

Chapter Three

Methodology

This chapter outlines the research methodology of this study. Firstly, it describes research design under qualitative approach. Secondly, it is to find out the place and person that took part in this study, the researcher generates setting and participants. Lastly, in the end of this chapter, it expresses and analyse the data.

Research Design

The approach used in this study was the qualitative. Qualitative research is explored a problem and developed a detailed understanding of a central phenomenon. Creswell (2003) stated that qualitative research is concept or phenomenon needs to be explored and understood. Phenomenon is meant by research about interconnected between types of feedback and benefit of feedback

This research used descriptive qualitative. According to Bricki and Green (2007) “qualitative research is characterized by the aims to understanding some aspects of social life and the method which is used to generate words rather than numbers for data analysis” (p.2). Borg and Gall (1989) supported preceding explanation that qualitative research is divided into four categories namely description, prediction, repair, and explanations. They said that a descriptive research described the natural phenomenon that explained aspect in social life. Thus, descriptive qualitative is suitable for this research to analyse types of oral feedback and benefit of oral feedback at EED of UMY and it assures students’ opinion by using interview to answer the questions or statements in finding data clearly and using observation in order to know the types of feedback given by lecturers.

Setting and Participant

Setting. This research was conducted at EED of UMY. The researcher conducted this research because firstly, based on the researcher experience at EED of UMY when the students received feedback from lecturers, they could not implement their feedback correctness and the second reason is the participants were studying in this department so, it was easy to select participants that are familiar with this study. The research was conducted from March 2017 until April 2017.

Participants of the observation. The participants of this research were the lecturers of EED UMY. The purpose of the observation was to know the types of feedback given by the lecturers. They were 16 lecturers at EED of UMY, but the researcher selected three Lecturers as participants based on the lecturers' willingness to participate in this research. The researcher explained teaching experience by changing the name of each participants, namely Mr. Zaka, Mrs. Robin and Mrs. Hana. First, Mrs. Zaka has teaching experience for 7 years, the second Mrs. Robin has teaching experience for 5 years and the last Mrs. Hana has teaching experience for 1 years. The researcher changed name of participants to keep the privacy of the participants. Cohen, Manion and Morisson (2007) supported that name use of codes to link to protect participants privacy and anonymity to others.

Participants of the interview. The researcher conducted this research at EED of UMY batch 2014. In addition, the criteria of participants were in the sixth semester because that they had obtained many experiences of getting feedback. The researcher choose 3 who received feedback by lectures' when the researcher conducted observation.

The researcher name those participants' change name into code namely participant one (P1), participant two (P2) and participant three (P3).

Data Collection Method

This is the outlines the of data collection methodology of this study. Firstly, it described observation and interview instruments. Secondly, it explained procedure in doing observation and interview.

Observation. This research used an observation to gather data. According to Patton (2002) defined observation is one method that is accurate and easy to perform data collection and aims to find out and understand all the activities that take place which becomes the object of study in this research. Sevilla (1993) also stated that observations in simple terms is the process by which researchers or observers see the situation of research. Observation became appropriate tool in this research because that included observing the condition / interaction and learning, behaviour and children's play group interaction.

Those are kinds of observation that can be used for gathering the data. Moreover, Patton (1990) defined that “there are three types of observation; those are a highly structured observation, a semi-structured observation, and an unstructured observation” (p.202). The researcher used a highly structured in this research as observation in the framework of the learning process, the phenomenon of subject, object, or situation wants observed by learners have been planned by systematically. Highly observations had been structured in the right and exclusive way to observe and break down information.

The framework of learning process was planned systematically. The researcher used event sampling. Event sampling was a method that provided the opportunity for observers to wait and then record the specific behaviours that had been selected in advance. Event sampling is used to study the conditions in which certain behaviours occur frequently. This method directs observers to narrow attention by recording certain aspects of behavior as they occurred within a specific time interval (Irwin & Bushnell, 1980).

The last, after researcher found the types of feedback given by lecturers, there were some tools that researcher used to collect the data. Firstly field notes; according to Eisenhardt (1989) good practice in making field notes is to write a particular aspect of behavior. The researcher used field notes which means notes that were used by researchers is to describe the results of recording events that occurred in the field. Secondly, video recording as the others tool in this study that recorded every case of specific behavior or events to be measured during the observation period. Video recorder was used to record teaching and learning process when the lecturers applied types of feedback in the class. According to Yateem (2012), the recording can be viewed or listened repeatedly in case the researcher is in doubt during analysing the data and it also provided a basis for reliability and validity. Furthermore, observer had to wait for certain behaviour or events that might appear during recording. With the development of cameras that were found everywhere, researcher were using a camera that can be played back to enable analysis to be more detailed and reliable. In addition, these tools were the main instrument in this research in conducting observation.

To observe the lecturers' implementation of the given types of feedback, the researcher initially asked for permission to the class' lecturers. After that, the researcher arranged the right time to do the observation. The researcher observed the phenomenon inside the class. A teacher at the school had made a rule that every university students who made observations in schools, especially in the classroom, university students should observe the phenomenon outside or in the back side of classroom. This is referred to those who were as observer nonparticipant. Creswell (2012) stated that an observer nonparticipant are observers who sat and notes recording without being involved in the activities of the participants. The Observer nonparticipant are "outsiders" who sat on the outskirts or Points profitable (for example, the back of the class) to watch and record the phenomenon under study.

To collect the data, the researcher used note pen and video recorder. Then, the researcher prepared a video recorder and used event sampling. Video recorder was used to record teaching and learning process when the lecturers applied types of feedback in the class. While, observation event sampling was used to report the observation whether the implementation had been appropriate or inappropriate. Moreover, the researcher observed teaching and learning process at the class by using video recorder during 200 minutes and reported the observation into observation event sampling.

Interview. The data collection method used in this research was interview. Garg (2006) a psychologist stated that the interview was a tool when it was done by those who employed the candidate / candidates for the position, journalists, or ordinary people who find out about a person's personality or looking for information. According to Gill, Stewart, Treasure, and Chadwick (2008) defined the interview as a simple tool to explore

the views, experiences, beliefs, and motivations of individual participants. Based on the explanation above this research conducted interview as a method for data collection, it becomes an appropriate tools in this research that explores new experience, beliefs and motivation.

In interview process, the researcher used sound recorder in the phone to assist researchers in interviewing participants. According to Yateem (2012), recordings could be viewed or listened repeatedly in case there is a doubt of data analysis, and it also provided the basis for reliability and validity. The researcher and participants had done interviews and all statements were recorded. This is the reason for getting the reliability and validity of the data.

Those are the types of interview that could be used for gathering the data from the participants. In addition, Turner (2010) defined that there are three types of interview, those are informal conversational interview, interview guide approach, and standardize open-ended interviews. The researcher used standardized open-ended interview that was extremely structured in terms of wording of the questions. Thus, the researcher needed to have interview protocol and had to have listed questions which had been made when interviewing the participants. The questions were designed in an interview guidelines of open ended questions which allowed researcher to explore and got more information in depth. Open - ended questions allowed the participants to make a choice to respond, so that participants could provide information and experience they have. There are three main questions to ask to the participants. Interviews questions used *Bahasa Indonesia* to avoid misunderstandings between the interviewee and interviewer, as it is the first language of both the researcher and the participants.

In conducting the interview, it consisted of two steps. In the first step, researcher made an appointment with participants who agreed to do the interview. The reason to make an appointment with them was to set the time and place where interview were conducted. Then, the process was carried out through face to face interview.

In the last step, prior to the interview process, the researcher reaffirmed the agreement of the participants to conduct the interview. Researcher explained to the participants that the interview process was recorded and it used *Bahasa Indonesia*. The researcher considered that *Bahasa Indonesia* is appropriate because it was both the participants and the researcher first language. *Bahasa Indonesia* was used in the interview because that might comfort them in answering the questions. To get in depth data, the researcher did not limit the participants' answer. The participants are able to answer freely. Then, researchers asked several questions that are related to the research question.

Data Analysis

The researcher used descriptive qualitative analysis. Based on the data obtained, the researcher changed the result of observation from video record into written text in the form of table. After collecting the data from observation, the researcher analysed the written text of the observation result. There are several steps in analysing the data from the recording. Simpson, Tuson, Miles and Huberman (2003) argued that “several strategies for data analysis of field notes and qualitative data including the process of reviewing, analysing and coding early instead of accumulating too much data before analysis” (p.85). Then, the researcher made the results to be narrative text based on what happened during the observation.

In addition the researcher also used interview to collect the data, there are several steps in analysing the data from the recording. Meanwhile, Ritchie and Spencer (2002) argued that data analysis is the process of detecting, defining, categorizing, theorizing, explaining, exploring, and mapping which are fundamental to the analysis. The researcher analysed data through transcribing the data voice form to the written form. According to Cohen, Manion, and Marrison (2011), transcribing is writing down what the participants said in the recording in order to gain the participants' answer. This means that transcribing is the changed from of spoken to written

The next step was member checking that is to ensure that all data was complete and correct to the intention of the participants. Member checking was essential to ensure the validity of the data collected. According Morse (1994), Angen (2000) and Sandelowski (1993), offered a comprehensive critical of the use of checking members to establish the legitimacy of qualitative research. Members checking was made by showing the results of the script to the respondents and asked them to check whether the results of the script was really the same as the interview or not. Members checking was carried out in May 2017 and all participants agreed with the researcher transcript, so there was no change.

There are four types in conducting coding. The first one is open coding. According to Cohen, Manion, and Marrison (2011), open coding is marking text with codes (labels) that described that text and the labels might derive from the researcher's own creation or derive from the word used in the text. Thus, the researcher did the transcript data and labelled the text using the word that the researcher had chosen. In open coding, the researcher gave categories based on the transcript.

The second one is analytical coding. According to Cohen, Manion, and Marrison (2011) analytical coding is more than descriptive code and it became more interpretive. The analytical coding would be in the same table as the open coding, because both of them are related to each other. This type was enabling the researcher to translate the participants' statement. After that, the researcher gave theme or point out what had been interpreted in analytical coding.

The third one is axial coding. In axial coding, the researcher grouped the themes which had same meaning from all of the participants. The fourth one is selective coding. A selective coding is very similar to an axial coding. In selective coding, the researcher identified the core categories of text data. After coding the data, the last step in the research is to report the data. The data in this research was reported by using descriptive qualitative.