

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Single case study is the design of this research. Nevertheless, If the researcher only wants to study one single thing (for example a person from a specific group) or a single group (for example a group of people), a single case study is the best choice (Yin, 2003). Another, Yin (2003) also explains that a single case study with embedded units can be made if the researcher wants to have the ability to study the case with data analysis within case analyses, between case analyses and cross-case analyses. Gustafsson (2017) showed a single case study also makes the writer to have a deeper understanding of the exploring subject.

#### **B. Setting and Participants**

This research was conducted in one of universities located in Tasikmalaya West Java Indonesia, because of two considerations: (1) this university has been focusing on encouraging the students in doing a research, and (2) the researcher is a student in this university. The participant is an undergraduate student between the ages of 23 from English Education Department. The participant is in the seventh semester which is taking the seminar proposal course and writing a research proposal. He has been entered the university since 2015 and he is also my classmate who has the same supervisor as me. The participant was recruited according to four criteria. First, he has finished his research proposal on January 2019. He also expected to finish and graduate at this year. Second, the participant

and the writer have similar supervisor which means it helps the writer to get the data easier. Third, this is the first time the participant writes a research proposal. Fourth, the participant has lack of writing skill in English language.

### **C. Data Collection**

The researcher gives the consent form as an ethical code to the participant. Then, to collect the data, the researcher has chosen two instruments to collect the data. First, the audio voice recorder from the process of supervision between supervisors and supervisee (participant). Second, the interview from supervisee (participant) as the instrument to get the data needed to be collected for the research. Based on Widodo (2013) that when the researcher uses a case study as a method, the researcher can get and gather the data by using “classroom observations, interview and text analysis”. As Harrell and Bradley (2009) stated, interviews are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. Interviews can be conducted in person or over the phone. Therefore, the researcher gave an interview in the form of the semi-structured interview. The result of the interview was transcribed by the researcher to highlight the statement that focuses on the research questions of the study, to ensure the reliability of the data. This interview was audio-recorded from the supervising research proposal process and transcribed to verbatim transcription.

## D. Data Analysis

In this case, to analyze the data, the researcher using two techniques analysis. In addition, there are abbreviations shown in this research. L is an abbreviation for lecturers who also are the supervisors, S is for the undergraduate student (participant) and R is for the researcher (writer). First, the audio-recorded data were transcribed verbatim and the feedback types were identified based on the taxonomy of Lyster and Ranta (1997). These are the following steps.

### 1. Audio recorded verbatim transcription

Table 3. 1. *Audio recorded verbatim transcription data*

Profile	Data Item
L	Let me read the rational first as if yesterday I was in hurry. Scaffolding immerge as an important issue in an educational field. a lot of it also has the scaffolding. First the study was conducted ... mmmm... so we are focused on the scaffolding, right? Ehemmm....
S	Yes mam
L	Ok, for the first? what are the scaffolding characteristics? (the student interrupted). There are strategies, there are... what are the effective of the scaffolding ..are you sure this is effective? Effective is an adjective...

### 2. Categorizations types of OCF occurrences

Table 3. 2. *Categorizations types of OCF occurences*

Profile	Data Item	Categorizations
S	Need to be fixed for next time right,mam?	
L	It could be experience, so the question is not "what technique" if you talked about reflective study, but it more prefer to experience to the teacher scaffolding in teaching EFL classroom. As an example, then based on the strength and weaknesses, or experience. So, which reflection you will choose? Before I give my signature.	Comment  Giving the information Clarification
S	It more prefer to case study right,mam?	

### 3. Frequency of occurrences

Table 3. 3. *Frequency types of OCF occurrences during supervision*

<b>Recast</b>	<b>(n)</b>	<b>Explicit Correction</b>	<b>(n)</b>	<b>Clarification Request</b>	<b>(n)</b>
Implicit Explanation	10	Clear Explanation	7	Clarification	11
		Direct Explanation	53	Question to clarify	77
<b>Repetition</b>	<b>(n)</b>	<b>Elicitation</b>	<b>(n)</b>	<b>Metalinguistic Feedback</b>	<b>(n)</b>
Highlighted Explanation	10	Ask to check the right context	2	Giving the information	12
		Question to test understanding	62	Giving a question	22
		Giving the instruction	18	Comment	149

### 4. Searching for findings

Table 3. 4. *Findings types of OCF by Lyster and Ranta, (1997), during supervision.*

<b>Types of OCF</b>	<b>(n)</b>	<b>Calculation</b>	<b>Percentage (%)</b>
	<b>433</b>		
Recast	10	$(10 : 433 = 0.2)$ $0.2 \times 100 = 2$	2%
Explicit Correction	60	$(60 : 433 = 0.14)$ $0.14 \times 100 = 14$	14%
Clarification Request	88	$(88 : 433 = 0.20)$ $0.20 \times 100 = 20$	20%
Repetition	10	$(10 : 433 = 0.2)$ $0.2 \times 100 = 2$	2%
Elicitation	82	$(82 : 433 = 0.20)$ $0.20 \times 100 = 20$	20%
Metalinguistic Feedback	183	$(183 : 433 = 0.42)$ $0.42 \times 100 = 42$	42%

Second, the data from semi-structured interview transcribed and reviewed. Then, the data was analyzed using Braun and Clarke's (2006) thematic analysis. The thematic analysis aims to classify meanings based on themes; it is an

analytical tool for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). This analysis consists of several stages as follows:

### 1. Familiarizing the data

I read and re-read the data until I knew the deepness and the wideness of the data. Further, to understand the data, the result of the interview were transcribed.

Table 3. 5. *Familiarizing the data*

Profile	Data Item
R	Assalamualaikum Wr. Wb
S	Waalaikumsalam warahmatullah
R	Alhamdulillah. Thanks for the time, as always it is related with my research, especially my thesis. About the last time of taking the data collection maybe I would like to do an interview session, especially to collect data for my research. I hope I am able to get it in a cooperative ways, giving the valid data which not contained any fake information, it for the last time.

### 2. Generating initial code

I coded the data to signify possibility patterns. This step made me easier in analysing the data in the next step.

Table 3. 6. *Generating initial codes*

Profile	Data Item	Initial Code
R	That kinds of oral corrective feedback, had you ever get it, it can be told based of the experienced	
S	If I asked that question, of course I had	
R	Such as the content, right?	
S	The Content, I experienced more about the writing structure, in that points, the supervisor gave me suggestion. For example in the background while I started to write proposal, supervisor gave an advice about what should I evaluate or revise. That's the clear example from me , additionally , in the literature review.	Research writing guidance

### 3. Searching for themes

I classified the various codes into possible themes in order to make them easy to analyse.

Table 3. 7. *Searching for themes*

Scaffold to frame research issues	Mediation of building autonomous learning
Framing the research topic	Build autonomous learning
Research writing guidance	Encouraging self-reflection
Framing research issues	
Motivation through student emotional	
Student emotional	

### 4. Reviewing themes

I read all the classified data for each theme and taking into account whether the data show a logical pattern.

Table 3. 8. *Reviewing themes*

Reviewing themes
Scaffold to frame research issues
Mediation of building autonomous learning
Motivation through student emotional

### 5. Defining and naming themes

I define what the theme is for each data that has been highlighted and interpreted.

Table 3. 9. *Defining and Naming themes*

Themes
Oral corrective feedback as a scaffolding to frame research issues
Oral corrective feedback as a mediation of building autonomous learning
Enhancing motivation through student emotion

## 6. Producing the report

I reports what has been gain from this study by proving the reader with the advantages and authenticity of the analysis.

Thus, the data was categorized and coded based on recurring themes, which represents data sets relevant to specific research questions.

## E. Research Schedule

Table 3.10. *Research Schedule*

No	Activities	Sept. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb-July 2019	July 2019
1.	Submission of Research Topic							
2.	Research Topic Approval							
3.	Chapter 1							
4.	Chapter 2							
5.	Chapter 3							
6.	Proposal Approval							
7.	Seminar Proposal Examination							
8.	Conducting the Research							
9.	Chapter 4							
10.	Chapter 5							
11.	Final Thesis Examination							