

## **CHAPTER III**

### **RESEARCH METHOD**

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

The approach of this research is qualitative approach. The researcher needs to describe the situation, the daily process obviously, the custom reality, grounded theory, and develop the understanding by collecting some data from interview, observation and documents.

According to Creswell, interview and observation should identify and be specific about type of data that will be collected during the proposed study (Creswell, 2009,p.217). The researcher used a classroom interaction analysis method because it was concerned with the careful description of the interpersonal events which take place in the classroom as a means of developing understanding about how instruction and learning take place (Ellis, 1993,p.165).

Based on the statement above, the researcher describes the teacher's corrective feedback in pronunciation activities at 68<sup>th</sup> group of English UPB at UIN Antasari Banjarmasin.

#### **B. Research Setting**

This study took place in the 68<sup>th</sup> group of English UPB at UIN Antasari Banjarmasin. It is located at Jenderal Ahmad Yani Street Km. 4,5, Banjarmasin, 70235. In this consist 24 students.

The researcher chooses group 68<sup>th</sup> of English UPB because they are students with elementary level and case most often found by students in the elementary level is in their pronunciation. The researcher chooses pronunciation activities because all pronounce teachers have a good experience study and good competence in teaching English. Therefore, researcher thinks that they have good ways to give correction as a feedback for students in order to develop their pronunciation ability.

### **C. Participants of Research**

Participants of this research are one teacher and all the students of 68<sup>th</sup> group of English UPB at UIN Antasari Banjarmasin. English UPB has 109 groups consisting 2811 students. The research was conducted in one class; it was 68<sup>th</sup> group of English UPB that is taught by Miss. Andi Puput Oktavia, S.Pd. In this class consisted of 24 students. The teacher's feedback especially corrective feedback used by teacher in pronunciation activities of 68<sup>th</sup> group of English UPB at UIN Antasari Banjarmasin.

The researcher choose 68<sup>th</sup> group, because in a level of study in English UPB, this group still learned the beginning form of English. It means that they just would learned many things of English although actually the have learned it in a senior high school.

#### **D. Data and Source of Data**

##### **1. Data**

The data are the kind of corrective feedback and the dominant types of corrective feedback used by the teacher, which the data are collected directly from observation, interview and documents with the teacher of the pronunciation activities at 68<sup>th</sup> group of English UPB at UIN Antasari Banjarmasin who use the corrective feedback in teaching.

##### **2. Source of Data**

The researcher tries to figure out mainly written sources from data observation, interview, and documents with the teacher of the pronunciation activities at 68<sup>th</sup> group of English UPB at UIN Antasari Banjarmasin.

#### **E. Data Collection Procedure**

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

##### **1. Observation**

The researcher directly comes to observe of pronunciation activities to 68<sup>th</sup> group of English UPB at UIN Antasari Banjarmasin.

Course to get the data about what the corrective feedback in pronunciation activities.

The researcher takes the class based on the teaching and learning in pronunciation activities. On the observation, the researcher wrote the entire teaching learning activity especially on the presentation between the teacher and the students where it was involves the corrective feedback.

## 2. Interview

In this way, the researcher interview the English teacher in 68<sup>th</sup> group by using open ended question related. The point of the interview the researcher wants to get the types of corrective feedback and the most feedback that teacher used in pronunciation activities.

## 3. Documentation

This techniques is used by the writer to get information about the form of documents or archives of the school. According Sutopo document is written material which related with the certain events or activities (Sutopo,2002,p.54). The documentation in this research is the student's worksheet. The researcher collected the studens' woksheets contains of the teacher's corrective feedback then analyze it.

## **F. Data Analysis Procedure**

According to Moelong(2001,p.103) analyzing the data is called as process of organizing and arranging the data pattern, catagory and set of basic classification to find theme and to formulate the research hypothesis as what the data advice.

Analysis the data that are collected applied qualitative analysis, make the conclutions by inductive method. In this method, the writer makes the conclusion generally based on the fact at the research.In processing the data, the writer used the following techniques:

The data analysis technique is the process of data arrangement and data categorization. In addressing the analysis of the gathering data, some stages of analyzing data were used. First, the interview with the teacher was conducted and recorded. It used to collected the information of corrective feedback in class activities, the interview was conducted and recorded. Then, the interview results were analyzed by repeatedly reading the interview transcripts. Second, the researcher did observations. They were studied carefully. The analysis about the types of teacher's feedback given on students' pronunciation activities was proven by using numerical evidence. The types of teacher's corrective feedback and the most corrective feedback by the teacher was found. After that, all of the data were compared so that deep understanding of teacher's corrective feedback in pronunciation

activities could be obtained. Finally, some conclusion was drawn and the description of teacher's feedback in pronunciation activities was obtained.

