

Chapter Three

Methodology

In this chapter, the researcher explains the methodology to gather the data of this research. The first section is research design; it talks about the method that the researcher chooses for gathering the data of this research. The next point is about setting and participant. The setting and participant section explains the population and participants who are involved in this research. The next step is data collection method. Here, the researcher tells about the method that the researcher uses to get the data. The last part is the data analysis. It will be explained about instrument that is used to gain the data and how the researcher analyzes the data.

Research Design

The research questions of this research are suitable to use qualitative research design. Creswell (2012) states that one of the qualitative research characteristics is analyzing the data for description and themes using text analysis and interpreting the larger meaning of finding. The researcher wants to analyze the data by using description and also want to interpret the finding of the data. The researcher used qualitative approach because the researcher wanted to know the types of error correction in LTC UMY in academic year 2016/2017 students' speaking and writing. Then, the researcher chose qualitative because the researcher wanted to explain the result by describing the data in the form of description. To describe what the types of error corrections are, the suitable research design is qualitative research. Besides, this

study adopted a qualitative approach that would take an observation and document study. According to Cohen, Manion and Morrison (2011), “Observation is more than just looking. It is looking (often systematically) and noting (systematically) people, events, behaviors, settings, artifacts, routines and so on” (p. 456). So, the researcher decided to use observation as her data collection method because observation is more than just looking, but it is looking often systematically and noting people, events, and behaviors.

Setting and Participant

In this part, the researcher explained the place and participants to gather the data of this research. The place and the participant are explained clearly below.

Research setting. This research involved the participant from LTC UMY. LTC UMY is the center of language training at UMY that serves for all university members. The researcher chose LTC UMY because LTC UMY teaches some languages for almost all departments in UMY, so the participants were varied. The researcher got the data on April when the students got writing and speaking assignment from teachers, so the researcher was able to get the data.

Participants. The participants who are involved in this research were International Relation (IR) students in academic year 2016/2017 of UMY. The researcher chose IR major because as its name suggests, IR students deal with international matters or issues, but IR major does not use English instruction in the classroom. Probably, IR major will hard communicate with their work partner in the future, if they do not practice to speak and write in English starting from now.

Furthermore, there are two kinds of IR majors; there are regular and international classes. The researcher conducted the observation in four classes; two for the regular classes and two for international classes. The researcher took the participants in the second semester because students in the first year at university probably produce the errors much more than the students in other semesters. The name of the class that the researcher observed was in Free Conversation and Essay Writing class. In those classes, teachers highly gave error corrections to the students because in free conversation class the students learned to speak and in essay writing class the students learned to write something. In this research, the researcher found the types of error correction that was implemented in students of IR speaking and writing, so the researchers focused on the teachers' feedbacks, not to the students. The teachers that the researcher observed were teachers who always gave error correction to the students, whether in speaking or writing. According to the head of LTC UMY, almost all of teachers in LTC UMY implemented error correction to the students' work, so the researcher chose randomly the teachers who were going to give corrections to the students. The researcher chose first-year students in academic year 2016/2017 of International Relation, because they probably produce more errors than their seniors, who have taken more English classes and it made the researcher got a rich data of the types of error correction that the teachers gave to the students.

Data collection method

This research adopted an observation to collect the data. Observation was commonly used by the researcher who did a qualitative research. This research used an observation as the method for data collection because by using observation, the

researcher easily found the types of error correction that was implemented by the teachers. Besides, by using observation, the researcher can observe by herself and the result would be stronger and more valid. Observation had a purpose “to look people, events, behaviors, setting, artifacts, routines, and soon” (Marshall & Rossman, 1995; Simpson & Tuson, 2003; 2, as cited in Cohen, Manion, and Morisson, 2011, p. 456). According to Morrison (1993), observation gathered the data on the physical setting, human setting, interactional setting, and program setting.

Morrison (1993) also said that there are three types of observation, and these are highly structured, semi-structured, and unstructured. Highly structured is when the researchers have known what they want to observe and prepared it. Semi-structured observation is when the researchers have known what they want to observe but they do not have any preparation. The last is unstructured observation, it is when the researchers do not know what they actually want to observe and there is no preparation at all. In this research, the researcher used the first type of observation, which was highly structured observation because the researcher had known that the researcher wanted to observe the types of error correction in students’ speaking and writing and the researcher had a preparation to do the observation.

Gold (1958) mentioned that there are some researcher roles in observation, the first is complete participants, and it means that the researcher joins in that class to be a participant, but actually, she/he is an observer. The next is participant-as-observer, and it means that the researcher asks permission to the participants and all the participants know that she/he is an observer, but the researcher is pretending to be a participant too. After that, there is observer-as-participant, and this kind of researcher

is when the researcher is not a member of that group but she/is pretending to be the participant of that classroom. The last one is a complete observer; it means that the researcher is not a participant of that group, but she/he observes that group (as cited in Morrison, 1993). According to those kinds of roles of researcher, the researcher took the last type, which was a complete observer. The researcher chose as a complete observer because the researcher was not the part of IR class but the researcher wanted to observe it, and absolutely the researcher asked permission to the participants and told them that the researcher was going to observe. The researcher also used document as the instrument to observe the writing classes. Besides, to make a richer data, the researcher interviewed the teachers who became the people that gave corrections to the students. In this research, the researcher used unstructured interview. The interview is only to make teachers clarify their error correction in students' writing through the documents. The function of the interview was to clarify the teacher about the purpose of error correction types that they used. By using interview, the researcher got richer and deeper data. After doing the interview, the researcher has done transcribe and code. To analyze this interview data, the researcher used the same steps as the observation.

In this research, the researcher used an event sampling system. Cohen, Manion, and Morrison (2011) argued that event sampling is when the observer focuses on each statement and each time of the observation. The researcher who uses event sampling will take a note of the events that happen in the observation. Therefore, in this research, the researcher noted how many times teachers use the error correction according to each type. After the researcher has done the event

sampling method, the researcher divided the result of the observation into some points, and later the researcher related it with the theories. After conducting speaking observation and writing observation, the researcher explained the result of the observation using descriptive. The result of the research was explained by the researcher in chapter four. For the observation, the researcher obtained the data in D building of UMY in English classes.

Instrument of the Study

To do the observation, the researcher should prepare some things that would help the researcher to observe. The researcher prepared the observation sheet to help the researcher note what points that was going to be observed and using a video recorder as the instrument while observing in the speaking class. In this research, the researcher did not only use video recorder as the instrument, but also used documents. The documents are to see the participants' works in writing. After the researcher observed the document, the researcher also added interview as the data collection method.

Data Analysis

To analyze the data, the first step that the researcher has done was transcribing the video recording. The researcher transcribed it and noted every type of error correction that the teachers gave. After that, the researcher started to do the coding. According to Kerlinger (1970), coding is the translation of question responses and respondents' information to specific categories for the purpose of analysis. In coding, there are four kinds of code; they are open coding, analytic coding, axial coding, and

selective coding. The first is open coding, and here the researcher started to categorize the data. The second is analytic coding, and here the researcher started to analyze the data into the category. The third is axial coding where the researcher started to group each category. The last is selective coding, and in this last part, the researcher identified the category of text data. To do the open coding, the researcher used Weft Qualitative Data Analysis. This software helped the researcher categorize the data.