

CHAPTER III

RESEARCH METHOD

A. Research Design

This research described Pre-Service Teachers' beliefs and variety of feedback provided by them in English Education Department of Tarbiyah and Teachers Training Faculty of Antasari State Islamic University Banjarmasin. This research conducted using qualitative method with Descriptive Analysis approach.

Denzin and Lincoln define qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, trying to understand or make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials—case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts— that describe routine and problematic moments and meaning in individuals' lives (Creswell, 1997, p.15).

This was Qualitative method of Research: Descriptive Analysis. It was using qualitative: Descriptive Analysis because this course and some literature identified Pre-Service Teachers' beliefs and variety of feedback provided by them.

This research collected the data and completed information used a variety of data collection procedures based on a predetermined time by

using questionnaire, interview and observation. After the data collected, the researcher will be analyzed by using descriptive qualitative.

B. Research Setting

This study was conducted at English Education Department of UIN Antasari Banjarmasin. This research was about 6 weeks from October until December, 2017.

C. Subject and Object of Study

1. Subject

The subjects of this study are 11 of pre-service teachers in English Department of UIN Antasari Banjarmasin 2015.

2. Object

The object of this study is pre-teachers' beliefs and type of oral feedback provided by Pre-Service Teachers during in PPL 1.

D. Data and Source of Data

Data were investigated in this research with primary data. The source of data was collected directly from pre-service teachers' beliefs and observation in the class.

E. Instrument

The instruments of this study are as follows:

1. Questionnaire

In this study, questionnaire is used as a tool to determined pre-service teachers' beliefs of their own feedback providing practices in PPL 1.

2. Interview

This method was used to support the questionnaire data in collecting data and also to explore pre-service teachers' beliefs of their own feedback providing practices in PPL 1 more closely.

3. Observation

This method was used to watch their performances directly and to determine the kind of feedback that they use in actual practice.

F. Data Collection Procedure

There are several steps in the process of data collection are as follow:

1. The researcher came to the class and distributed the questionnaire to the pre-service teachers on Saturday, 16th of December 2017.
2. The pre-service teachers submitted it to the researcher on Saturday, 16th of December 2017.
3. The researcher interviewed pre-service teachers through face-to-face interaction between interviewer and respondent deeply on Saturday, 23rd of December 2017. For interviewers, the researcher chose some pre-service teachers. The main criteria for interviewers were determined based on how the way pre-service teachers teach and giving feedback during PPL 1 implementations.
4. The researcher observed directly to watch them that are needed to determine what kinds of oral feedback that pre-service teachers used in PPL 1 implementation.

G. Data Analysis Procedure

First, to explore prospective teachers' beliefs of giving feedback in PPL 1 implementations questionnaire was used. Technique of data analysis for questionnaire was:

$$\text{Mean: } \bar{X} = \frac{\sum X}{n}$$

\bar{X} = (read as „x bar“) is the mean of the set of x Values

$\sum X$ = the sum of all the x values

n = the number of x values

Then another data was collected processed and analyzed by descriptive and qualitative. The second was interview to investigate in deep about prospective teachers' beliefs of giving feedback in PPL 1 implementations. The last is observation, which was used to determine the types of feedback and the frequency of each type. Then, classified the feedback; praise or oral corrective feedback (Recast, elicitation, explicit correction, metalinguistic feedback, request for clarification, or repetition).