CHAPTER III

RESEARCH METHOD

This chapter explains all elements of method to conduct the research. The discussion includes research design, data collection, technique and instrument, procedure, and data analysis.

3.1 Research Design

According to Creswell (2009), research designs are strategies and procedures to conduct the research from wide assumptions to detailed method of data collection and data analysis. It involves several decisions that is make sense and match to the topic of the research. There are three types of research designs; qualitative, quantitative, and mixed methods.

According to Latief (2016), data collection in quantitative research is presented numerically. It is because the aim of quantitative research is to test a specific hypothesis. Thus, the data are presented in statistical data. The result quantitative research data are usually from assessment such as questionnaire, test, or structured-interview.

According to Latief (2016), the opposite from quantitative research that presented the data numerically, the data analysis in qualitative research is presented in descriptions. Gathering the data in qualitative research by using authentic or naturalistic observation. In the setting, those who involved would take part in the process naturally.
To sum up, the researcher uses qualitative research to conduct the research. It is because the research data are gathered by observing lecturers’ strategies on error correction in speaking classes. The researcher chooses second semester speaking classes of English language education department as the target observation. To get the more valid data, the researcher also interviews 4 lecturers who teach second semester speaking class (ESP) of English language education department at University of Muhammadiyah Malang.

3.2 Research Subject

Research subject indicates to people or person who participate in human subject research by being the aim of observation by the researcher. The research subject in this research is second semester (ESP) lecturers of ELED who teach speaking class. There are 4 lecturers who teach speaking class in second semester (ESP), and all of them are non-native lecturers.

3.3 Data Collection

Data collection is the way the researcher collects the data to find the answer to the research problems. Further explanation will be explained in technique and instrument.

3.3.1 Technique and Instrument

To collect the data the researcher used interview and observation technique. According to Bordens and Abbott (2002), observation is the technique that the researcher uses to observe behavior or attitude and take notes about the observed attitude or behavior itself. Thus, the researcher will observe lecturers’ strategies on
error correction in second semester speaking class of English language education department to collect the data.

To get the more valid data, the researcher also used interview technique. The interviewee were 4 lecturers who teach speaking in second semester (ESP speaking class). By interviewing the lecturers who directly involved in the process of error correction, the researcher would get clear and valid answer to the research problems.

The instrument of the research was interview guideline since the interview was using semi-structured interview technique. According to Wahyuni (2012), in semi-structured interview, the interviewer has a set of ideas that must be explored. Thus, after using semi-structured interview, the researcher would get consistent and completed information among interviewees. It was because the research problems were only about the kinds of errors in speaking class and the strategies that were used by lecturers to react towards students’ errors in speaking class.

In addition, to make note taking process in the classroom observation easier, the researcher also used observation checklist as an instrument. The observation checklist was about lecturers’ strategy on error correction and kinds of errors made by the students.

3.3.2 Procedure

As stated in technique and instrument above, the researcher used observation and interview to collect the data. The researcher observed error correction process in speaking classes and interviews some lecturers. Meanwhile, the collecting data process consists of the following stages:
a.) Interview guidelines

The first stage, the researcher made an interview guideline that consist a list of questions that needed to be discovered. It was important because the researcher used semi-structured interview technique. The questions were mainly about the lecturers’ opinion on error correction. Especially the kinds of errors in speaking class and the strategies they used to react toward students’ errors in speaking class.

b.) Observation

The second stage, the researcher doing observations in second semester speaking class (ESP Class). The researcher took notes of what happened in the process of error correction in the class. In addition, the researcher also took videos to be watched later on while transcribing the data.

c.) Interview

The third stage, the researcher interviewed 4 lecturers who teach speaking class in second semester (ESP Class). While in the process of interview, the researcher also recorded the conversation to make the process of transcribing data easier.

d.) Reporting

The last step was reporting the data. In this process, the data that have been collected from interview and observation was being reported and ready to be analyzed.

3.4 Data Analysis

After finishing all the procedures in data collection, the researcher analyzed the result of interview and observation data. According to Löfgren (2013), there are
several steps to analyze qualitative data. The steps of analyzing the data are described as follows:

a.) Reading the Transcripts

The first step was reading all of the transcripts that had been collected. Whether it was from interview or notes from observations. Then, highlighted the important key points. Reading the transcripts should not be done only once, but repeatedly in order to get the valid data.

b.) Labeling Relevant Points

The second step was labeling relevant point that related to the research problems. The label in this case was about lecturers’ opinion of students’ errors that should be corrected and error correction strategies they used to react towards students’ errors in speaking class.

c.) Coding

The third step was the most important step. This step was reading through all the relevant points in the previous step. Then, dropped some key points that was not really important. It must be the most relevant key points that answered the research problems.

d.) Discussing

The researcher explained the findings in order to answer the research problems. In the process of explain the findings, the researcher also confirmed some theories that connected to the analysis.

e.) Reporting
The last step was reporting all the findings and wrote some points to conclude and gave the suggestion.