CHAPTER III

RESEARCH METHOD

A. Research Design

The methodology utilized in this investigation is known as descriptive qualitative methodology. Creswell (2016) defines qualitative research as an investigation that is based on data collected from the subject of the study. Questions are posed on a broad scale, data is collected from participants, subjects are defined and analyzed, and subjective or biased analyses are performed. Ary et al. (2010) define descriptive research as investigations meant to gather knowledge about the current status of a phenomena. In this study, descriptive qualitative methods were utilized to assess the type of teacher's oral corrective feedback in the students' listening assignment, as well as students' preferences for specific types of feedback. In essence, this approach was utilized to observe things from the perspective of the participants because the purpose of this study is to investigate the students' preferences of the feedback provided by their teacher throughout the listening exercise.

Researchers using a qualitative technique, as pointed out by Qu & Dumay (2011), need to have an established connection with their study participants in order to get the most relevant information from their studies. In light of the previous statement, the researcher is positive that the planned research may be carried out in the designated location, as

researchers have the opportunity to reach participants and have good relations with the parties involved.

B. Research Setting

The study was conducted at UIN Antasari Banjarmasin in South Kalimantan. In order to investigate the role that oral corrective feedback plays in the learning process for students in the second semester of the academic year 2022/2023, the researcher conducted study on the Listening II course. Additionally, the researcher has secured approval to conduct the research from 13 February to 8 March. In that case, the researcher is able to carry out their research in the designated location.

C. Participants/Subject

The participants of this research are the lecturer and the second-semester students academic year 2022/2023 who take the Listening II course in the English Education Department of UIN Antasari Banjarmasin. There are three classes that take Listening II course.

The researcher applies purposive sampling to select participants and take samples according to the criteria and research objectives. Miles, et al. (2014) pointed out that purposive sampling is the most commonly used method in qualitative research and can assist researchers in selecting participants who have rich and relevant insight to the research topic. The reason a researcher uses the purposive sampling technique in this study is

because not all samples have criteria that match the criteria to be studied, therefore it is necessary to consider and determine certain criteria.

There are two criteria set by the researcher after considering and adjusting to the research objectives. The first criterion is a sample that actually receives oral corrective feedback from the teacher at least three different types. While the second criterion is students who actively participate in listening learning. Therefore, from a total of seventy-eight students, the researcher found out twelve students who adjusted the specific criteria.

D. Data

The researcher wants detailed information on the lecturer's oral corrective feedback execution, including the types of feedback used and the students' preferred ways of receiving it. The researcher may additionally record audio or take still photographs to document the study.

The Listening II course is taught to three separate classes by a single lecturer. These three courses and their lecturer will provide the raw material for our analysis. The researcher also referred to a number of relevant publications in order to bolster the results.

E. Technique of Data Collection

The researcher uses observation checklists and interview guides to compile information gleaned from these methods of data collection.

1. Observation

Barrett & Twycross (2018) pointed out that observation is essential elements of collecting qualitative data. Researchers can see directly what is happening in the field and have the opportunity to capture as much of the necessary information as possible. Observation, as mentioned by Silverman (2019), seeks to gather information on true and suitable social processes that occur organically.

The researcher participated in Listening II classroom observations. The researcher's data collecting techniques included observation guidelines and field notes. The teacher's oral corrections made during instruction are the focus of this investigation. This means that the first research question can be answered by observation of a listening class at UIN Antasari Banjarmasin, specifically how the teacher gives spoken corrective feedback to students. The researcher initially obtained information through observation, and then interviewed a small sample of students.

2. Interview

The researcher used interview as an instrument in this study. According to Philips & Stawarski (2008) interview refers to a process of asking and listening. In other words, an interview is a communication conducted by two or more people. The purpose of the interview is to understand other people's opinions, thoughts, or ways of life. Students enrolled in Listening II at UIN Antasari Banjarmasin

for the academic year 2022/2023 were interviewed face-to-face by the researcher to collect detailed and accurate information for the study.

This study employs a semi-structured interview with open-ended questions to dive more deeply into how students in the English Education Department at UIN Antasari Banjarmasin prefer to be corrected orally during listening class. According to Ary et al. (2010), semi-structured interviews are a hybrid of the two types of interviews. The questions have been developed, but the interviewer reserves the right to change the format or ask new questions as needed.

For this study, a semi-structured interview is most suitable since it offers the researcher a chance to ask follow-up questions and dig more deeply into the respondents' experiences. In addition, respondents are given the freedom to respond to open-ended questions in their own terms. Bahasa Indonesia, the respondents' native tongue, is used during the interview to prevent misunderstandings and for accurate data collection. As supporting observation data, the researcher will also interview the teacher a little about the oral corrective feedback she uses in the listening class. The interview is being recorded on audio tape. An audio recorder is an effective tool for capturing the interviewee's reaction, as acknowledged by Creswell (2012).

F. Data Analysis

Miles, Huberman, and Saldana (2014) pointed out that data analysis is a collection and study of sentences based on documents,

interviews, observation, or artifacts. These data collection activities are usually carried out near local setting locations over a long time. The data generally cannot be directly analyzed but requires some form of processing, such as raw field notes that must be typed and expanded, images that must be documented and analyzed, and audio recordings that must be transcribed and edited.

This study uses a descriptive qualitative approach to data analysis. The researcher uses this approach to describe the teacher's oral feedback to students in Listening II. The researcher goes on to detail the forms of corrective feedback delivered orally by the lecturer that students find most helpful. Sugiyono (2015) proposes four steps for analyzing data in descriptive qualitative research reliant on theory of (Miles, Huberman, and Saldana, 2014). D ata collection, data reduction, data display, and drawing conclusion are the four steps involved.

1. **Data Reduction**

   The process of data reduction is picking and choosing between data that is more and less relevant. In order to do effective research, researchers need a reliable means of selecting relevant data.Therefore, data reduction is the initial step in any study analysis. In this study, that is employed the notion of data reduction to narrow our focus on the teacher's oral corrective feedback and the students' preferences for such feedback.

2. **Data Display**

Data display is the process of displaying data as phrases, narratives, or tables. This approach also refers to providing simplified data in the form of patterns in order to provide researchers with assistance in comprehending the data. According to Sugiyono (2008), the most popular form of data presentation utilized by qualitative researchers is narrative text. The researcher puts the data in an amazing narrative text to make it easier to grasp after gathering data connected to the usage of oral corrective feedback at the three Listening II classes.

3. Verification

In qualitative research, verification/conclusion is just ephemeral. It may change to support additional data collecting based on the researcher's strong evidence. If that evidence is discovered, the results may change. The researchers in this study draw conclusions based on the look of the data.

In essence, the process of data analysis consists essentially of the following steps: (1) the researcher gathers data through observation and interview. The researcher then uses the research problem formulation to guide data selection, identification, and concentration. (2) The researcher selects relevant facts and presents it in clear, well-written sentences. (3) The inference is made after data is presented.