**CHAPTER III**

**METHODOLOGY OF THE RESEARCH**

1. **Method of the Research**

In this research, the researcher will use qualitative. Cresswell (1994) states that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting[[1]](#footnote-1).

Qualitative research was considered as the most appropriate one in exploring students’ perception of oral corrective feedback in English language teaching. The perception itself needs to be presented comprehensively in order to get deep explanations of the real condition. The other consideration in using qualitative research is the problems of this research were not definite, holistic, and dynamic. A list of numbers would not be adequate enough to represent it. It needs a deep analysis to find hidden reason and meaning behind the problems.

The descriptive method will be used in analysis the data during the research. Then, the data will be analyze and discussed in detail in order to answer the research question.

1. **The Place and Time of Research**

This research was conducted at MAN 2 Kota Serang. It’s located at Jl. K.H. Abdul Hadi No.3, Cijawa,Kec. Serang, Kota Serang, Banten. For the time of this research was conducted on 28 April – 09 May 2018.

1. **Respondents of the Research**

The respondents are a teacher and second grade students of MAN 2 Kota Serang. The researcher took twenty students as the sample of this research.

1. **Instrument of the Research**
2. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at the research site[[2]](#footnote-2). Through observation, the researcher learn about behavior and meaning attached to those behavior.

In collecting data, the researcher did an observation. The observation was conducted on April, 28th 2018. The researcher came to classroom and saw all the activities that occured during teaching learning process. This observation was done to find out kind of oral corrective feedback given by the teacher during teaching learning process.

1. Questionnaire

In getting accurate information about students’ perception of oral corrective feedback, questionnaire is one of tool which used to get it. Dornyei defines questionnaire as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”[[3]](#footnote-3).

The questionnaire used for this study was consisted of 20 closed types. The items in the questionnaire devided into some parts. The first part aimed to investigate the frequency of teachers’ oral corrective feedback. The second part was to investigate the students’ feeling towards teachers’ oral corrective feedback. The third part was to investigate the importance of oral corrective feedback. The fourth part was to investigate students preference regarding amount of feedback. The fourth part was to investigate students preference regarding timing of feedback. The fifth part was to investigate students preference regarding amount of feedback. And the last part was to investigate students preference regarding types of oral corrective feedback. Those six parts were mainly to investigate whether the students have positive or negative perceptions towards oral corrective feedback.

1. Interview

According Sugiyono interview is a meeting of two persons who exchange information and ideas through question and answer in order to find meanings in a certain topic[[4]](#footnote-4).

The research will follow a semi-structured interview to collect the data. This kind of interview is also known as in depth interview, where technically is more flexible than the structured one[[5]](#footnote-5). Through this kind of interview, the interviewees were expected to express their opinions and ideas so the issue could be explored more openly.

The interviewees of this research were the second year students in MAN 2 Kota Serang. The process of interview took place in the school. The researcher used mobile phone as instrument to record data from interviewees and note taking to get addition information during interview.

1. **The Validity of the Data**

The validity of the data is important in qualitative research. The validation of the data determines the quality of the result of research. The researcher uses triangulation as a technique to examine the data validation. Proposed by Moleong, triangulation is a technique that is applied to checks the validity of the data[[6]](#footnote-6). That validity of the data utilize with something except the data. Triangulation has aim for checking or comparing between each of available data.

In this research, the processes applied by researcher to validate this case study research are 1) asking varied question to the students in interview process, 2) combining the result of interview and observation, 3) analyzing the result to be corelated with the theory.

1. **Technique of Data Collecting**

Firstly, the researcher will come to the school to ask the Head Master of MAN 2 Kota Serang and teacher’s permission to allow the researcher conducted the research in that school then the researcher arranged the time with the English teacher.

Secondly, the researcher follows the teacher come to the class to do classroom observation. After doing observation, the researcher will distributed 30 qustionnaires. The total qusetionnaire sheets will analyzed are 30. Having collect the questionnaires, the researcher will take 20 students to conduct interviews to verify students’ answer in the questionnaires and get further information about students’ perceptions of oral corrective feedback.

1. **Technique of Data Analysis**

According to Miles and Huberman’s model analysis, the activity of data analysis covers three main points, (a) data reduction, (b) data display, and (c) conclusion/ verification. The activity in this qualitative data analysis is done interactively and continously[[7]](#footnote-7). The Miles and Huberman’s models applied in this research can be explained with some steps as follows:

1. Data Collection

Collecting data starts from searching needed data in multiple form. As explanation before, the researcher used three techniques of data collection, i.e. observation, questionnaire and interview.

1. Data Reduction

The next step after collecting data is data reduction. Data reduction means summarizing data, selecting the important ones, focusing on the stated topic, and deleting unnecessary data[[8]](#footnote-8). Thus, the reduced data will not only clearly give pictures of what the researcher really seeks but also will simplify following the searching results.

In this research, the process of data reduction will be started by separating unnecessary data from the observation, questionnaire and interview. Then, categorizing data was done to make it easy in presenting the finding research.

1. Data Display/ Presentation

In a qualitative research, data presentation might be arranged in the forms of essay, charts, flowcharts, categorization, etc. the aim of data presentation itself is to help comprehend what aspects are discussed in the data and plan the next works based on what have been comprehended.

The data presentation of this research will be arranged into narrations and presented using table and percentage.

1. Drawing Conclusion or Verification

The conclusion of this research will be derived from the data obtained from the result of two instruments after data reduction and data display. Here, the researcher will conclusion truely and good.

1. A. Muri Yusuf, *Metode PenelitianKualitatif, Kuantitatif, dan Penelitian Gabungan*, (Jakarta: PT Fajar Interpratama Mandiri, 2014), 329. [↑](#footnote-ref-1)
2. John W. Creswell, *Qualitative Inquiry & Research Design Choosing Among Five Approaches*, (USA: USA Publication Data, 2007), 37. [↑](#footnote-ref-2)
3. Zoltan Dornyei, *Research Method in Applied Linguistics*, (Oxford: Oxford University Pers, 2007), 102. [↑](#footnote-ref-3)
4. Sugiyono, *Metode Penelitian Kuantitatif-Kualitatif dan R & D*, (Bandung: Alfabeta,2008), 317. [↑](#footnote-ref-4)
5. Sugiyono, *Metode Penelitian Kuantitatif-Kualitatif dan R & D*, 320. [↑](#footnote-ref-5)
6. Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2009), 329. [↑](#footnote-ref-6)
7. A. Muri Yusuf, *Metode PenelitianKualitatif, Kuantitatif, dan Penelitian Gabungan*, p. 407-409 [↑](#footnote-ref-7)
8. Sugiyono, *Metode Penelitian Kuantitatif-Kualitatif dan R & D*, p. 338 [↑](#footnote-ref-8)