

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher would like to present the methodology employed in this research. This chapter covers the research design, data and data sources, technique of data collection, technique of data verification and data analysis.

A. Research Design

This research is categorized into descriptive qualitative research design. According to Stephen and Wouldiam (1981:42) descriptive research is used in the literal sense of describing situations or events. The purpose of descriptive qualitative research is to describe the data systematically the facts and characteristics of area of interest factually and accurately. The method use qualitative description and the researcher as an observer while the teaching process going on. The information collects without changing the environment or the real condition.

This research is intended to describe the types of feedback given by the English teacher in the academic year 2019/2020. In this study, it is focusing on single person or instance and not concerning on the whole population of cases, in which generalization cannot take place. It means that, descriptive qualitative is research design to give real information so that the result of research would be valid. The reason for conducting this research via

a qualitative approach was to present a detailed view of the topic from teacher perspective who has been subjected. For this reason, the data has been collected through multiple avenues such as observation, face-to-face interviews, and artifacts or document analysis.

B. Data and Data Sources

Data is any information which is needed to answer the research questions or problems. Ary (2010:425) states that in qualitative research, the data are in the form of the people, objects, events, places, conversation, and so on. In this study, the data is in the form of words or statements which were taken from the result of observation, interview and students' worksheets.

According to Arikunto and Suharsimi (2006:118) data sources are subject where data can be gained. The primary data sources of this research were taken from the result of observation and artifacts analysis confirmed by in-depth interview conducted by the researcher by giving several depth questions about the types of feedback given by the teacher on the students' writing.

1. Events

In this study, the researcher observed the English teaching and learning process. The events were activities related in English teaching learning process at the eighth grade students of MTs N 1 Trenggalek.

In this case the researcher focused on oral feedback given by the teacher on the students' writing during the teaching learning activities in the classroom. Besides did checklist observation and took field notes, the researcher also record the activities in the classroom to avoid any miss information while the researcher focused on observation checklist and field notes.

2. Place

In this study, beside human as data collector and analyzing the data inductively is natural environment as direct source of data. Selecting the precise place is important because it would influence the result of the research. The researcher selects MTsN 1 Trenggalek as a setting of this research. MTsN 1 Trenggalek is one of state school in Trenggalek. It is located on Sukobanteng Street, Karangsoke, Trenggalek.

3. Informant

The informant who is appropriate with the research is the English teacher of MTsN 1 Trenggalek in academic year of 2019/2020. The teacher was selected based on criteria of good English teacher and her roles in teaching English. English teacher is the main component of the process of teaching learning English that from the

English teacher, the researcher could take some data about the types of feedback given by the teacher in the teaching learning process.

The subject of this study is an English teacher of MTsN 1 Trenggalek. It is chosen based on criterion of good English teacher as written by Hunbbel (2018). Each of these criteria is described fully below.

a. Excellent Communication Skills

It means that teachers should have good communication language skills to share his or her knowledge to the students, so that the students could catch the explanation given by the teachers well.

b. Superior Writing Skills

In another words, an ideal learning environment, teachers should have good writing and have knowledge about grammar well since both cannot be parted. So a good teacher could help the students to improve their writing skills.

c. Deep Knowledge of and Passion for the Subject Matter

The best teachers are those that clearly love their subjects and pass that passion and desire to learn more on to their students. If the teacher has a deep well of

understanding and expertise to draw on, then every lesson is enriched, and every student might be inspired.

d. The Ability to Develop Strong Relationships with Students

Great teachers share a love of students. Caring about the students is what inspires teachers to reach out, do better, communicate more, ask, learn, refine, and improve.

e. Friendliness and Approachability

Because it's the teacher's job to help students learn, they must be easy to approach. The best teachers are the most open, welcoming, and easy to approach.

f. Preparation and Organization Skills

The best teachers have excellent lesson plans, lectures, and assignments that they continually improve. They have studied extensively and read widely about how to teach and methods to facilitate learning.

g. A Strong Work Ethic

A great teacher would do almost anything to help their students. They always make time and they're always willing to help. A teacher's work is never done but the best ones never stop trying, they never quit.

h. The Ability to Build Community

The best teachers understand the importance of building supportive and collaborative environments. Their classrooms are like little communities where each individual plays a part and feels at home.

i. High Expectations for All

The best teachers have high expectations for all of their students. This doesn't mean they hold all students to the same high standard, but instead that they know what each student is capable on.

4. Document or artifact analysis

Documents analysis is a way of processing the data into information to gain an understanding of the phenomenon. Ary (2010) states that document analysis can be written (e.g. textbook, journals, transcript, etc.) or non-written (e.g. photographs, video, records, etc.). Observation checklist, field notes, records, students' worksheets, and interview transcript were used in this research.

C. Technique of Data Collection

According to Creswell (2009), there are four basic types of data collections; those are observation, interview, documentation and

questionnaire. In this research, the researcher use three kinds of collecting the data those are observation, interview and documentation.

1. Observation

Cohen (2000: 305) states that observational data should enable the researcher to enter and understand the situation that is being described. In other word, researcher should understand the situation to describe something that observed. The researcher should collect the data in actual situation. In other word, observation was kind of instruments to collect the data in the field. The researcher collected the data based on the actual situation. The researcher used observation to know what the types of teacher feedback used by the English teacher.

The observation in the classroom was conducted three times in three different classes those were 8I, 8J and 8L on February 20th, 22th, and March 5th 2019 with the time allocation 2 x 40 minutes. The observation conducted to know the types of feedback especially in terms of oral feedback as it was given by the teacher while doing teaching and learning activities through the interaction of the teacher with the students in the classroom. The researcher used observation checklist as a tools in observation. The researcher also used field note. A note is a tool to make some information during observation. The researcher made a brief notes during observation. In this research, the

researcher used a note to write down the types of oral corrective feedback used by the teacher on the students' writing while teaching. The researcher also used video recorder to save the data during the process of observation if the researcher loses the data when the researcher was focused on document checklist.

In this research, to make the observation focused on the aspects being observed, as the observation guide the researcher used theory of Ellis as it was presented on Appendix 1.

2. Interview

The researcher used interview as the instrument in this research in order to get the clear data about the types of feedback used by the teacher in MTsN 1 Trenggalek on the students' writing while doing English teaching learning process. As stated by Cohen and Morrison (2000:269) interview is two people conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focus on content specified by research objective of systematic description, prediction, or explanation and to find hidden information which the data. It means that, the researcher did interview with the teacher to get the data and to make clear the data got from observation.

In this research, the researcher used semi structured interview in which the area of interest is chosen and questions are formulated, but the interviewer may modify the formal questions during the interview process. The application of this technique in interview is to create relaxed and flexible situation to gain the information about the types of feedback given by the teacher on the students' writing. To make the interview focused on the aspects being observed, the observation guide was presented in the Appendix 2.

The researcher did interview to teacher and students to confirm the data that collected from observation and students' worksheet analysis. The interview was conducted on March 6th and 7th 2020. The interview consists of several questions concerns on what types of feedback given by the teacher on the students' writing, how and why the teacher used those feedbacks.

Besides interviewing the teacher, the researcher also used students' interview was administered to confirm the data that were gathered through observation, students' worksheets and teacher's interview. The interview that was administered relates to students' responses toward the teacher's feedback.

The interview was written in Bahasa Indonesia for better understanding. After the teacher and the students answered the

interview questions, the data were transcribed and analyzed to describe the result of the study.

3. Documentation

According to Sutopo (2000:69) document is a written material which related with the certain event or activities. The document in this research was students' worksheet, video and audio record. The researcher collected the students' worksheets contain of teacher's feedback then analyzed and categorized the types of written feedback used by the teacher. The audio and video record were used to confirm and correct the data that gotten from the observation and interview.

D. Technique of Data Verification

Winter (2000) stated that the concept of validity is described by a wide range of terms in qualitative research. This concept is not a single, fixed or universal concept, but "rather a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects.

The validity of the data is known by doing the triangulation. According to Sugiyono (2011:372) triangulation is qualitative cross-validation. It assesses the sufficiency to the data according to convergence of multiple data source or multiple data collection procedure. Triangulation is typically a strategy (test) for improving the reliability of research or evaluation of findings. The researcher decided on using the data triangulation

as a technique to ensure that and account is rich, robust, comprehensive, and well-developed.

The notion of data triangulation is allowing participants in a research to assist the researcher in the research questions as well as with the data collection. Engaging multiple methods, such as observation, interviews, and documentation would lead to more valid data. In this research, triangulation method that has been employed was observation, teacher's and students' interview, and documentation through students' worksheets supported by audio and video recording.

E. Data Analysis

According to Moleong (2001:103) analyzing the data is called as process 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 advised. 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. Regarding with this research, the researcher used data analysis based on Miles and Huberman model.

Miles and Huberman 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 interview. The researcher did observation to know the feedback given by the teacher on the students' writing especially in terms of oral feedback. Then researcher got the data by collected the student's worksheets of descriptive text. From that data, researcher knew the written feedback provided by the teacher. Then to confirm the data gotten from observation and students' worksheet, the researcher did interview to teacher and students. Besides to know the types of feedback given by the teacher on the students' writing, but further it also used to know the importance of those feedbacks and the reason of the teacher choosing those feedbacks to be provided.

2. Data Reduction

Data reduction means summarizing the data, choosing the main issues, and finding the patters and losing the unimportant issues. The researcher did reduction of the data which is gotten form observation, documentation and interview. 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 used to display the qualitative data from data reduction in order to know the pattern of data so that it was easy to understand. The

researcher organized the data and described the types of teacher's feedback provided on the students' writing.

4. Conclusion Drawing or Verification

In this step, the researcher made an initial conclusion about the importance of feedback given by the teacher. The initial conclusion was able to achieve the research question based on the qualitative data which is taken from observation, documentation, and interview, so this research would be credible.