

CHAPTER III

RESEARCH METHOD

This chapter gives details about the procedure of conducting Research. This chapter is focused on the description of the research design, population and sample, instrument, data collection, and data analysis.

A. Research Design

This study employs a qualitative design. This study uses a descriptive qualitative study approach with survei. According to Ary, the meaning of descriptive qualitative research is an approach that seeks to understand objects holistically accompanied by in-depth understanding rather than analyzing numbers¹¹⁸. This study wants to reveal the strategy used by the teacher in giving corrective feedback to the student's performance in speaking and investigate the student's response to the feedback given by the teacher. Based on the description above, this research uses a case study type, namely research conducted at a specific location or related to a specific subject that has a uniqueness that makes it different from other subjects, so that case understanding is needed to get a deeper study related to the strategies used. the teacher does provide corrective feedback and student responses to it.

B. Data and Source of Data

The subjects of this study are 2 teacher and 7 students of XII MIPA and IPS. Sources of data in qualitative research according to Siyoto and Sodik are data generated from informants relating to the variables studied¹¹⁹, while data sources according to Mustari Rahman are divided into two, namely: primary data and secondary data.

Primary data is data obtained from the informants concerned in the focus of research, primary data in qualitative research acts as a research subject, namely the person who provides information¹²⁰. Some of the informants that the

¹¹⁸ Donal Ary, Lucy C. Jacobs, & Christ Sorensen, *Introduction to Research in Education*, (Belmont: WADSWORTH, 2010): 29

¹¹⁹ Sutiyo & Sodik, *Dasar Metodologi Penelitian*, (Sleman: Literasi Media, 2015): 28

¹²⁰ Mustari & Rahman, *Pengantar Metode Penelitian*, (Yogyakarta: Laksbang Presindo, 2012): 37

researchers used as primary data sources are the English teacher and twelfth grade student.

C. Research instrument

The presence of the researcher is the main instrument in qualitative research, according to Sugiyono, the main instrument of qualitative research is the researcher himself because the researcher interprets the data findings in the field, either observational data, questionnaire, and interviews or documentation¹²¹. Before conducting interviews and observations, researchers chose the category of informants whether extroverted or introverted by distributing questionnaires. The questionnaires has adopted from Jung Theori (1945) about personality, which named as Extrovert and Introvert Personality Inventory (EIP). EIP has 30 items comprising of two subscales. Each subscale consists of 15 items which are all positive items. The first subscale is an extrovert personality, while the second subscale is introverted personality¹²². Indicator of this personality as follows:

Table 3.1 Personality Instrument

No	Personality	Indicator
1	Extrovert	I'm a friendly person
		I love outdoors activities
		I love to start a conversation if I meet new people
		I love to attend gatherings and parties
		I love to give my views in a discussion
		I have many close friends
		I love a festive atmosphere
		I like to get involved in volunteering activities
		I'm comfortable when being in a crowded group
		I like to joke with friends
		I'm comfortable when many guests come to my house
		I like to eat together
		I like to help even though they are strangers
		I really appreciate the time together with people around me
		I am a jolly person
2	Introvert	I'm more comfortable playing with pets than talking to people around me
		I like to eat alone
		I love to calm my mind in a quiet environment
		I am a quiet person
		I like to be alone
		I rarely mingle with family members
		I do not like to talk about myself
		I prefer to indulge on my own feelings rather than talk

¹²¹ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2015): 307

¹²² Mohammad Aziz, *Validity and Reliability*, 455

	I do not like to mingle
	I am stressed in a noisy environment
	I do not have many friends
	I easily get bored when I am in public
	I listened more than talked
	I'm happy when alone
	I do not like exercising with friends

Adopted from Jung (1945)

This research is also to find out what corrective feedback strategies are most liked by students, so the researcher uses an instrument adopted from Rod Ellis¹²³. Indicators of the that strategy are:

Table 3.2 Corrective feedback instrument

No	Strategy	Indicator
1	Recast	The teacher incorporates the content words of the immediately preceding incorrect utterance
		The teacher implicitly reformulates the student's error, or provides the correction
2	Repetition	The teacher repeats the learner's utterance
		The teacher highlighting the error through the use of emphatic stress
3	Clarification request	The teacher indicates that they have not understood what the learner said
		The teacher ask learner to make a repetition or a reformulation about what they said
4	Explicit correction	The teacher indicates an error has been committed
		The teacher identifies the error and provides the correction
5	Elicitation	The teacher repeats part of the learner's utterance but not the erroneous part
		The teacher uses rising intonation to signal that the learner should complete
6	Paralinguistic signal	The teacher uses a gesture to indicate that the learner has made an error.
		The teacher uses facial expression to indicate that the learner has made an error

Adopted from Rod Ellis (2009)

This study uses several data collection techniques to obtain comprehensive information related to the research focus, in qualitative studies, researcher usually uses an interview, observation, and documentation, but in this research, I add questionnaire to support the findings of the data in the first research problem based on students' response thoroughly. These techniques explained as follows:

¹²³ Rod Ellis, "Corrective Feedback and Teacher Development," *L2 Journal* 1, (2009): 9-10. Doi: 10.5070/12.v1i1.9054

1. Questionnaire

Questionnaires are designed for the purpose of gathering information from through survey or statistical study. The most important advantage of questionnaires is that they have standardized answers that make it simple to compile data. In this research, questionnaires would be given to the students. The questionnaire is adopted from Jung Theori (1945) which named as Extrovert and Introvert Personality Inventory (EIP). The researcher gathered information on corrective feedback by utilizing the six strategies outlined by Rod Ellis in his 2009 theory, namely recast, repetition, clarification request, explicit correction, elicitation, and paralinguistic signal. The questionnaire guide can be seen in appendix 3.

Table 3.3 Blueprint of Questionnaire

No	Aspect	Item Number	Scale	Total
1	Introvert	1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15	Likert 5 scale	15
2	Extrovert	16,17,18,19,20,21,22,23 24,25,26,27,28,29,30	Likert 5 scale	15
3	Recast	1,2	Likert 5 scale	2
4	Repetition	3,4	Likert 5 scale	2
5	Clarification request	5,6	Likert 5 scale	2
6	Explicit correction	7,8	Likert 5 scale	2
7	Elicitation	9,10	Likert 5 scale	2
8	Paralinguistic signal	11,12	Likert 5 scale	2

This study uses 5-point Likert scale, A type of psychometric response scale in which responders specify their level of agreement to a statement typically in five points: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

Table 3.4 Likert Scale Description

Likert Description	Likert-scale	Interval
Strongly disagree	1	1,00-1.80
Disagree	2	1,81-2,60
Neutral/ Uncertain	3	2,61-3,40
Agree	4	3,41-4,20
Strongly Agree	5	4,21-5,00

Before using the instrument to classify personality, the researcher first checked whether the instrument was valid and reliable. Validity is the accuracy between the data collected and the data that actually occurs on the object under study. According to Sugiyono validity refers to the extent to which a measuring instrument is able to measure what it intends to measure. The researcher used two types of validity: construct validity and content validity. Construct validity is related to the ability of a measuring instrument to measure the meaning of a concept that it measures. In this case, the researcher used expert opinion by consulting the research instrument with experts, in this case, the supervising lecturer to consult the accuracy of the instrument based on the theory used. After the consultation with the expert, the researcher then tested the content validity of the instrument using statistical correlation formula product moment. Sugiyono also states that after creating a questionnaire (research instrument) the next step is to test whether the questionnaire created is valid or not. There are several criteria that can be used to find out if the questionnaire used is appropriate to measure what you want to measure¹²⁴. Researcher uses SPSS Software to deal with data validation.

Reliability is an index that shows the extent to which a measuring instrument is consistent, if the measurement is carried out twice or more for the same symptoms. It's important to note that the calculation of the reliability test must be carried out only on questions that have already passed or fulfilled the validity test. The formula used is the Chronbach's Alpha test formula. The instrument is considered reliable if the Chronbach's Alpha value is greater than the r table value. In this research, the instrument used is a questionnaire¹²⁵. Therefore, before the collected data is analyzed, it must be first established that the questionnaire is both valid and reliable, to ensure that the analysis will produce a valid hypothesis. The process of reliability analysis is aided by using SPSS software.

¹²⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2013):121

¹²⁵ Juliansyah Noor, *Metodologi Penelitian Skripsi, Tesis dan Disertasi Karya Ilmiah*, (Jakarta: Kencana Prenada Media, 2012):130.

2. Observation

The observation technique is a series of activities to observe the focus of research based on the instrument that has been planned by recording every finding of events in the field¹²⁶. The researcher made observations related to the implementation of the corrective feedback strategy carried out by the teacher and observed the student's response to it. The complete observation guide can be seen in Appendix 6.

3. Interview

According to Riyanto, the interview is a data collection technique that involves direct communication between the interviewer and the data source. While the type of interview conducted in this study is a structured interview, namely the researcher has prepared several questions related to the focus being studied, this can make it easier for researchers to group some information to analyze systematically, researcher interviewing the English teacher and the students of XII MIPA 1. The complete interview guide can be seen in Appendix 5 for the teacher and 4 for the students.

4. Documentation

According to Riyanto, documentation s collecting data by recording and analyzing documents that can corroborate the findings in the field. Documents can be personal records or institutional records¹²⁷. In this case the researcher collects several supporting documents such as learning plan documents, syllabus, and other documents.

D. Data Collection

In collecting data, the researcher uses some steps. The researcher will do over observation to the subjects. In this type of observation, the subjects are aware about the observation. However, the circumstance will be set up as natural as possible.

Classroom observation may describe the practice of sitting in on another teacher's class to observe, learn and reflect various aspects of the class can be examined, such as routines, use of time, schedule, participation, teaching

¹²⁶ Hasanah, "Teknik Teknik Observasi," *Jurnal at-Taqaddum* 8,no. 1 (2016): 21, doi: 10.21580/at.v8i1.1163

¹²⁷ Yatim Riyanto, *Metodologi*, 103

strategies, management strategies, learner interest, and much more.¹²⁸ Teacher will naturally look for support on an issue that is difficult for him or her, but it is often a great method of being exposed to a new and different approach to teaching. In this research, the researcher will observe the way how the teacher gives the corrective feedback to the student's performance in speaking. After the observation, the researcher conducts an interview to the teacher. It is done to strengthen the result of the researcher's observation.

The researcher also collects the data from the students by giving them questionnaires and interviews, both of them conducted by adopting Rod Ellis theory about oral corrective feedback strategy. The questionnaire describes the student's response toward the corrective feedback given by the teacher.

E. Data Analysis

According to Miles & Huberman, the analysis in qualitative research are:

1. Coding

Coding category all the data recorded in the field notes were read back and researched and then the topics covered were identified. Grouped into categories. Each category is given a code that describes the characteristics or meaning of the topic. Coding was made based on data collection techniques, informan groups, interview results, observation results and documentation about teacher's corrective feedback on student's performance in speaking and the student's response toward the feedback at senior high school 7 kediri.

Tabel 3.5 Coding

No	Coding aspect	Code
1	Data collection location: a. SMAN 7 Kota Kediri b. Teacher room c. Classroom	SMAN7 TrR CrR
2	Data collection technique: a. Observation b. Interview c. Documentation d. Questionnaire	DO DI DD QU
3	Data resource: a. English teacher b. Intovert student	ET IS

¹²⁸ Bilash, Olenka. Best of Bilash; Improving Second Language Education. <https://bestofbilash.ualberta.ca/glossary.html>.(2009):2

	c. Extrovert student	ES
4	Research focus: a. What types of oral corrective feedback are commonly used in speaking classrooms? b. What are the extrovert students' preferences to the feedback given by the teacher? c. What are the introvert students' preferences to the feedback given by the teacher?	CUCF ESCF ISCF
5	Time and date (day, month, year)	00 pm & 00-00-0000

2. Data Condensation

Data condensation is a process to specify data findings in the field by taking, focusing, and giving notes from field data, this can be done by taking field data according to the research focus, summarizing the results of interviews, observations, and documentation, then coding from the data. which has been summarized.

3. Data Display

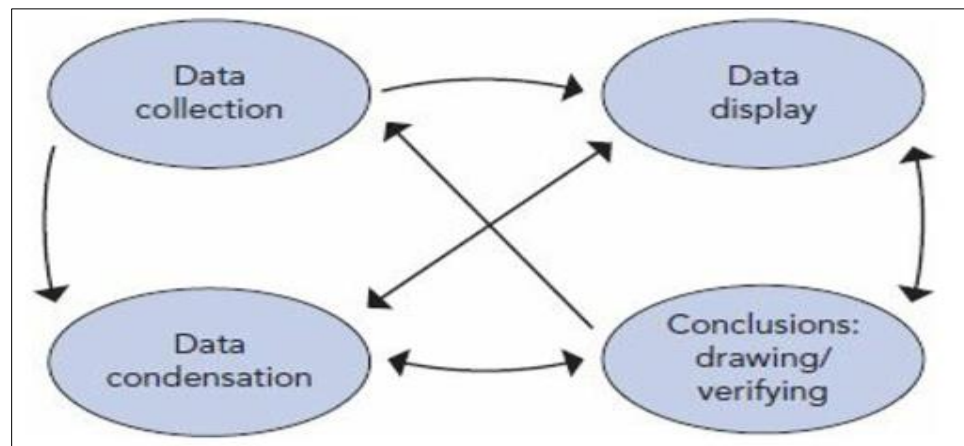
Data display is the process of explaining data that has been reduced so that it can be understood easily, data presentation can be done by providing graphs, tables, or descriptive, this is because the raw data when written becomes very large and does not provide convenience for the reader, therefore condensation is carried out data and display it in a simpler format that includes the focus of the discussion.

4. Conclusions

Drawing conclusions is the process of taking understanding from the data that has been found, by analyzing the patterns that emerge from the findings and interpreting them. Qualitative research conclusions can be temporary which will become complete conclusions if strong data and evidence are found, but can also be conclusions that are opposite from the research focus because the formulation in qualitative research is temporary and develops after research in the field¹²⁹.

¹²⁹ Matthew B. Miles & Michael Huberman, *Qualitative Data Analysis*, (California: SAGE, 2014): 8

Figure 3.1 Qualitative analysis process



Miles, Huberman, & Saldana (2014: 10).

F. Triangulation

Triangulation is checking data from various data sources. Triangulation can be done by comparing several sources, namely (1) triangulation of sources by comparing data findings from different sources, in this case the researcher makes a table that presents a comparison of data found from school principals, teachers, and students so that clarity of data will be found from various sources, (2) triangulation techniques by comparing data findings based on the techniques used, in this case researchers compare data findings obtained from observations, interviews, and documentation to gain confidence in findings, and (3) time triangulation by comparing data findings in terms of when the data was obtained, in this case the researcher came to the research location on a regular basis.