

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design used to achieve this research is a qualitative method. The qualitative method is research whose approach can deal with and investigate the meaning of individuals or groups of social or human problems (Creswell, 2014). Qualitative methods are suitable for developing research for further testing, with this method being able to understand basic feelings, values, and perceptions and influence behavior. The qualitative method is a multi-method that focuses on a naturalistic and interpretive approach to the subject matter. The researcher sees things from a different point of view (Malik & Hamied, 2016).

The qualitative descriptive approach needs to be the design of choice when a straightforward description of a phenomenon is desired, and the approach is beneficial when the researcher wants to know about an event, who was involved, what was involved, and where things happened (Lambert & Lambert, 2012). In addition, researcher are facilitated in analyzing and interpreting data using descriptive methods. As said by Mardalis (2003) that descriptive methods must record, describe, analyze, and interpret existing conditions empirically. Therefore, researcher need to conduct research on one or several phenomena within a certain period of time and collect data from various sources such as observations, documents, reports, or interviews.

The researcher used qualitative approach with descriptive qualitative method, because this study aims to describe students' perceptions of the teacher regarding the spoken corrective feedback given and describe the types of spoken corrective feedback teacher usually use when giving feedback to students. In addition, qualitative methods can explain the expectations English students convey to teacher while providing spoken corrective feedback. The teacher will know what aspects to give for students to get feedback that makes them develop and learn better, especially in learning English.

B. Research Setting

This research was conducted at SMAN 1 Kelumpang Barat, Kotabaru Regency, South Kalimantan, Indonesia. The researcher was chosen this school because they are at the elementary level. At this level, students are usually able to interact even though it is still limited, so the teacher has an excellent way of providing corrections as feedback for students, and feedback from teacher is certainly often found at this level. SMAN 1 Kelumpang Barat has several facilities to support teaching and learning.

C. Participants

The researcher chose English teacher and students from class XI Sman 1 Kelumpang Barat as participants. The participants selected were students who received spoken corrective feedback in class and teacher who

provided this feedback. Researcher conducted this research in one class; there are 24 participants, one English teacher and 23 students in class XI MIPA. This class was selected and asked because they were confident they could understand and answer questions that the researcher would ask about spoken corrective feedback.

D. Data

Researcher need all data about what students perceive the teacher when they receive spoken corrective feedback in teaching English. Researcher collect data from observations and interviews. In addition, the researcher referred several books and journals related to this research that will support it.

E. Technique of Data Collection

To collect data, the researcher used two instruments in this study. The instruments used in this study were observation and interview.

1. Observation

Observation is one way to collect data by observing research objects or events. The observation is the activity of paying attention to an object by using all the senses (Arikunto, 2006). Observations explored spoken corrective feedback commonly used by teachers when learning, which can affect the improvement of students' spoken English competence. By making observations, researcher can obtain documentation of the actual state of the class.

Observations were made from January 17, 2023, until February 28, 2023, by recording and recording everything that happened in class. To answer the first question, the researcher conducted a checklist of observations accompanied by an audio recorder, analyzed and combined them with interview data. Observations were made when the English teacher conducted the teaching and learning process at school. When conducting the observations, researcher took part in English lessons with teachers and students in class.

The researcher analyzes the types of spoken corrective feedback teacher often use in class in the observation. After that, the researcher will be able to find out the extent of the spoken corrective feedback in the English class. In addition, the researcher can automatically point out some aspects of corrective feedback that do not meet. The teacher must then pay attention to improving aspects of providing spoken corrective feedback in teaching English classes.

2. Interview

Ary, et al (2010) say that interview is an instrument used to collect data from participants about their opinions, feelings, and beliefs about the situation in their own words. Based on the explanation above, the researcher used interviews to gather in-depth information and describe how students perceived the spoken corrective feedback from the teacher. The questions developed in this interview were mainly based on what the researcher found in the observations. The teacher and

students will be asked about spoken corrective feedback given and received in class.

Interviews were given to English students and teacher from 21 February 2023 to 28 February 2023 in the library and teacher's room at SMAN 1 Kelumpang Barat. The researcher conducted this interview as a support for the results of the observation. Researcher used this interview to find out more about students' perceptions of spoken corrective feedback given by teachers in learning English and related responses in providing feedback to students.

In addition, this interview helps researcher obtain data to answer the second question of this research, namely, students' perceptions of the teacher's spoken corrective feedback. So, the findings and results can help researcher answer the importance of what students expect from corrective feedback, whether it is about strengths or weaknesses and anticipated needs by students. During this interview, interviewees will be asked to express their opinion about the perception of spoken corrective feedback that the teacher has given during classroom learning. Researcher would use audio recordings to record answers from participants.

F. Data Analysis

For the collected data to have meaning, it is necessary to process the data analysis in a certain way. In this analytical method, researcher describe and analyze the research results descriptively to be carried out, namely to

answer research questions about types of spoken corrective feedback. There are seven types of spoken corrective feedback (Lyster & Ranta, 1997); (Sheen, 2004), which of the seven types are more or less commonly used by teachers in providing corrective feedback in the classroom.

Researcher use steps to analyze data, and researcher use techniques from Miles, Huberman & Saldana (2014). Data analysis consists of three components: data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

According to Miles, et al (2014) data reduction refers to the process of selecting, focusing, abstracting, simplifying, and transforming data that appears in records or transcriptions. In this data reduction section, the researcher selects important data from the raw data collected in observations and interviews to determine the data's meaning.

The first data that researcher reduced was from observation. Researcher conducted data reduction to determine the types of feedback the teacher used when learning in class. After obtaining the selected findings for the first question of this study, the researcher added in-depth information from the reduced interview data to determine the findings regarding teacher explanations. After that, the researcher reduced the interview data for the second question of this study about students' perceptions of the feedback given by the teacher.

2. Data Display

As stated by Miles, et al (2014) data display is a set of information that has been regulated and classified based on reduction data that leads to drawing conclusions and verification. Data display provides organized and managed information in data collection that allows for drawing conclusions.

Researcher regulate and compose a reduction data collection that contains a type of spoken corrective feedback that the teacher usually uses in teaching English. Researcher display data from observations and interviews in the form of written data that has been reduced. These methods aim to facilitate researcher in analyzing all data that has been collected and reduced.

3. Conclusion Drawing/Verification

According to Miles, et al (2014) drawings of conclusions are about stepping back thinking about what the data is analyzed and to evaluate its implications for research questions, while verification is this research is to review the data obtained and verify it by collecting other people's data to ensure comprehensive and complicated results.

In this step the researcher concludes the results of data analysis. First, researcher draw conclusions from each data finding for those obtained from observations and interviews. Second, researcher draw conclusions that represent all findings. Furthermore, the researcher reviewed the observation data that had been collected and verified

temporary conclusions. To verify these conclusions, researcher follow up on incomplete data by collecting other data using interviews to get in-depth information to get the final conclusion. Finally, researcher make the final conclusion to answer the first and second research questions using descriptive qualitative methods. Although for the second research question, data is obtained from interviews only. But for verification of the conclusions of the second research question, researcher continue to review the data obtained.

G. The Techniques of Data Validity

In this research, the researcher needs data validity to obtain accurate data from the research. In this qualitative research, the results of the data found were declared valid if no differences were found between the results of the data presented by the researcher and the actual data from the field data.

Therefore, the researcher decided to use one of several validity techniques, namely the degree of trustworthiness or credibility as a data validity technique in this study. The credibility technique is a concept that replaces the concept of validity in non-qualitative research, which is a technique used to check research data so that the data is not doubted as a research result (Sugiyono, 2016). In the process of checking the validity of this, the researcher used the following techniques:

1. Observation Persistence

In this research, the researcher used one of the ways in the credibility technique, namely observation persistence. Researcher believed that increasing persistence in observations is one way to check data and efforts to adjust the data presented are appropriate to certain conditions. The researcher applied methods such as reading books, reading various related references, previous research results, and other related documents to examine and compare the research data obtained.

2. Triangulation

Triangulation is also a part of the credibility technique that the researcher did this by checking data from various sources at various times. In this technique, the triangulation used by the researcher is triangulation with sources. The researcher examined the credibility of the data by checking the data findings through several sources, so the data is analyzed by digging from various existing sources, be it documents or certain activities. Thus, the researcher produces further conclusions to be presented in the findings and discussion chapter.