CHAPTER III

RESEARCH PROCEDURES

A. Research Design

To answer the research question of this research qualitative study used the descriptive case study as a research design. According to Yin (2003)"A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context" (p.13). The definition related to this study investigated the impact of teacher oral feedback on student engagement in the teaching-learning process.

B. Setting and Participant

The research is conducted in one of the Junior high schools in Tasikmalaya, Jawa Barat, Indonesia. The participants of this study were three student's third grade and their ages range between 14-15 years old. The participants are chosen or selected from active engagement during class activity and high achievement. The researcher got the information about the participants from their teacher in the EFL classroom. Before collecting the data, the participants were asked to verify their willingness of the participants to be interviewed.

C. Data Collection

The data were gathered via a semi-structured interview. (Arksey & Knight, 1999 as cited in Pathak and Intratat, 2016, p.4). The reason researcher choose semi structured interview because it is a very flexible technique in the

getting more data and widely. The semi-structured interviews were conducted in order that the researcher can obtain information from participants about the impact of teacher's oral feedback to students' engagement an EFL clasroom. WhatsApp online chatting application as a tool to interviewing three participants and collected the data. There is no average time for the interview until the researcher got the data and mixed it with small talk. Therefore, the participants enjoy the interview. The researcher used L1 to avoid misunderstanding due to their level of education. Based on theory by Skinner et,all (1993) and from a study conducted by Rahmat & Munir (2018) as a guideline data of the semi-structured interview. That grouped into several categories such as praising feedback, commenting feedback, threatening feedback, and corrective feedback.

D. Data Analysis

The data collected from the from the interview were analyzed by using (Braun & Clarke, 2006) Thematic analysis is a method analysing and reporting patterns (themes) within data. For identifying, and describing your data set in (rich) detail. There are several steps for doing thematic, as follows:

1. Familiarizing the data

In this part, the researcher involved transcribing all of the results from the interview. In this phase, the researcher had to read and re-read the data, because the researcher needed to understand and integrate with the data they obtained.

Table 3.1 Interview Transcription Translated From Indonesian Language

Interview transcription
Date   : 11th March 2021 Participant : One of student junior high in Tasikmalaya Notes   : **I** is the researcher/interviewer, and **P1** is the participant 1 Codes   :
I : When you are going to learn in teaching and learning process, then the teachers give you some praising feedback such as "good job, great, excellent,etc" what are the impact do you feel? **P1 :** *Alhamdulillah*, I'm very happy because I can finish my task the best that I can do and be gratefull **I** : Yeaah, that's right. You feel happy and proud to your self because can finish the task correctly. But, do you feel motivated to study hard and get praise again? **P1 :** Yeahh like that, I feel motivated. **I** : Motivated to study hard right? **P1 :** Yes ms, motivated to study hard more than past and praise became as a encouragement in teaching learning process. **I** : Oooh oke,oke. does that mean you feel excited to follow the next lesson? So when you get the praise, is there a feeling of optimism or not to get even better results? For example, if you get a praise in this material, do you feel optimistic in the next material to get good grades and then get praise again? **P1 :** Yes, ma'am hehe, I feel optimistic, ma'am, so that with this praise we can be motivated to be more active and enthusiastic about learning and produce better grades than before. **I** : Does that mean that praise has a positive impact on you? **P1 :** Yes, ma'am, it has a positive impact because with praise it makes us better than before and in the future.

2. Generating initial codes

Code selects data features that look attractive to analysts, and are discussed on the most basic segments or elements of raw data or information that can be accessed in a manner related to the phenomenon.

The researcher made 4 coloring codes related to purposes of this research. To make analysis easier in the next phases as follows:

Table 3.2 Generating initial codes

No	Colour	As
1	Green	Student enthusiasm : behavioral engagement
2	Red	Student optimism : behavioral engagement
3	Purple	Student interest : behavioral engagement
4	Blue	Student curious : behavioral engagement

Table 3.3 Highlighted Codes

I	When you are going to learn in teaching and learning process, then the teachers give you some praising feedback such as "good job, great, excellent,etc" what are the impact do you feel?	
P1	Alhamdulillah, I'm very happy because I can finish my task the best that I can do and be gratefull	Praising feedback : student optmism:behavioral engagement: happy to their ability toward student task.
I	Yeaah, that's right. You feel happy and proud to your self because can finish the task correctly. But, do you feel motivated to study hard and get praise again?	
P1	Yeahh like that, I feel enthusiasm	Praising feedback: Student enthusiasm: behavioral engagement : enthusiasm
I	Motivated to study hard right?	

P1	Yes ms, motivated to study hard more than past and praise became as a encouragement in teaching learning process.	Praising feedback: Student enthusiasm: behavioral engagement: Motivated and exited
I	Oooh oke,oke. does that mean you feel excited to follow the next lesson? So when you get the praise, is there a feeling of optimism or not to get even better results?	

	For example, if you get a praise in this material, do you feel optimistic in the next material to get good grades and then get praise again?	
P1	Yes, ma'am hehe, I feel optimistic, ma'am, so that with this praise we can be motivated to be more active and enthusiastic about learning and produce better grades than before.	Praising feedback: Student optimism : behavioral engagement: Optimism to getting the best score than before
I	Does that mean that praise has a positive impact on you?	
P1	Yes, ma'am, it has a positive impact because with praise it makes us better than before and in the future.	Praising feedback: optimism :student behavioral engagement: Praising feedback support student learning.

3. Searching for the Themes

When all data have been coded and collated, the researcher has a long list of the different codes that have been identified across the data set. The researcher organized different codes and grouped them into potential themes relevant to this research. So it can be easier to analyze. The results from analyzing the data have been coded and grouped as related to students' behavioral engagement in EFL classroom such as enthusiasm, optimism, curiosity, and interest.

Table 3.4 Grouping the codes

Teacher praising feedback impact

Characteristics	Amount
Enthusiasm	5
Optimism	6
Interest	2
Curious	4

Teacher corrective feedback impact

Characteristics	Amount
Enthusiasm	4
Optimism	4
Interest	4
Curious	3

Teacher questioning feedback impact   **Teacher threatening feedback impact**

Characteristics	Amount	Characteristics	Amount
Enthusiasm	2	Enthusiasm	5
Optimism	6	Optimism	6
Interest	1	Interest	2
Curious	3	Curious	1

4. Reviewing Themes

The researcher reviewed themes to answer the research questions based on a predefined theme. The researcher repeatedly to ensure the appropriateness of the theme current research and grouped according to the research question "What are the impacts of teacher behavioral engagement?". The Researcher grouping the codes and found several themes based on research questions have been collated.

Table 3.5 Reviewing the themes

Increasing students' optimism	Promoting students' enthusiasm	Building students' curiosity	Interest-corrective feedback

5. Naming Themes

Defining and naming themes began by analyzing to refine the specifics of each theme, generating clear definitions and names for each theme. The researcher started to define themes based on research questions and the kinds of behavioral engagement such as enthusiasm, optimism, interest, and curiosity.

6. **Producing the Report**

  The researcher reported the findings of this current research, including the final analysis in a way that can convince the reader of the validity of the reader. According to (Braun & Clarke, 2006) producing the report must provide sufficient evidence of the themes within the data- ie, enough data extracts to demonstrate the prevalence of the theme.

E. **Research Timeline**

Table 3.6 Research Timeline

No	Description	Sep 2021	Oct 2021	Nov 2021	Feb 2022	Dec 2022	Jan 2023	Feb 2023	April 2023
1	Research proposal writing	▓	▓						
2	Research proposal examination			▓					
3	Data collection				▓				
4	Data analysis					▓	▓		
5	Report							▓	
6	Thesis Examination								▓