In this case, there were 76, 9 percent of student teachers at 'C' class who still feel confused to understand and to implement the feedback from the lecturer. Whereas, there were only 70 percent and 54, 5 percent student teachers from A and B class who experienced those two situations. Accordingly, most of them were also confused on how to implement lecturer's feedback for their second teaching practice well, although most of them had the same opinion like their senior, student teachers academic year 2013/2014 who took the same lecturer like them, that lecturer's feedback had been explicit and detailed. For that reason, the researcher decided to choose student teachers at 'C' practice teaching class as the subject of this study.

D. Data and Source of Data

a. Types of Data

To answer the research problems, there are two types of the data, those are primary and secondary data.

1. Primary Data

The primary data of the present study were the data of feedback delivered by lecturer for each student teacher who has performed teaching at the first cycle, student teachers' teaching performance at the second cycle, and the factors influencing student teachers in using lecturer's feedback dealing with five selected teaching skills. Those two primary data were gotten from the observation and documentation technique conducted in the class chosen, also the interview process on student teachers who are in 'C' practice teaching class.

2. Secondary Data

Secondary data are additional data that were used for supporting the primary data. The secondary data were gained from observer's feedback, lecturer's feedback at the second cycle, student teachers' lesson plan, student teachers' answer gained from open-ended questions in the interviewing process, and the attendance list of student teachers' at 'C' practice teaching class academic year 2014/2015. Furthermore, video records taken by the researcher during the study became the proof of the feedback given by the lecturer and the teaching practice performed by each student teacher. Besides, there are some theories from journals and books supporting the data that had been obtained.

b. Source of Data

The sources of data of the current study came from lecturer, student teachers, and researcher's presence. The lecturer taken as the source of the data for this study was the lecturer who taught at 'C' class of practice teaching academic year 2014/2015. While the student teachers becoming the subject of the current study were student teachers at 'C' practice teaching class.

The primary data were gotten from conducting classroom observation during the semester and interviewing student teachers at 'C' practice teaching class. Whereas, the secondary data were gained by asking the copy of attendance list of student teachers at 'C' class to the friend who also conducted her study at that class; furthermore, video records containing observer's feedback, student teachers' teaching practice, and lecturer's feedback were gained by the researcher herself through coming to the class for each meeting.

E. Data Collection Technique

Additionally, to collect the information about the subject of study, there were such techniques used for collecting the data. Those were observation, documentation, and Interview. At the first, the researcher did classroom observation and documentation in form of video recording. Then, the researcher interviewed each student teacher at 'C' practice teaching class and also took documentation through voice recording. Basically, the process of data collection technique for this study is specified in the table below:

Table 1.2 Techniques for Collecting the Data

No	Research Question	Classroom Observation	Documentation	Interview
1	RQ1	Observation sheet of lecturer's	Detail of lecturer's feedback	-

		feedback on 5 selected teaching skills at first teaching cycle (App. 1)		
2	RQ2	Observation sheet and Field note of feedback implementation by student teachers on 5 selected teaching skills at second teaching cycle (App. 2 and 3)	Student teachers' teaching practice and lecturer's feedback	
3	RQ3	-	-	Student teachers (App. 4)

1. Observation

The first procedure used in collecting the data for the current research was by conducting non-participant observation where the observer (the researcher) did not follow to take part in the activities being observed.⁷ In other word, the researcher only became an observer who focused on how to observe, to record, to study, and to take notes on the behavior or the phenomena being observed.⁸ This observation technique was applied for answering the first research question, "What feedbacks do student teachers receive from the lecturer, particularly feedback dealing with how to improve 5 selected teaching skills?", and the second research question, "To what extent do student teachers implement the feedback given for their next teaching practice on second cycle?". Moreover, the observation done had been known by the subjects studied.⁹

Observation procedure was chosen since the researcher could directly know on things happening in the class. In this case, the researcher could directly know how student teachers conducted their teaching practice, recognize what feedback given by the lecturer for each student teacher, be aware of feedback that had and had not been applied by student teachers for their next teaching performance in the second cycle. Moreover, classroom observation let the researcher to gain in-depth understanding on the situations

⁷ Liu, F., & Maitlis, S., "Non-Participant Observation". (http://srmo.sagepub.com/view/encyc-of-case-study-research/n229.xml, accessed on December 23, 2014)

⁸ Dunia Penelitian, "Pengertian dan Penggunaan Teknik Observasi Partisipan". (http://dunia-penelitian.blogspot.com/2011/11/pengertian-dan-penggunaan-teknik.html, accessed on December 23, 2014)

⁹ C. Narbuko, A. Achmadi, *Metodologi* (Jakarta: Bumi Aksara, 1997), 72

occurring in the class observed. As known that by conducting classroom observation, the researcher can know what individual actually acts or states.¹⁰

From the procedure that has been explained above, the data obtained were what the lecturer comments focusing mainly on five selected teaching skills that had been performed by student teachers at the first cycle and also five selected teaching skills performed by student teachers at the first and second cycle.

2. Documentation

To have an overview about the activities done in practice teaching class, the researcher recorded the whole class activities, such as student teachers teaching activities, feedback provision from student teachers becoming an observer and the lecturer. In this case, the documentation was taken by using video recorder and voice recorder. Video recorder was used for helping the researcher in analyzing the feedback given at the first cycle and student teachers' teaching practice at the second cycle. Therefore, documentation techniques in form of video recording was applied for answering the first research question, "What feedbacks do student teachers receive from the lecturer, especially feedback dealing with how to improve 5 selected teaching skills?", and the second research question," To what extent do student teachers implement the feedback given for their next teaching

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¹⁰ University of Portsmouth, "Advantages and Disadvantages of Conducting Observational Research". (http://compass.port.ac.uk/UoP/file/664e8001-f121-4e5d-aa06 6c95c797e8af/1/Observations IMSLRN.zip/page 04.htm, accessed on June 15, 2015)

practice on second cycle?" Whereas, voice recorder was used to record the interview process done between the researcher and each student teacher at 'C' class. Thus, documentation techniques in form of voice recording helped the researcher to answer the third research question," What factors influencing student teachers to implement lecturer's feedback, especially feedback dealing with 5 selected teaching skills, for their second cycle of teaching practice?" By using documentation technique, the researcher could review many times what had been gained during the observation documentation process in the class.

3. Interview

The third procedure for gaining the data was by conducting standardized interview where the interviewer asks the same open-ended questions to all interviewees. Standardized interview is also known as structured interview where all the questions that will be asked to the interviewees have been prepared beforehand. The interview process was directed to all student teachers at 'C' practice teaching class who had performed to teach. Thus, this technique tried to answer the third research question formulated in this study," What factors influencing student teachers to implement lecturer's feedback, especially feedback dealing with 5 selected teaching skills, for their second cycle of teaching practice?"

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¹¹ D. Valenzuela, P, Shrivastava, "Interview as a Method for Interview as a Method for Qualitative Research". (www.public.asu.edu/~kroel/.../Interview%20Fri.p, accessed on December 25, 2014)

The main reason for conducting interview was since the researcher needed to directly know the idea and opinion of student teachers who had been practicing to teach on the factors influencing them to implement the feedback given, especially which deals with five selected teaching skills, for the next teaching practice.

By conducting interview process, the meaning of what the interviewees state, will be easily understood. Moreover, interview process also helps the interviewer to gain in-depth information around the topic. From the interview process, the researcher did not only know what was happening but also why something happened in the class. This is intended to confirm the interpretation of the researcher with the real reason from student teachers who experienced the teaching practice. Thus, the selection of interview procedure for collecting the next data was considered as the most suitable one.

The targeted data gotten from the interview technique that has been explained above, was the information dealing with the factors influencing student teachers at 'C' class in implementing feedback given by lecturer, especially the feedback dealing with five selected teaching skills, for the second teaching performance.

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D. Valenzuela, P, Shrivastava, "Interview as a Method for Interview.....". (www.public.asu.edu/~kroel/.../Interview%20Fri.p, accessed on December 25, 2014)

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F. Research Instrument

There are four instruments that were applied for collecting the data. Those are observation sheet, field note, video recorder and voice recorder, and interview guideline.

1. Observation Sheet

For gaining effective classroom observation, the researcher applied observation sheet as one of the instruments chosen on her research. In this study, the observation sheet used was in form of narrative summary that attempted to catch the major things occurring during teaching practice.¹⁴ Those things might involve lecturer's feedback dealing with five selected teaching skills at first cycle and how student teachers performed five selected teaching skills at their second teaching cycle. (*See Appendix VI*)

2. Field Notes

Field notes were also applied during classroom observation. Field notes means transcribing notes or the written description that have been gained from data gathered during observation and interview process. ¹⁵ In this case, field notes helped the researcher to gain more information that could not be recorded by video or voice note. This instrument were used for supporting the

¹⁴ Jack Richards, "Classroom Observation in Teaching Practice" *Practice Teaching: A Reflective Approach*, (http://www.professorjackrichards.com/wp-content/uploads/Practice-Teaching-A-Reflective-Approach-Chap-7-Classroom-Observation-in-Teaching-Practice.pdf, accessed on June 14, 2015) 95.

Human Computer Interaction, "Observation and Field Notes" (http://www.hci.cs.siue.edu/.../How CI Observation% 20and%, accessed on December 23, 2014)

data gained from *observation sheet of feedback implementation by student teachers on five selected teaching skills*. In other word, field notes was used to help answering the second research question. In this instrument, all student teachers' teaching activities at second teaching cycle were recorded.

The main instrument that used for field notes taking was paper and pencil. The format of the paper used for the field notes was using three columns. The column on the right side contained the content portion of field notes, and the left column contained notes consisting of the reflection and comments concerning to the specific parts in the content part. Moreover, before beginning to write notes in the columns provided, the researcher attempted to enclose the short information dealing with the observation conducted. That information was the name of observer, location of observation, date, and time, object, and short title for helping to identify the aim of the observation process. ¹⁷

3. Video and Voice Recorder

Camera recorder was also applied for documenting the whole activities in practice class. This instrument helped the researcher to view clearly on what happening in the practice teaching class was. In this case, the researcher used mobile phone having 5 mega pixel camera. This instrument helped the

Human Computer Interaction, "Observation and......" (http://www.hci.cs.siue.edu/.../How_CI_Observation% 20 and %, accessed on December 13, 2014)

Human Computer Interaction, "Observation and......" (http://www.hci.cs.siue.edu/.../How CI_Observation% 20 and %, accessed on December 13, 2014)

researcher to do documentation for answering the first and the second research question.

Meanwhile, voice recorder was applied for documenting the interview process done between the researcher and each student teacher at 'C' class. Thus, the use of voice recorder helped the researcher to answer the third research question in this study.

4. Interview Guideline

The instrument used for interviewing process was interview guideline. The existence of interview guideline leaded the interviewer to ask questions that have been prepared beforehand to each student teacher at 'C' practice teaching class dealing with the factors influencing them to apply lecturer's feedback given in the first cycle for their second cycle teaching practice. (See Appendix IV)

G. Data Analysis Technique

After collecting all the data needed, the next stage requiring to be done was data analysis technique. Data analysis technique is a process to reduce the large amount of the data that have been collected in order to find out results that make sense.¹⁸ Patton states that there are three things dealing with the technique to analyze the data gained that should be passed, they are: organizing, reducing

¹⁸ Kawulich, B. B., "Data Analysis Technique in Qualitative Research" *State University of West Georgia*, West Georgia, (www.eeraonline.org/.../JRE 2004 08 Kawulich, accessed on December 23, 2014), 97

through summarization and categorization, identifying and linking the patterns and the theme. 19

To analyze the data gotten, firstly the researcher listed the feedback on first cycle that had been provided by the lecturer to each student teacher regarding their teaching performance. In this case, the researcher only focused on the feedback relating with the five selected teaching skills, they were skill of introducing a lesson, probing question, explaining, illustrating with examples, and using teaching aids. After transcribing and describing the first cycle feedback from video recording and observation sheet of lecturer's feedback, it was known what feedback given by the lecturer to each student teacher and what still needed to be improved, to be maintained, and to be done in the next teaching performance.

After knowing what feedback given by the lecturer to each student teacher's teaching performance at first cycle, the researcher looked whether student teachers' next teaching performance in the second cycle, especially focusing on 5 selected teaching skills, has agreed with the feedback given in the previous cycle or not. In this case, the data gotten from the observation sheet of feedback implementation by student teachers, field note taking and video recording of second cycle still became the main reference determining whether student teachers had implemented lecturer's feedback or not, also what feedback that they

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¹⁹ Kawulich, B. B., "Data Analysis Technique......" *State University of West Georgia, West Georgia*, (www.eeraonline.org/.../JRE 2004 08 Kawulich, accessed on December 23, 2014), 97

had implemented and they had not implemented yet. Then, the researcher transcribed all of the information acquired from interviewing process dealing with the factors influencing student teachers for implementing lecturer's feedback. Thereafter, the researcher carefully looked at the correlated wordings from some responses which then attempts to generate category names which might not be mentioned explicitly in student teachers' answer. Afterward, the researcher divided the theme of each category as a concluding message on script which it was the *finding*. After that, the researcher reflected the facts gained from the findings by enclosing expert opinion as the supporter theoretical framework (in quantitative research it is mentioned as a rubric) which then it was the result of the researcher's analysis in the discussion. And the last, the researcher drew the conclusion of the result gained in the discussion.

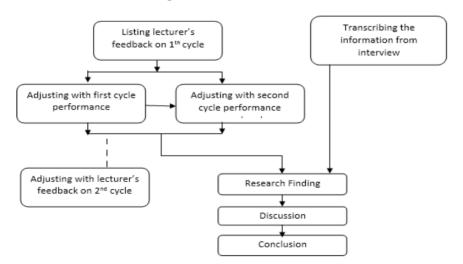


Figure 3.1 Data Analysis Technique of Study Entitling Feedback Implementation by Student Teachers at Practice Teaching Class

H. Checking Validity of Findings

After having a final analysis of the research, the researcher attempted to check the validity of the finding. For achieving this purpose, the researcher applied documentation technique in form of taking video record when doing classroom observation. Moreover, the researcher attempted to recheck lecturer's feedback from video recording and the notes of the researcher in observation sheet coming from lecturer's feedback, student teachers' teaching performance, field notes and the transcription made from interviewing process in order to attain the validation of findings in classroom observation and interviewing process. Besides, to check the validity of findings, the researcher confirmed the findings with the subjects of research and theory used in this study.

I. Research Stages

This study was structurally conducted as follow:

1. Preliminary Study

For clarifying the problem linked to this study, the researcher tried to conduct preliminary study since March 26th-May 7th 2015. This preliminary research helped the researcher to gain great information about the problem focus. Through conducting this step, the researcher could make sure and figure out the real phenomenon happened in practice teaching class of English Teacher Education Department at UIN Sunan Ampel Surabaya, especially about feedback implementation by student teachers at practice teaching class.

2. Designing Investigation

For identifying the feedback that had been given by the lecturer in the first cycle, the researcher attempted to design investigation by doing classroom observation and taking documentation. The instrument used for the classroom observation conducted was field note; whereas, video recorder was used for documentation technique. Not only lecturer's feedback which was covered by using field note and video recorder, but student teachers' teaching practice in the second cycle was also covered by using those two instruments. Furthermore, the researcher also applied interview guideline and voice recorder as the instrument for collecting the data through interview about the factors influencing student teachers for implementing lecturer's feedback. In term of gaining the validity of those three instruments: field notes, video and voice recorder, and interview guideline, the researcher attempted to validate those instruments to the lecturer who is competent in teaching English as second language. After accomplishing the requirement of good instrument, the researcher attempted to implement the investigation in the class chosen.

3. Implementing Investigation

In term of implementing the investigation on feedback implementation by student teachers at practice teaching class, especially feedback on five selected teaching skills, the researcher began the study by conducting classroom observation and documentation. Besides, the researcher also conducted standardized interview to all student teachers in the class chosen, 'C' practice

teaching class, about the factors influencing them to apply lecturer's feedback on the first cycle for their success in the second cycle teaching practice.

4. Analyzing Data

After obtaining the data by using some instrument that have been mentioned above, the researcher tried to analyze the data as stated in data analysis technique above in order to get the answer of the research questions of this study.

5. Concluding Data

After analyzing the data, the researcher attempted to conclude the findings gained from the data that have been analyzed. The conclusion of this research was the final report of this study.