

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter explained the detail research methodology in this study, included an approach and research design, researcher presence, setting and subject of the research, 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

This research was designed as basic-qualitative research. Ary stated the basic qualitative was targeted to understand a phenomenon, a process, or a particular point of view from the perspective of those involved.<sup>1</sup> Moreover, he also stated that qualitative approach in education investigated the behavior naturally as it occurs usually in classroom<sup>2</sup>. It means that qualitative research does not aimed at testing a certain hypothesis, but only describes the phenomenon, situation and condition that happen during the research. Moreover, depending to Bruce, qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.<sup>3</sup> Based on the theory above, thus this study was belonging to basic- qualitative research design because the purpose of the research to describe and identify the feedback during the Microteaching Program.

---

<sup>1</sup>Donald Ary, *Introduction to Research Education* (NewYork: Rine Hard and Winston Book Company, 2002), 453.

<sup>2</sup> Donald Ary, *Introduction to Research Education*....., 424.

<sup>3</sup> Bruce L Berg, *Qualitative Research Methods for The Social Sciences* (Long Beach: California State University, 2001), 4.

In this study the writer used descriptive qualitative design. Descriptive design with the qualitative approach is aimed to know the phenomenon and answer the research questions. Principally, descriptive qualitative research is used to reveal the condition of the phenomena as clearly as possible without any special treatment. In addition, Mardalis classifies four types of the research methods which are often used. They are historical research, explorative research, descriptive research, and explanatory research.<sup>4</sup> Therefore, having research problems that what the feedback provided during the class, what the feedback's characteristic and how the student's address the feedback, hence, this study was focused on understanding phenomena, situation and condition of giving feedback during the natural situation in classroom.

The researcher collected, analyzed and interpreted the data by observing the respondent. To complete the data, the researcher observed directly in the class sample, interviewed the teacher and students, then collected the document related to the study.

## **B. Researcher Presence**

As a key instrument, the researcher presence purposed to collect, analyze and interpret the data of the research<sup>5</sup>. Therefore, the researcher attended to the teaching and learning process in the Microteaching Class. In this research, the

---

<sup>4</sup> Sri Surya Dewi, *The Pedagogical Competence of Students Teachers at English Education Department of State Institute For Islamic Studies Sunan Ampel Surabaya*, Unpublished Thesis (Surabaya: IAIN Sunan Ampel Surabaya, 2010), 41.

<sup>5</sup> Ismail Nawawi, *Metode Penelitian Kualitatif* (Jakarta: Dwiputra Pustaka Jaya, 2012), 148.

researcher presence was as an observer. Through the observation method, the researcher observed the activities of the subject in the Microteaching Class directly and recorded the activities during the research process. Deals with this research, the observer came to the Microteaching class without participating in the classroom activities.

### C. Setting and subject of The Research

This study was conducted at Microteaching class of English Teacher Education Department UIN Sunan Ampel Surabaya, which located on Jl. Jend Achmad Yani 117 Surabaya. This setting was chosen by considering the significant of the research for the lecturer and the students of English Teacher Education Department. Moreover, since microteaching was a training program for the student teacher that provided a feedback definitely. This research was held from April 23<sup>th</sup>- May 20<sup>th</sup> 2014.

Based on Tatang, research subject is a person as the objects of research who is being investigated<sup>6</sup> From the statement, the main subject of this research was the lecturer who handles the Microteaching class program academic year 2013/2014, and as secondary subject was the students. In designing quality of the research sample, the sample of the research was chose purposively. It means that the researcher chose the sampling by considering some considerations. The consideration to choose the sample of the research were the teacher who provided

---

<sup>6</sup> Tatang M.Amirin, *Subject Penelitian, Responden Penelitian, dan Informan* (<http://tatangmanguny.wordpress.com> accessed on march 22<sup>nd</sup>, 2014 )

oral and written feedback during the Microteaching Program, moreover he/she applied teaching performance with systematically procedure. For the students, the researcher limited the sample who have many error in developing lesson plan.

**Table 3.1** The Research Subjects

No	Status	Total
1.	Teacher of Microteaching (Lecturer)	1
2.	Student Teacher ( 6 <sup>th</sup> Semester students)	12

For this study, the researcher worked with a teacher (lecturer) and 12 students of sixth semester at Microteaching class of English Teacher Education Department of UIN Sunan Ampel Surabaya (*See table 3.1*).

#### **D. Data and Source of Data**

There are two types of data to answer the problems in this research: primary and secondary data. While the detail explanation would be explained below.

##### **1. Types of Data**

In this research there were some data which needed, there were;

###### **a. Primary Data**

The primary data of this study are the data of feedback used by the lecturer, the characteristic of feedback provided by the lecturer and the student's reflection of feedback. The primary data obtained by doing an observation in the class sample and interviewing the students and lecturer who handles the Microteaching

class Program academic year 2013/2014. These data would enable to answer the research questions.

b. Secondary Data

This type of data was the data for supporting the primary data. Additional data were gotten from book, journal and other support research. In addition, there are some theories from library works which support the data which had been obtained. This data obtained by collecting the student's document, such as student's lesson plan.

## 2. Source of Data

According to Arikunto, the source of data is the place or things in which the researcher can observe, ask or read about a related matter of the object being studied.<sup>7</sup> The sources of data in this research were the lecturer, student and the research presence. Lecturer who are taken as the source of data was the lecturer who conducts the class with the many student's error in developing a lesson plan. While the sample students are the students who have many mistakes and error in developing lesson plan.

The primary data were obtained through the result of classroom observation and interview to students and a lecturer who is handling the Microteaching class Program academic 2013/2014. While the secondary data, obtained by collecting

---

<sup>7</sup> Arikunto Suharsimi, *Prosedur Penelitian* ( Jakarta, PT. Rineka Cipta, 1996), 123.

the document. In this term, researcher asked the lesson plan from the lecturer and took pictures and video while doing observation classroom for ensuring the data.

### E. Data Collection Technique

Data must be accurate and real. Data collection technique could be described as some ways to help the researcher in collecting data.<sup>8</sup> So, in this study the researcher used some techniques to collect the data such as: classroom observation, interview and documentation. The data divided on the table 3.2:

**Table 3.2** Techniques for Collecting Data

No	Research Question	Classroom Observation	Interview	Documentation
1.	<b>RQ1</b>	Teacher's feedback checklist (Table 3.2)	Lecturer (App VI)	-
2.	<b>RQ2</b>	Feedback characteristic checklist (Table 3.3)	Lecture (App VI)	-
3.	<b>RQ3</b>	-	Student Lecturer (App VII)	Lesson Plan Evaluation (Table 3.4)

#### 1. Observation

In this research, the researcher took nonparticipant observation because the researcher observed the learning process without participating or taking any active

<sup>8</sup> Poerwandari E. Kristi, *Pendekatan Kualitatif Untuk Perilaku Manusia* (Depok: Mugi Eka Lestari), 115.

parts in the situations. As a non- participant observer, the researcher took a seat in the back of classroom and watched closely the activities in the classroom. Additionally, the researcher used observation checklist as instrument to observe the whole classroom activities from the beginning, middle and the ending of the learning process. This observation technique was used to answer RQ 1 and RQ 2 of this research that is about the kind and the characteristic of feedback used by lecturer in the microteaching program. Observation is the oldest technique for obtaining data in qualitative research. It is the effective technique to get valid data. Through this technique, the researcher can observe the object directly and understand the activities was doing, the participant of the event, the sense of event, the sense of the event from the object perspective.<sup>9</sup> According to Ary, the qualitative research may be a participant in the situation being observed or non participant.<sup>10</sup> Means, that there are two types of observations, there are participants observation and non participants observation. In participants observation, the observer actively participates and becomes an insider in the event being observed so that he or she experiences events in the same way as the participant. In other cases, researcher may interact with subject to establish support but not really be involved in the behaviors and activities of the group. In this case, they are called non participant observers.

---

<sup>9</sup> Poerwandari E. Kristi, *Pendekatan Kualitatif untuk perilaku Manusia*.....,115.

<sup>10</sup> Poerwandari E. Kristi, *Pendekatan Kualitatif untuk perilaku Manusia*.....,430.

## 2. Interview

The researcher used semi structured interview for having deep information about the data which are needed, the researcher asked other related questions to the lecturer and students freely during the interview. By conducting in-dept interview, it eased the researcher to find out as much detail information as possible. The interview was conducted in Bilingual language in order to get information of the data clearly. Moreover, this interview process did in the outside of microteaching class because the researcher does not want to disturb the learning process.

The researcher collected the results of data observation then, describes them one by one briefly. Meanwhile, the results of interview used to complete the result of observation and the documentation. It used to complete the data and answer the problem RQ 1, RQ 2 and RQ 3

Interview is a method of data collection with the question and answer unilateral and done in systematic and based on the research objectives. In general, two or more people to be physically present in the process of question and answer<sup>11</sup>. Meanwhile according to Moleong “interview is a conversation with a purpose. The conversation was conducted by two patties, namely the interview (interviewer) is asking the interviewee (interviewee) that provides an answer to that question<sup>12</sup>

---

<sup>11</sup> Lexy j. Moleong, *Methodology Penelitian Kualitatif* (Bandung: PT Remaja Rosada karya, 2002), 112.

<sup>12</sup> Lexy j. Moleong, *Methodology Penelitian Kualitatif*,.....,186.



Berg stated that there are three types of interview: those are structured and unstructured and semi structured.<sup>13</sup> Semi structured interview or in depth interview can be located somewhere between the extremes of the completely structured and the completely unstructured interviewing structures. These question are typically asked of each interviewee in a systematically question, but writer as the interviewers are allowed freedom to digress, that is the interviewers are permitted (in fact, expected) to probe far beyond the answer to their prepared standardized questions.

### 3. Documentation

Documentation is the investigation, collection and control, preservation, preparation, use and supply of document, with a view to obtain description and enlighten knowledge and evidence, in this case, including the usefulness of archives and library<sup>14</sup>. According Arikunto, documentation explaining the technique is to look for data about thinks or variable in the form of notes, transcripts, books, newspaper, magazines, inscription, agenda for embodied data relating to clients under investigation<sup>15</sup>.

In this study, the documentation as supporting and additional data. The data includes the lesson plan with lecture's feedback and another relevant documentation. This data used to answer RQ 3.

---

<sup>13</sup> Bruce L Berg, *Qualitative Research Methods for the Social Sciences* (New Jersey: Person Education, Inc, 2004),78-79.

<sup>14</sup> Arikunto Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta:PT Rineka Cipta, 2002) ,124.

<sup>15</sup> Arikunto Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktek*.....,125.

## **F. Research Instruments**

Instrument can be defined as a tool that is used to ease the researcher in collecting the data in order to get a complete and systematic data.<sup>16</sup> In this part the researcher used some of instruments to complete the data which were needed by the researcher. The instruments were used:

### **1. Validation sheet**

The validation sheet was a sheet that made by the researcher and being validated by the expert. Moreover, the expert is one of the lectures of English Teacher Education Department who teaches and lectures on teaching pedagogy. This instrument is used make sure that the instrument for the research has good quality or not. After meeting the required modification, and the final version of the instruments consisted of feedback interview guide for lecturer and students, checklist for classroom observation and checklist for analyze the documentation data.

### **2. Classroom Observation checklist**

To conduct an effective observation, the researcher supports with some observation checklist as instrument. Observation checklist is used to systematize the transcribe of observation.<sup>17</sup> In this study, observation checklist was used when observing the process and learning process in Microteaching Program of English Teacher Education Department, principally it was used to know what are the

---

<sup>16</sup> Lestari, *The study of Teaching Technique in Listening Comprehension in class at second Year of SMA Muhammadiyah 1 Malang*, Malang: Unmuh Press, 20.

<sup>17</sup> Lestari, *The study of Teaching Technique in Listening Comprehension* .....20.

feedback and what are the characteristic of teacher's feedback used during the Microteaching class.

**Table 3.3** The Observation Sheet of The Feedback Characteristic

No	Statement	Yes	No	Note
1.	The Feedback is delivered in verbal form			
2.	The Feedback is delivered in written form			
<b>Characteristic of feedback</b>		<b>Yes</b>	<b>No</b>	<b>Note</b>
3.	The feedback is motivational in enhancing the learner to create better lesson plan ( <i>Represent a commitment to Growth</i> )			
4.	The feedback highlight strengths and weakness of student's lesson plan ( <i>Descriptive</i> )			
5.	The Feedback is delivered in detail category ( <i>Specific</i> )			
6.	The feedback is often clearly related to the lesson plan assessment criteria ( <i>Clear</i> )			
7.	The feedback is given based on lesson plan detail ( <i>Specific</i> )			
8.	The feedback tells the learner how to improve skill in arranging good lesson plan ( <i>Useable</i> )			
9.	Feedbacks includes specific and doable suggestions for how to develop the lesson plan ( <i>Doable</i> )			
10.	Feedback is expressed in a respectful, positive tone and in meaningful language ( <i>Descriptive</i> )			
11.	Feedback is delivered in earliest opportunity ( <i>Well Time</i> )			
12.	Feedback is descriptive (It provides what students			

	can do to improve), rather than evaluative ( a mark ) <i>(Descriptive)</i>			
--	---	--	--	--

Sources : Adapted from Race. *Using Feedback to Help Students to Learn*, New York: The Higher Education Academy and Anna D. Rowe, *Student Perception and Preference for Feedback*. *Asian Social Science*.

**Table 3.4** The Observation Sheet of Teacher's Feedback

No	Statement	Yes	No	Comment
<b>Focus</b>				
1.	The feedback includes information about the neatness format of lesson plan ( <i>Feedback about task</i> )			
2.	Feedback includes information about lesson plan error items ( <i>Feedback about task</i> )			
3.	Feedback includes information about the student's quality of lesson plan performance ( <i>Feedback about processing of task</i> )			
4.	The feedback for lesson plan is delivered by the student ( <i>Feedback about self regulation</i> )			
5.	Feedback is only focused on personal error ( <i>Feedback about self person</i> )			
<b>Comparison</b>		<b>Yes</b>	<b>No</b>	<b>Comment</b>
6.	The feedback for lesson plan is comparing student performance to other students ( <i>norm-reference feedback</i> )			
7.	The feedback for lesson plan is comparing student performance to a standard assessment ( <b>Criterion reference feedback</b> )			
<b>Function</b>		<b>Yes</b>	<b>No</b>	<b>Comment</b>

8.	The feedback includes the specific information of each item of lesson plan ( <i>Descriptive feedback</i> )			
9.	The feedback includes a form of grades or check mark ( <i>Judgmental feedback</i> )			
<b>Valence</b>				
10.	The feedback is delivered by using positive comment ( <i>Positive Feedback</i> )			
11.	The feedback is delivered by using negative description ( <i>Negative Feedback</i> )			

Source :Susan. M.Brookmat. *How To Give Effective Feedback To Your Students*

### 3. Lesson Plan Evaluation

In this study, evaluation checklist was used to get the data about the student's development in lesson planning skill following giving teacher's feedback. Moreover, it was proposed to know the quality of lesson plan as the proof in addressing teacher's feedback. Additionally, this checklist was used to answer the research question number 3 about how the student address the feedback in developing their lesson planning skill. The format is formulated as follows:

**Table 3.5** The Lesson Plan Evaluation

No	Indicators	Score				
		1	2	3	4	5
<b>1.</b>	<b>Formulating the objective and indicator</b>					
	a. The clearness of the objective and indicator					
	b. The completeness of the goal's aspects					
	c. The compatibility of the goal with the Based					

	competence					
<b>2.</b>	<b>Organizing Teaching Material:</b>					
	a. The compatibility of the material with the goal of the teaching and learning					
<b>3.</b>	<b>Deciding the aids / media of the teaching effectively</b>					
<b>4.</b>	<b>Organizing the teaching and learning process:</b>					
	a. Able to arrange the steps of the teaching process based on the method selected					
	b. Able to plan the timing system of the teaching					
<b>5.</b>	<b>Planning the evaluating form of the teaching process</b>					
	a. Creating the assessment instrument of the teaching and learning process					
<b>Total Score</b>						

**NOTE : 5 =Very Good;4=Good; 3=Enough; 2=Poor; 1=Very Poor**

*Source : Adapted from Sri Surya Dewi. The pedagogical Competence of Student Teacher of English Education Department , Surabaya*

#### **4. Interview guide**

In this study, researcher used interviews guided. Interview guide expected to ease the interview process with the subject of this research. The questions were consist of the lecturer strategy to give the feedback and the lecturer perspective of the teacher's feedback (*see appendix VI*). While for the Student, the questions were consist of their opinion about the teacher's feedback, and also how they develop their lesson planning skill after having teacher's feedback (*see Appendix*

VII). During the interview process, the researcher involves to record and take notes.

### **G. Data Analysis Technique**

Analyzing data in qualitative research was conducted before, during and after the field research. Qualitative data analysis involved organizing, accounting for and explaining the data. In short, making sense of data in terms of the participants definitions of the situation, noting patterns, themes, categories and regularities.<sup>18</sup>

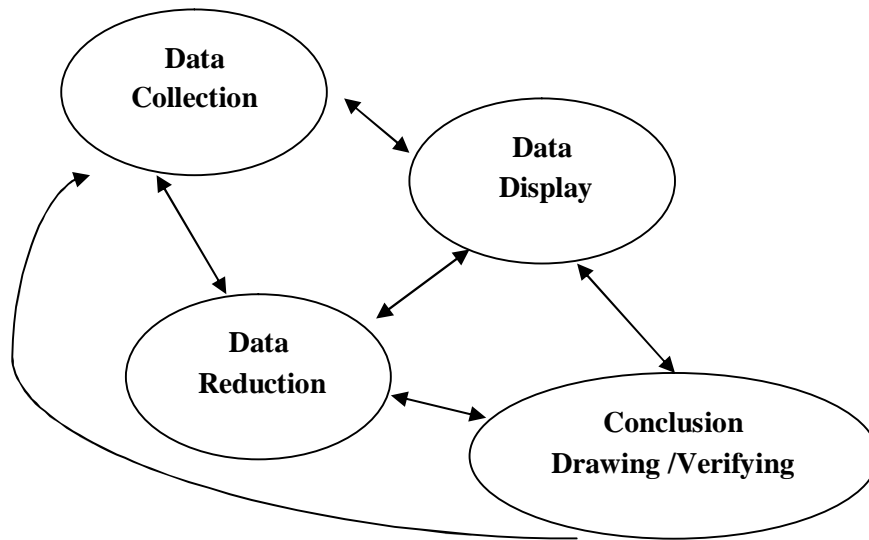
The technique of data analysis applied in this research was interactive model of analysis Miles and Huberman. The process of analyzing data was on going with the process of collecting data.<sup>19</sup> When did the interview, the researcher had analyzed the answer of the questions. It would be done as far as the answer was satisfying.<sup>20</sup> In this model, suggesting at least four procedures should be performed interactively in data analysis. Those procedures were data collection, data reduction, data display, and conclusion/drawing

---

<sup>18</sup>Lois Cohen, *Research Methods In Education* (London and New York:Rouloge, 2007), 461.

<sup>19</sup>Ismail Nawawi, *Metode Penelitian Kualitatif* (Jakarta;Dwiputra Pustaka Jaya ,2012), 87.

<sup>20</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta Bandung, 2012), 337.



**Figure 3.1** Miles and Huberman Analysis Technique <sup>21</sup>

### 1. Data Collection

*Data collection* referred to the process of collecting data in the field. The data of this study collected throughout the observation of five meetings of the Microteaching class. The observation was aided by the observation checklist to the what the teacher's feedback provided and what the characteristic of the feedback in the microteaching class. Further, the researcher also use the documentation analysis, in this study the researcher used the student's lesson to know how they reflected the teacher's feedback. Moreover, researcher interviewed the lecturer and the students in order to get validation of data.

### 2. Data Reduction

*Data reduction* involved the process of selecting, transcribing, and translating the raw data obtained in the data collection. In selecting the data, the researcher

<sup>21</sup> Ismail Nawawi, *Metode Penelitian* .....p.87.



shorted the raw of data. Only the relevant data was taken; whilst the irrelevant data were discarded. The relevant data were data about the teacher's feedback, the characteristic of the feedback, and the student's did in reflecting the feedback. All the data selected were transcribed into the written form.

### 3. Data Display

*Data display* referred to the process of organizing and arranging the selected, transcribed, and translated the data in the form. Those data described what are the feedback provided in the microteaching class, what are the characteristic of those feedback, and how the students reflect it. Principally, to display the data from the lesson plan evaluation sheet (*see table 3.5*), it was calculated and interpreting the result of the total score as the following formula:

$$\text{Result} = \frac{\text{Total of each item}}{\sum \text{Number of the students}} \times 100 \%$$

Furthermore, it was given further explanation and interpretation for the result of the analysis.

### 4. Conclusion Drawing/Verifying

Finally, *Conclusion drawing* was the last procedure of analyzing the research data. In this step, the researcher drawn the conclusion based on the findings and

the discussion of the findings.<sup>22</sup> The conclusion drawing was the answer of the research question that had been formulated in the beginning of the research.

#### **H. Checking Validity of Findings**

In order to check the validity of the research findings, the researcher conducted some actions, there are :

- a. Conduct the research five times in the Microteaching class to ensure the teacher' feedback that was provided during Microteaching class.
- b. Having data triangulation (verifying the data based on the source of data), in this term the researcher confirms the finding with the theory of feedback used in this study.
- c. Conducting the "member check" to meet the credibility and the transferability of the research. This member check could be conducted in the discussion session with object to reduced, or agreed the finding. So that the researcher could compose the report in a well organized, detail, systematic, and reliable report in order to get the transferability that mean the result could be applied in another place.

#### **I. Research Stages**

This research structurally was conducted based on these following procedures: preliminary research, designing research, implementing the research, analyzing data and concluding the data.

---

<sup>22</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta Bandung, 2012), 345.

### **1. Preliminary Research**

In order to clarify the problems linked to this research, the researcher began this study by conducting preliminary research. This preliminary research review would be such great information obtained by the researcher about problem focus. Through this step, the researcher can ensure the real phenomenon happened in Microteaching Class of UIN Sunan Ampel Surabaya.

### **2. Designing research**

In Designing research, the researcher was designed the ways of identify and investigate the feedback that provided by the students in Microteaching Program. It was designed by adapting the instrument from the previous study, such us observation checklist, interview guide and documentation. For ensuring the good instrument validity and to be applied for the test of reability, the expert advisor corrected this instrument.

### **3. Implementing the research**

In term of identified and investigated the feedback, that provided by the teacher in Microteaching Program. The research did the observation class at the Microteaching Program. Then, to emphasize the data, the researcher interviewed the lecture and 12 the students in Microteaching Program at the class sample. While interviewing the lecturer and the students, there was a recorder to record all the process of the interview between the researcher and subject research. They were asked based on their perspective about the

feedback that provided during the Microteaching Program. The documentation of the student's lesson plan investigated to make sure data of the research.

#### **4. Analyzing data**

After obtaining data from some instruments used in this research, the researcher directly collects and analyses the data in an attempt to get the answer of the research questions. In analyzing the data, the researcher analyzed the data based on the Milles' theory, they are : data collection, data reduction, data display and Conclusions.<sup>23</sup> Furthermore, to analyze the data, the researcher analyzed based on the research instrument was used in the research process.

#### **5. Concluding data**

In term of getting the research findings, concluding the data was a step to deal with the result of this study. It obtained by reviewing back on the research questions and the data analysis from the transcribe of interview, the observation checklist, and the documentation. The researcher would directly be able to conclude the result obtained from data analysis as the research findings of this study.

---

<sup>23</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta Bandung, 2012), 338-345.