

CHAPTER III

RESEARCH METHOD

How to feed the body of this research by the data are explained here. In this session, there would be research design, research setting, subject and object, data and source of data, technique of data collecting and data analysis procedure. Many data that needed by the researcher were collected and analyzed in this part. Contribution of the samples gave a lot of objective views in gaining the data required.

A. Research Design

The qualitative research was used in this research. According to Bogdan and Taylor in Moeloeng (1989, p. 3) qualitative research is research which yields the descriptive data in the form of written or oral words from observing people and behavior. Its method was focusing, involving an interpretive, naturalistic approach to its subject matter. In this case, the researcher used descriptive qualitative design which mainly aimed to analyze and described the phenomenon in the using of teacher's written corrective feedback in writing activities of 85Th grade at English UPB of UIN Antasari Banjarmasin. The final result of this research is to provide recommendation the using of teacher's written corrective feedback in writing skills in English teaching learning process. In order to get a better result, the researcher needed data as many as possible. For that reason, data of teachers' written corrective feedback would be collected and then analyzed.

B. Research setting

This research was conducted at 85th grade at English UPB of UIN Antasari Banjarmasin. It is located at Jenderal Ahmad Yani Street KM. 4.5, Banjarmasin, South Borneo, 70235. English UPB had 109 groups consisting of 20-22 students for each group.

The researcher chooses 85th group of English UPB because 85th grade was the middle group, and the students in the class have different background, their mastery levels in English also different. Researcher was interested in what feedback techniques the teacher used so the students are able to understand and master the lesson. Because the teachers have a good experience study and good competence in teaching English, the researcher thinks that teacher have good ways to give correction as a feedback for students in order to develop their writing ability.

C. Subject of Research

The subject of this research was teacher and 85th grade students of English UPB in UIN Antasari Banjarmasin. English UPB has 109 groups consisting 2811 students. The research was conducted in one class; it was 85th grade students of English UPB that is taught by Miss. Siti Mutmainah, S.Pd. In this class consisted of 22 students, but there was one student who did not take the test when middle, finally there were only 21 students. There were 12 male and 10 female. Researcher got the data for 2 weeks.

D. Data

The data were the kind of corrective feedback and how does the teacher apply corrective feedback, which the data are collected directly from research respondents and were in the form of students' worksheet, observation and interview with English teacher of writing activities of 85Th grade at English UPB of UIN Antasari Banjarmasin who use the corrective feedback in teaching and learning process.

The researcher conducted the observation 4 times in the class, then did interview with the teacher, and then the researcher analyzed the data in the form of students' work result in the classroom which contains of teacher's corrective feedback.

E. Technique of Data Collecting

According to Yin (2011, p. 15), the potential data collection activities for qualitative research are interviewing, observing, collecting and examining and feeling. The techniques of data collecting which used in this research were observation, interview, and documentation.

1. Observation

According to Sugiyono (2010, p. 9), observation involves observing all relevant phenomena to get the data with the rationale, empiric, and systematic characteristic. Observational of collecting the data was used for the purpose of describing setting, activities, people, and meaning of what was observed from the perspective of the participants.

The researcher observed directly to the teaching learning English activities of 85th grades at English UPB of UIN Antasari Banjarmasin. This technique was used to get the data about specific description of teacher's teaching learning process. In this research, the researcher used guided observation where the observer brought a set of question and table checklist. On the observation, the researcher wrote the entire teaching learning activity especially on the presentation between the teacher and the students where it involved the corrective feedback.

2. Interview

According to Estenberg in sugiyono (2013, p. 231) interviews are two people meeting to exchange information and ideas through question and answer, so that can be constructed meaning in a particular topic.

There are three kinds of interview, namely:

a. Unstructured interview

It is an interview which is a conversational type of interview which questions arise from the situations. The interview is not planned in detail a head.

b. Structured interview

Interview that the schedule for the specific purpose of getting certain information from the subjects. The questions are structured.

c. Semi Structured Interview

Interview in which the area of interest is chosen and questions are formulated, but the interviewer may modify the formal question during the interview process.

The researcher used semi structured interview. The application of this technique in interview was to create relaxed and flexible situation to gain the information about the using of teacher's corrective feedback in the classroom. The interviewee in this research was done with Mrs. Siti Mutmainah, S.Pd as the English teacher in the 85Th grade at English UPB of UIN Antasari Banjarmasin.

3. Documentation

According to Sutopo (2002, p. 54) document is written material which related with the certain events or activities. The document in this research is the student's worksheet. The researcher collected the students' worksheet contained of teacher's corrective feedback then analyzed it.

F. Data Analysis

According to Moelong (2001, p. 103), analyzing the data is called as process of organizing and arranging the data into pattern, category and a set of basic classification to find the theme and to formulate the research hypothesis as what the data advice. In qualitative research, techniques of analyzing the data were used in order to synthesize the data collecting from various sources into a coherent description of what the researcher had been observed and discovered.

Miles and Huberman (1994, p. 24) elaborated the four types of analysis activity and the activity of data collection form an interactive process which was analyzing qualitative data as follows:

1) Data Collection

Data collection means collecting the data from observation, documentation, and review. The researcher did observation to know the situation and condition in the English teaching learning especially in corrective feedback doing by teacher was conducted and recorded. Then researcher got the data by collected the student's worksheet. From that data, researcher knew the written corrective feedback provided by the teacher in their worksheet. Then researcher did interview with English teacher also as the informant to get further information of the teacher's perception of corrective feedback in writing activities.

2) Data Reduction

Data reduction means summarizing, choosing and focusing the important things of the data. It is intended to find the patterns of the finding based on the social phenomena that happen in the field. The researcher did reduction of the data which is gotten from teaching learning material, the result of interview and the result of written corrective feedback found in the students' worksheet and the data from the teacher. A reduction of the data were needed because not all of the data could be input as the need of the research, just the important point and according to the requirement of the data were analyzed.

3) Data Display

Data display is organizing and describing the data from data reduction. It is intended to help in understanding the phenomena that are happening. In displaying the data to describe the social phenomena that happen in the field, it does not only use narration, but it also may use graphs, charts, matrices and networks. The data that have been reduced, and then displayed based on the category prepared. The categories take from the problem of corrective feedback, such as the kind of corrective feedback that used and how does the teacher apply corrective feedback in writing activities.

4) Conclusion Drawing or Verification.

The conclusion of a study is a research finding. Conclusion drawing or verification is done if the data collected and analyzed are supported by valid, consistent and enough data. The data of this qualitative study which are collected from complex social situation in the field may develop into complex data based on the problems that happen in the field. Thus, the conclusion in this study can be a causal relationship, hypothesis, or a theory that depends on the research finding found in the field. Finally, some conclusion was drawn and the description of teacher's feedback in writing activities was obtained.

After the data are collected, the researcher classified them based on the problem statement and then analyzed them qualitatively. Then, report it descriptively. After that the researcher matched the finding with the theory

related, so that all data used to answer the probing questions systematically. The researcher also made conclusions by using inductive way.