

CHAPTER III

METHODOLOGY

3.1 Research Design

This study used descriptive case study method that is applied for describing in the real context how the teachers give the feedback are and investigating the effect of teachers' feedback in microteaching in improving students' teaching skill which is carried out in English Language Teaching Methods (ELTM) 2 class. Referring to Ary, et all (2010, p.454-456) a case study attempt to describe the subject's entire range of behaviours and the relationship of these behaviours to the subject's history and environment. Furthermore, Yin (2003) stated that descriptive case study is used to describe an intervention or phenomenon and the real-life context in which it occurred.

The researcher acts as non-participant observer in classroom observation, according to Creswell (2012, p.624) the researcher will choose non participant observer role, the researcher only visit a site and record notes without getting involved in the activities of the participants.

3.2 Time and Place of Study

This study was conducted in 12 DBR class in English Department at State University of Jakarta, particularly in English Language Teaching Methods 2 course from March to June 2015.

3.3 Data and Data Sources

The data of this study were the teachers' feedback in microteaching, the students' teaching skill which measured by their performance in microteaching using the indicators of teaching skill, and the interview result of teachers and fifty percent of the amount of students in ELTM 2 class. The data were gathered from the 18 students and 2 teachers of 12 DBR class particularly in English Language Teaching Methods 2 subject in English Department at State University of Jakarta. The subject was chosen by random sampling technique.

3.4 Data Collection Procedure

To collect the data, the researcher collected it through some procedures is as follow:

1. Select one class of ELTM 2 class randomly as the representative.
2. Ask the teacher who conducted the ELTM 2 class to gather the data in that class.
3. Observe the students microteaching and the teachers' feedback towards their microteaching.
4. Interview the teachers and fifty percent of the amount of the students.

3.5 Research Instrument

The data were collected using classroom observation, test, and interview. The data are gathered as below:

a. Classroom Observation

The classroom observation was conducted to see what the feedback emerge during the microteaching. The researcher did the classroom observation by recorded the students' microteaching performance and teachers' feedback towards it and the researcher do the note-taking. This used to help the researcher describes the condition in the observation.

b. Test

The test in this context is the students' microteaching performance. The researcher recorded three microteaching. During the microteaching, the researcher saw how the students conducted and developed their teaching skill which represent in microteaching. Besides, it was used to see in what extent the lecturer feedback gives effect to the students in improving their teaching skill in the next microteaching. The students' teaching skill improvement is analysed based on the indicator of each skill according to the theory from Kyriacou.

c. Interview

The researcher do the interview as the triangulation of the data. The subjects in the interview were 2 teachers and 15 students in ELTM 2 class. The teachers' interview was conducted to gather the

information about the feedback they have given in the class. The students' interview was used to gather information about their opinion about the teachers' feedback and its effect for them in improving their teaching skill towards microteaching.

3.6 Data Analysis Procedure

The data was analysed using this step:

- Transcribing the video of students' microteaching.
- Dividing the content of the video into the table. The table is based on Kyriacou (2007). The table consist of : number, students, and the teaching skill used in microteaching. This table also used in the next microteaching after students get feedback from the lecturer to see the improvement of students' teaching skill.
- Dividing the teachers' feedback into the table. The table consist of number, lecturer's feedback, and the types of feedback. The types of feedback will be divided into the table with four categories based on Hattie and Timperley (2007) and Lightbown and Spada (2006).
- Transcribing the interview result.
- Drawing the conclusion.