

CHAPTER III

RESEARCH METHOD

3. Method of the Study

This chapter contains the research method to find the answers of all problems that have been stated in Chapter one. The research approach, participant, techniques of data collection, and technique of data analysis are presented here.

3.1 Research Approach

The writer conducted the study of corrective feedback used by a teacher at Little Star Kindergarten School. Thus, the research method used to conduct this study was qualitative method. According to Bodgan (1982), qualitative method is a method which observes the data in the form of written or spoken words from people. Furthermore, qualitative method is a means for exploring and understanding the meaning of individuals or groups ascribing to a social or human problem (Creswell, 2009). The research used qualitative method since it was considered as the most suitable method for this topic.

The writer used qualitative approach since the writer intended to analyze the corrective feedback are used by in a teacher in teaching student at kindergarten. Here, the writer concerned with teacher's utterance in giving corrective feedback during the class. All these elements were analyzed by using the theory of corrective feedback proposed by Brown (2007). Since this study used qualitative approach, the data were obtained not in the form of numbers but in the form of words. In this study, the writer made the transcription of

conversation by a teacher and students during the English class at Little Star Kindergarten.

According to K. Vin (1994), case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. The writer chose case study as the research approach because the writer wanted to include contextual conditions, believing that they might be highly pertinent in the phenomenon of study conducted by the writer.

3.2 Participants

This writer conducted case study at Little Star Kindergarten. It is located in Jl. Raya Tengger Kandangan, Surabaya. The writer chose Little Star Kindergarten as her object because the writer had an access to the school since one of writer's friends is a teacher at Little Star Kindergarten. Thus, it helped the writer get permission from the headmaster to collect the data. In addition, the location is near the writer's home, so that it was more accessible. Besides, this school uses two languages in class; they are Bahasa Indonesia and English. In English day, the teachers and the students interact with each other only in English.

The population of this study were a teacher and the second grade students of Little Star Kindergarten. The writer chose second grade students because it is only grade two students who have English day every Friday. In this English day, a teacher and the students interact with each other only in English, so that it was appropriate to make the second grade learners as the subjects of this study. In the school, the second grade class contains 21 students.

3.3 Techniques of Data Collection

In collecting the data, there were several steps taken in accordance with the need of this study. As the first step, the writer asked permission from the school. The writer had to get permission from the headmaster and the teacher. Then, the writer prepared the tool for recording. In order to take the data of observation, the writer attended the class and sat in the corner of the class while handling the video recorder. Transcribing the conversation from the video recorder was the next step. In brief, these are the steps conducted by the writer.

1. Asking permission from the school: it was the first step in collecting the data. Before the writer sat in the classroom to do the observation, the writer asked permission from the school. The writer had to get permission from the headmaster and the teacher of the class. With approval from the headmaster and the teacher, the writer could make an observation. The writer chose November to do the observation because according to the teaching plan made by the teacher, November is a month before mid-semester test.
2. Preparing the recording's tool: the writer used a video recorder to record conversations between the teacher and the students in the classroom. The writer chose a video recorder for some reasons. First, through video recorder, the writer could record the situation during the class clearly. Second, video recorder captured better picture than digital camera, and also video recorder could record voice as in the real condition. The voice

from video recorder was important in order to make the writer easier when transcribing the conversation.

3. Taking the data: in order to take the data of observation, the writer attended the class, sat in the corner of the class and handled the video recorder. Next, the writer transcribed the conversation as recorded in video recorder.

3.4 Techniques of Data Analysis

Bodgan (1982) stated that qualitative data analysis is "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others". After the writer conducted observations, collected the data, and completed the data, she analyzed the data by referring to corrective feedback theory proposed by Brown (2007). The first step was making the transcription of conversations between the teacher and the students, and then the next step was analyzing the type of corrective feedback that occurred during the class. After the data were analyzed, the result was described in the form of words. After all, conclusion was drawn from the findings.

To summarize, the steps of the data analysis are noted below.

1. Transcribing the conversation between the teacher and the students
2. Analyzing the type of corrective feedback that occurred during the class
3. Describing the result in the form of words
4. Drawing some conclusions according to the findings