

CHAPTER III

METHODS OF THE STUDY

3.1 Research Approach

In this study, the writer used descriptive qualitative approach. Qualitative approach in research means processing, interpreting, and also analyzing the data which are not from statistical procedure or other numerical counts (Boeree, 2005, Moleong, 2005). Moleong (2005) states that the focus of qualitative method is observation, interview or interpreting the document. The writer used qualitative method for several reasons. First, using qualitative method, the write were not deal with statistical procedure. Second, in this study the writer focused on processing the data (sorting), interpreting (classifying) the data and explaining the data.

3.2 Location and Participants

The location of this observation was in the fifth grade students of elementary school at SDN 1 Mancar Jombang. Beside that the participants were the students and the teacher in that class. There are twenty five students in the fifth grade which mostly are boys.

3.3 Techniques of Data Collection

There were some steps done by the writer to collect the data such as obtaining permission from the head master and the English teacher, preparing the tool and the form of the observation, doing preliminary observation and doing the real observations.

The first step before doing the observation, the writer had to ask permission from the school. The writer should get permission from the head master and the English teacher. The writer did not have any problem when asking permission from the head master since the headmaster was personally an open minded person and she was also so eager to know the progress of her students. The writer also met the English teacher and asked permission to do observation. With approval from the English teacher the writer expected to be able to do observation smoothly.

The second step after having permission from the school, the writer did preparation for preliminary observation. The writer prepared the tool for recording. The writer chose a digital camera to do the observation for two reasons. First, the digital camera could record the voice as well as the situation during the class. Second, this tool could capture better picture. Besides preparing for the tool, the writer also prepared the observation forms to be used to record all the events occurred during the lesson. The observation form consists of the information of the date when the writer doing the observation, the topic of the class given by the English teacher and also the result of the observation. There is also an approval

part for the class teacher to approve the result of the observation. This is to confirm and to agree the data written by the observer. Beside record the class activities, the writer also checked the student's book. This was to made sure that data in the recording was right because sometimes the students got difficulties in writing the English subject.

After the preparation before doing the real observation, the writer did preliminary observation. In this observation, the writer did not use any tool. The writer just introduced herself and looked around during the class. The purpose of this step was to build the relationship between the writer and the students in the fourth grade, so it was easy to the writer to do the observation. In this observation, the writer focused only on the general situation in the class during the English lesson. The writer observed students' interactions, the teaching method the teacher used, and the learning process experienced by the students.

The last step was to conduct the real observation. In this observation, the writer only had an hour in every meeting to do the observation. Therefore, the writer had several agendas to fulfill an hour in every observation. First, the writer recorded the class activity. Second, the writer filled in the observation form, which had been prepared before, while observing the class activities. The last, the writer asked the teacher's signature so the data were confirmed. These steps were conducted for sixteen times as required in this study.

In short, the steps in collecting the data are:

1. **Asking permission from the school (the head master and the English teacher),**
2. **Doing preparation for preliminary observation,**
3. **Conducting preliminary observation.**
4. **Conducting real observations.**

3.4 Techniques of Data Analysis

In presenting the data, the writer used table and also analyzed. The used of this table was to know which was more dominant in corrective feedback types based on Lyster's classification (1998). There were three steps in processing the data. First, before sorted the data the writer transcribed the data in the recording into the written form. After transcribing the recorded data, the writer gathered that data with the ones from the forms of the observation. After transcribing the data the writer began to sort a usable data in the transcribing. After that the writer underlined the data so that would be easier to analyze and categorize.

After sorting the data, the second step was classifying the data. In this step, the writer classified the data according to Lyster's classification of corrective feedback that included explicit correction, recast, and prompts. In classifying the data, the writer made a list of each type so it was easy to do the next process (explanation of the data).

After sorting and classifying the data, the writer analyzed the data by using Lyster's corrective feedback. The writer tried to explain the general meaning of each type in corrective feedback. On the other hand, the writer put the data in the

table so it was easy to know which types of corrective feedback that occurred more dominantly in Lyster's theory (1998).

In the last step, the writer discussed the data in the table. Here the writer analyzed which was more dominant in the corrective feedback types and the reason why that types more dominant than the other types. In this step, beside explained the dominant types in the table the writer also explained or analyzed the other types, why the teacher rare to use that types. Moreover the writer also analyzed the effect of corrective feedback used by the teacher to the students, and how they response it.

In short, the steps in analyzing the data are:

1. **Sorting the data.**
2. **Classifying the data.**
3. **Discussion**

CHAPTER IV DISCUSSION

