

CHAPTER III

RESEARCH METHOD

This chapter presents information regarding of how and in which way this research is conducted. This chapter provides the research design, subject, instrument, data analysis and data collection techniques.

A. Approach and Research Design

In order to answer the research questions, this study is conducted using qualitative design and descriptive approach. The qualitative research design is more suitable for this research since it concerns on understanding situations and events from the viewpoint of the participants.⁶⁹In this case, the participants are students in Spoken English class. The students' self-repairs and lecturer's corrective feedback is described in descriptive qualitative, in order to describe the data collected regarding of students' self-repair attempts in the best possible way. The kinds of self-repairs happened within the class is accumulated through the video and audio recording and described in this research.

In this study, the researcher acts as the data collector. Aside of that, there are two research instruments being used to support the researcher's role; document and identification table. The researcher's presence is needed to conduct this study. The researcher acts purely as observer in the research field. It means that the researcher does not do any action to change, obstruct, or help the real situation in the field. In this study, the research subjects are also aware of the researcher's presence as their observer.

B. Research Subject and Setting of the study

⁶⁹ Jack R. Fraenkel and Norman E. Wallen, "How to Design and Evaluate Research in Education", Mc Graw-Hill, New York, 2009, Pg 15.

This study takes place in English Teacher Education Department of UIN Sunan Ampel Surabaya. The research subjects are second semester English Teacher Education Department students of UIN Sunan Ampel who participate in Spoken English class in the 2016-2017 academic years.

C. Data and Source of the Data

1. Data

This research uses students' voice when speaking in individual presentation activity in Spoken English class. The students' utterance will be collected using voice and video recorder in order to maintain originality of students' speech. The lecturer's voice when giving oral feedback is also observed and recorded as the data of this study. The recording covers students' individual presentation and also lecturer's feedback sessions in the class.

2. Source of the Data

Students and lecturer from B class are chosen for the research sample, since this class is the only Spoken English class that requires students to do individual speaking performance (presentation) as final term project. Also, the class is chosen because the presentation time for each student is systematically fixed with criteria of not more than 6 minutes, and also because the lecturer stated that she always gives feedback to her students in each meeting though the type of feedbacks has not been yet confirmed. Another reason for taking the data from this class is because the presentation material doesn't have any limitation. Students can present any article they fond of, which means they should be having superior knowledge about the article they are presenting.

The data in this study is from students' individual presentation and lecturer's feedback

sessions are recorded in both audio and video formats. In here, the lecturer's feedback sessions has function to improve students' performances.

D. Research Instrument

In this study, there are three instruments used to answer the research questions. The researcher takes the data for answering research question from the sound and video recorder installed in the class. The whole session of presentation and feedback sessions are recorded and then transcribed. Then, self-repair identification table modified from Kormos' theory is used to identify and categorize students' self-repair attempts. Then, the RQ2 is answered by using checklist to see the kind of feedback done by the teacher.

1) Documents

In this research, there are two types of the documents, sound recorder and video recorder. Sound recorder is used as main data source in analyzing speaking mistake and se-repairs happens during the presentation activity. The video recorder is also used to record the whole activity in the class. The purpose of creating video record is to serve as additional data in order to make the transcription of the class activity.

2) Rubric

Identification rubric is used in order to categorize self-repairs into three kinds. The definition, operationalization, and samples are taken from combination of Kormos, Levelt, Sato, and geordiadou's studies. The rubric can be seen in **Appendix 1**.

3) Table

The table is used to categorize the data from video record. The kinds of self-repairs are analyzed

based on Levelt's categories of self-repairs and transcribed into the detailed table (see **appendix 2**), while the oral feedback is identified by using the theories of correction feedback types from Lyster and Ranta (see **appendix 3**).

4) Checklist

Observation checklist is used in order to track the availability of lecturer's corrective feedback in the class. The checklist is used to identify on which kind of corrective feedback available in each session. The categorization of corrective feedback is divided based on Lyster and Ranta's study, available in appendix 4.

E. Data Collection Technique

In order to obtain data for this thesis, the researcher uses two kinds of data collection techniques, which are used to obtain the data:

1) Documentation

The students' individual presentation and lecturer's feedback sessions are recorded by the researcher using video and voice recorder in order to collect the data for research questions. The recording contains the presentation performance of every student in the class (extensive speaking) included with feedback sessions from the lecturer. The documents obtained are in a form of video and voice recorder.

2) Observation

Observation is used to strengthen the data about teacher's corrective feedback. The observation is done in order to verify whether a feedback session should be further analyzed because it contains any corrective feedback or not.

The table below presents a brief illustration about what kind of instruments and data collection techniques used during the study:

Research Question	Focus	Source of the Data	Data Collection Technique	Research Instrument
RQ1	Kinds of Students Self-repairs	Students' speaking performance: individual presentation (recorded in audio and video format)	Documentation	Documents (Video record, audio record), rubric, and table

Table 3.1 Research Data and instrument

F. Data Analysis Technique

This research is conducted in descriptive qualitative method. Qualitative researchers take the data from natural settings, trying to make sense or interpret the phenomena in term of the meaning brought by the people into the setting itself.⁷⁰

Students' oral presentation is recorded, and then analyzed by the researcher in order to find self-repairs and identify their kinds. Self-repairs are identified and categorized based on Levelt's theory combined with Kormos'. The amount self-repair attempts then counted, and presented as research finding in order to discuss the phenomenon happened in the data.

⁷⁰ Donna M. Mertens, "Research and Evaluation in Education and Psychology : Integrating Diversity with Quantitative, Qualitative, and Mixed Methods", United States of America: Sage, 2010. (page 225)

Teacher's oral feedback sessions are observed in order to clarify whether the session indicates any type of corrective feedback or not, every session is also recorded. The feedback sessions which contain corrective feedback are further analyzed using Lyster and Ranta's theory to categorize the types of lecturer's corrective feedback.

Creswell stated that qualitative research data analysis often use the procedure as showed in following figure:⁷¹

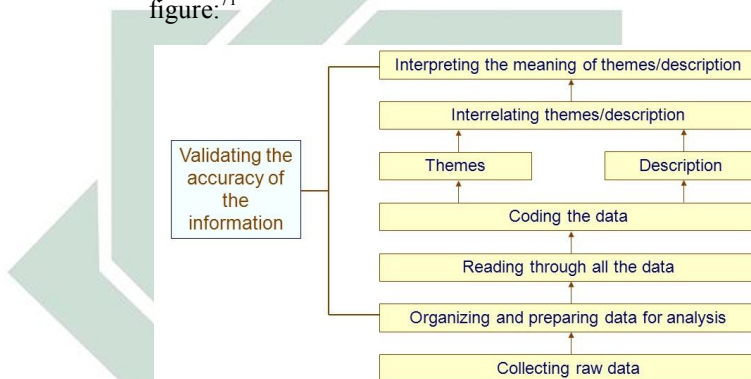


Figure 3.1 Data Analysis of Qualitative Research by Creswell

G. Checking Validity of Findings

In order to check the validity of the findings in this study, the researcher used triangulation technique. Angen stated that triangulation in qualitative research is generally used as technique to ensure that data of the research is rich, robust, comprehensive, and well developed.⁷² Creswell also explained that using a single method can never

⁷¹ John W. Creswell, *Research Design – Qualitative, Quantitative, and Mixed Methods Approaches* Third Edition (California: SAGE Publications, 2009), 184-185.

⁷² MJ Angen, “Qualitative Health Research”, vol. 10, 2000. (page 379)

adequately shed light on a phenomenon; therefore multiple methods or techniques are needed in order to get deeper understanding of the phenomenon.⁷³ Denzin stated that there are four types of triangulation techniques; methods triangulation, triangulation of sources, analyst triangulation, and theory/perspective triangulation.⁷⁴ The researcher uses theory/perspective triangulation. Furthermore, analyst triangulation is applied in this study since the expert lecturers validate the instrument and ensure the research finding.

H. Research Stages

As descriptive qualitative research, this study in the field regarding of students self-repair and lecturer's feedback collects and processes the data in the following procedure:

1. The researcher conducts preliminary research regarding of the study with the target of 2nd semester students of English Teacher Education Department in UIN Sunan Ampel.
2. The researcher consults with lecturer of Spoken English Class to ask permission in conducting the observation in their class.
3. The researcher record students' proposal presentation activity in the class.
4. The researcher records the whole class activity in both video and sound format. Then, the recordings are

⁷³ John W. Creswell, "Qualitative Inquiry and Research Design Choosing Among Five Traditions", Thousand Oaks, CA: SAGE Publications Inc., 1998. (Page 57)

⁷⁴ NK Denzin, "Sociological Methods", New York: McGraw Hill, 1978. (page 2)

analyzed in detail to find out any kind of self-repairs made by each students

5. The researcher arranges self-repairs into the table. The kind of self-repairs are identified along with the trigger and categorized into three kinds: D-repair, A-repair, or E-repair.
6. The researcher observes and records each feedback sessions in order to increase the validity of the observation data.
7. The researcher analyzes recording of the feedback sessions to find whether there is any kind of corrective feedback from the teacher or not.
8. The researcher describes the data obtained in detail by using descriptive qualitative method.
9. After the data analysis is finished, the researcher summarizes and concludes the finding of the study.