

CHAPTER III

RESEARCH METHODOLOGY

A. APPROACH AND RESEARCH DESIGN

This research was designed as a basic qualitative-descriptive research. Based on Sharan, the basic qualitative studies is the most common form and has goal to understanding how people make sense of their experiences. Data are collected through interviews, observations, and documents and are analyzed inductively to address the research question posed.⁸⁹ Moreover Freankel stated that research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research.⁹⁰ Principally, descriptive qualitative research is used to reveal the condition of the phenomena as clearly as possible without any special treatment.

The purpose of this research actually is to investigate the student-teachers attitudes toward the peer evaluation in the practice teaching class. Therefore having the research problem that what are the attitudes that showed by the student-teachers in teaching practice class toward their teaching performances and to what extent that those peer-feedbacks influence the student-teacher teaching performance.

The researcher collected, analyzed and interpreted the data by interviewing the respondent. To complete the data, the researcher observed the videos of the student-teachers' teaching performance and compare the result of the interview with their written peer-feedback, by synchronizes the result of the interview result with the detail field note to find out the influence of peer-feedback in student-teacher teaching performance.

B. SUBJECT AND SETTING OF THE RESEARCH

The research location of the study conducted on Teaching practice class in English Teacher Education Departement of UIN Sunan Ampel Surabaya. This setting was chosen by considering the significant of the research for the lecturer and the students of English Teacher Education Department. Moreover, microteaching was a training program for the student -teacher that provided a feedback definitely.

⁸⁹ Sharan B. Merriam, *Qualitative Research A Guide to Design and Implementation (Revised and Expanded from Qualitative Research and Case Study Applications in Education)* (San Francisco: Jossey-Bass, 2009), 37.

⁹⁰ Jack R. Freankel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, Seventh Edition (New York: McGraw-Hill, 2009).

Based on Tatang⁹¹, research subject is a person as the objects of research that is being investigated. From the statement, the main subject of this research is the student-teachers that take the teaching practice class in academic year 2017. 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 was the student-teacher who provided peer-feedback during the Microteaching Program. The researcher limits the subject of student-teachers in one class that has the problem of the providing peer-feedback in a limited time at teaching practice class.

For this study, the researcher works with 12 students of sixth semester at C Teaching Practice class of English Teacher Education Department of UIN Sunan Ampel Surabaya.

C. DATA AND SOURCE OF DATA

1. Data

The data used in this research is the student-teachers' responses toward the peer-feedback that had given in the teaching practice class, whether the feedback given is oral or written. The researcher analyzed the result of interviewing students and also the analyzations of the teaching practice video by comparing the written peer-feedback from the students in the sixth semester.

2. Source of data

The data that needed in this research is the audio visual material of students' video of teaching practice. The data obtained from the student teachers who are involved in microteaching class in academic years 2016/2017 of English Teacher Education Department in State Islamic University of Sunan Ampel Surabaya.

Specifically, this study collected the data from 12 students who given and accepted the written peer-feedback in teaching practice class. According to Adler and Peter Adler which review by Baker and Edwards said that the limitation of sampling for graduated student is because the researcher only has one or two semester to gather the

⁹¹ Yuanita, "An Analysis of Feedback on Student's Lesson Planning at Microteaching Class of English Teacher Education Departement UIN Sunan Ampel Surabaya Academic Year 2013/2014."

data.⁹² They suggested that the limitation of sampling for graduate students is 12 since this number give opportunity for researcher to make a plan and arrange the interview, conduct and transcribe the data.⁹³ Since this study also has the limited time to conducted, therefore this research will use 12 students as the sample of this study.

D. DATA COLLECTION TECHNIQUE

In this study the data collected by several techniques including interview and documentation, it explained below;

1. Interview

Interview is used to collect the data in this study. Interview was done for students to get the information about the responses of student-teachers through the peer-feedback they have accepted from their classmates. Interview was chosen because according to Creswell interview can give information that cannot observe directly and it provides personal detail information.⁹⁴ Since, every student-teacher asked about their responses and they may have different answer and opinions, therefore interview is used to get specific information from each student. This technique got the main data to answer the first research question (RQ1) that talking about what are the student-teachers attitude toward the feedback from their peers in teaching practice class.

2. Documentation

This technique chose because the second research question (RQ2) which talking about the extent of the peer-feedback through the student-teachers following teaching performance in teaching practice class. There are two kinds of data that collected, those are the Audiovisual material and Student-teachers' written peer-feedback. Cresweel stated that audiovisual material consists of photograph, picture, videotape, object and sound but this research only uses video recording of teaching practice.⁹⁵ Students recorded their activity during teaching practice. They also will do the teaching practice twice so every student will have

⁹² Baker and Edwards, "How Many Qualitative Interviews Is Enough?: Expert Voices and Early Career Reflections on Sampling and Cases in Qualitative Research," 11.

⁹³ Ibid.

⁹⁴ John W. Cresweel, *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research)*, 4th ed. (USA: Pearson Education, Inc, 2012).

⁹⁵ Ibid.

two file of video recordings of their teaching practice. The researcher used those video recordings and analyzed student-teachers' teaching skill in the learning process by comparing them with written peer-feedbacks in teaching practice class that had been collected to the class lecturer.

E. RESEARCH INSTRUMENT

Data required undertaking the findings of this study. Those data can be obtained by using these following instruments

1. Main Instrument

In this research, the researcher was the main instrument. As the main instrument, the researcher collected, analyzed and interprets the data of the research.⁹⁶ Therefore, the researcher attended to the class to, interview the student-teachers and analyze the videos by comparing them through the student-teachers written peer-feedbacks. The researcher also analyzed all those data and interpreted the findings.

2. Instrument Tools

These particular tools are needed for collecting the data in this study:

a. Open-Ended Questions

Open-ended question used in interview session. Open-ended question gives the participants opportunity to respond the question based on their option.⁹⁷ Since, every student has their own way of self-reflection and it probably they have different answer to one another therefore the researcher uses open-ended question to interview student teachers.

b. Video Recording Analysis by Comparing Student-teachers' written peer-feedbacks.

Video recording is the next instrument to get information about student teachers teaching performances to answer the second research question. This recording got from student after doing teaching practice. This video recording also used to see to what extent peer-feedback can affect student-

⁹⁶ Ibid.

⁹⁷ John W. Cresswell, *Educational Research: Planning, Conducting, Evaluating Quantitative And Qualitative Research*, Fourth Edition. (Pearson Education, Inc., n.d.), 218.

teacher's teaching performances. Since, this can be done by comparing first teaching practice and second teaching practice, therefore the researcher used video recording to analyze the effect of peer-feedback towards the student-teachers teaching performances. Student-teachers written peer-feedback is used in this observation through video recording session. The researcher observed student-teachers' teaching practice and wrote the evidence based on reality what student teachers have done in the classroom and also see that the peer-feedbacks really affect in student-teacher teaching performances.

F. DATA ANALYSIS TECHNIQUE

The data analyzed by using qualitative data analysis. A qualitative data analysis is defined as the way to analyze data by doing some steps including preparing and organizing the data, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings.⁹⁸ Those steps can be used in another sequence based on the researcher.

These are the steps to analyze:

1. Organizing Data

This step is collecting all the information that gets from interview, observation, and the document; then, organizing the data based on the source of the data. The researcher organize the data by grouped the data based on the type of data. After that the researcher grouped the data based on research questions.

2. Transcribing Data

After the researcher collected the data from interview, observation the audiovisual, the step that need to do is transcribing those data into words data, for the interview result the researcher transcribed the audio recorded that taken from interview session.

⁹⁸ Cresweel, *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research)*, 236.

3. Coding the Data

This step is done by reading the data that already transcribed, marking or coding by using some color, this also involved labelling the text. For example the responses that reflect the indicators of attitude were coded by color, for each of the indicators. For instance responses reflecting belief such as; *“It is necessary but we need to reconsider about our own self-reflections, because for me feedback that given by my classmates is only for supporting thing in my teaching practice.”(Interviewee ST11)* are coded red.

4. Describing and Developing Theme from the Data

After all the data are coded, the next step is dividing the data into some broad theme then, describing the theme. After the data grouped and coded, the findings typed in the research based on the raw data that have been done previously. The data that showed in this research was not the raw data that we can see in the appendix.

5. Interrelating the Data with the Theory

This step is analyzing the data and making connection with the theory. For RQ1, the researcher related findings with attitude theory by Pickens theory. For RQ2 the researcher related the finding with the teaching skill theory that covered in the written peer-feedback in teaching practice class.

6. Interpreting the Finding

This is the step of making description, explanation about the result of the discussion. The researcher related to the theories also made argumentations writing in the discussion.

This table below shows briefly about the Data Collection Techniques, The Research Instrument and the Data Analysis Techniques that used in this research;

Table 3.1 Data Collection Technique

Research Problems	Data Collection Technique	The research Instrument	Data Analysis Technique
RQ 1 : What are the student-teachers attitude towards the feedbacks that given from their peers in teaching practice class?	Interview the Subjects (Student-teachers Responses)	Open-ended Questions + audio recording.	Organizing, Transcribing and Coding the data. The researcher grouped the data based on the positive (YES) and negative (NO) responses from the respondents.
		Written peer-feedback	
RQ 2 : To what extent do the peer-feedbacks affect in student-teachers following teaching practice?	Documentations	Audiovisuals (Student-teachers teaching practice videos)	Organizing, Transcribing and Coding the data. The researcher compared the Videos with Written Peer-feedbacks that had been collected, told the findings and interpreted it in details that had been found.
		Written Peer-feedbacks forms	

G. CHECKING VALIDITY OF FINDINGS

After analyzing the data, the researcher needs to validate the findings of this study. There are three techniques to validate the findings based on Creswell; triangulation, member checking and auditing.⁹⁹ This study used triangulation to validate the findings. Further, Creswell explained that triangulation is the process of justifying evidence from different individuals, type of data, or methods of data collection.¹⁰⁰ Johnson compiled in the journal “Triangulation of Data Analysis Techniques” that triangulation can be done in four ways; data, methods, investigator, theory triangulation.¹⁰¹ On data triangulation, the researcher obtained the data not only form document but also from

⁹⁹ Ibid., 259.

¹⁰⁰ Ibid.

¹⁰¹ Mary Anne Lauri, “Triangulation of Data Analysis Techniques,” *Papers on Social Representations* 20 (2011).

interview. Moreover, the researcher used investigators triangulation as well, the advisors and the lecturer that know about the issues (Peer-feedback in Teaching Practice Class) are also included to ensure the findings. By doing this triangulation technique, this study is expected to be more credible and accurate.

H. RESEARCH STAGES

The process of this study was done as these following stages:

1. Preliminary Research

The researcher did short interview and observation in student-teachers teaching performance after the feedback that they get from their classmates in teaching practice class academic year 2017/2018. Most of student-teachers only concern about the teacher feedback in teaching practice class, since the teachers feedback is considered to be more helpful in improving student-teachers teaching performance in the second circle. Therefore, the researcher decided to find out how student-teachers response to the peer-feedback that they usually get in the teaching practice class for the academic year 2017/2018.

2. Decide the Research Design

Before going to the research design, the researcher wrote the title and research question first. Next, the researcher describes the phenomenon and limit the focus of the study. The researcher decided to design along with the outline of research.

3. Conduct the Research

a. Interviewing the Subjects

The researcher asked the subjects about some particular information based on what researcher needs. This is expected that the subjects can give a clear explanation. Thus, the researcher can clearly explain the result of findings. This also helps in reinforcing predictions that occur during the analysis process.

b. Collecting Data

As the data were obtained from the student -teachers' of teaching practice classes, the written peer-feedback from student-teachers and the audiovisual (Teaching Practice Video Recording) collected or copied; then the researcher will analyze them.

c. Analyzing the Data

After both of data, interview result and audiovisual with the written peer-feedback have been collected, the researcher analyzed the data based on the theoretical framework in chapter II.

d. Combining the Result of Interview with the Data Collection

After interviewing the subjects, the documents analysis and the interview result are combined. Here, the researcher also related the analysis of student teachers' interview result in chapter II. The subjects' teaching practice videos and written peer-feedback supported the findings. It will be explained in the discussion section

e. Concluding the Result of the Research

After all the data, the result of the analysis and the theories were combined, the researcher made the conclusion of the research based on the whole sections of this study that have been discussed.