

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with some important aspects related to the methodology of this study, research design, research setting and participant, data collection techniques, and data analysis.

3.1 Research Design

This study was intended to investigate the feedback strategies that the teacher used to respond to students' writing and what the rational behind it, the effect of teacher's feedback to students' writing, how students' opinion on the teacher's feedback. This study dealt with qualitative method because this study explores the phenomenon in natural settings. Multiple methods are used to understand, explain and interpret the data (Aderson and Arsenault, 2005: 126). This study relies primarily on human opinion and understanding (Stake, 2010: 11). This study is a case study because it focuses on a small scale case with detail and systematically looked at a specific case, where data were collected to analyze and interpret as finding and the last characteristic is this study used multiple sources of evidence or multiple data collections, including classroom observation, interview, and students' text to describe teacher's feedback (Aderson and Arsenault, 2005: 161). This study used students' document and interview as a main instrument to collect the data. To know what feedback strategies were used by the teacher in teaching writing, the teacher's reason in using those strategies, how the students' opinion to their teacher feedback strategies and the effect of teacher's feedback strategies. Data were obtained from class observation, students and a teacher-interview, and students' writing. The research setting and participants will be detail explained below.

3.1.1 Research setting

Miles and Huberman (1994) in Creswell (2010:178) state that there are four aspects should be identified; (1) setting (where the research will take a place), (2) the actor (who will be interviewed and observed), (3) the event (what the actors will be observed or interview), and (4) the process (the involving nature of he event undertaken by the actors within the setting) (see also Aderson and

Arsenault, (2005); Punch (2009: 164). This study was conducted at one of the vocational high schools in Bandung. There were some reasons to select that school; first, the researcher got access to conduct research in that school. Second, the teacher, who teaches writing, has experience of teaching writing. Third, the teacher gave feedback on students' writing.

3.1.2 Research Participants

Participants in this study were a teacher as voluntary participant and a class of third-year students at one of the vocational high schools in Bandung. This study used purposive sampling, and three students were chosen to be participants in data collecting [documents] in this study. The only 8 students were interviewed. They consist of 3 students whose writing drafts were collected, and 5 students from the same class were interviewed to cross check the interview data. They were chosen based on their language skill proficiency.. There were some reasons in choosing participants; first, third-years students are required to write an essay in their class when the researcher conducted observation. Second, a teacher who taught writing in this class also gave feedback on students' writing. Third, the teacher and students in this school were allowed researcher to conduct my research in this school.

3.2 Data Collection

In collecting qualitative research data, as suggested by Alwasilah (2000:150), it is better to use triangulation strategy (see also Creswell, 2009). Triangulation strategy in collecting data means a combination of some method in collecting data. Data collection technique: observation, interview and students' written text (Creswell, 2009: 182). The reason of using triangulation strategy in collecting data: *First*, to obtain a complete data about a single case. *Second*, it was not enough to use one method obtain enough data and description of the phenomenon in doing qualitative research. *Third*, triangulation can help the researcher to get complete understanding about the phenomenon. This study was qualitative research and multiple techniques of data collection were used (Alwasilah, 2000 & Creswell, 2009: 182). The main data in this study are documents and interview data:

1. Classroom observation,
2. Document (the collection of students' written text)
3. Interview

Those data collection techniques will be discussed below:

3.2.1 Classroom observation

During teaching and learning process, the researcher observed and took notes about the interaction between teacher and students in the class. Observation was conducted systematically to collect data (Alwasila, 2000:165). In the phases of teaching writing and learning process, the researcher did not act as an English teacher. He was only the observer, because it was difficult to take notes while participating (Cresswell, 2008: 222). Classroom observation was conducted eight times, and observer as a non-participant during the process of teaching and learning. It means that the researcher did not participate in teaching and learning process. The important thing during the observation was observer noted what teacher said and what the students' response to the teacher in the process of teaching learning as field note (Staken, 2010: 90-92). The observation was conducted during teaching and learning process and researcher was in the class and noted the activities such as how the teacher responses to the student in orally and how students' reaction to response teacher feedback. As Alwasilah (2000:110) states that through observation, the researcher can observe the phenomenon happen during class activity and draw conclusion.

3.2.2 Students' writing

There were nine drafts consist of three drafts of a high achiever's writing, three drafts from a middle achiever's writing, and the other drafts are from a low achiever' writing. The students' writing drafts were collected and analyzed to know what feedback strategies that the teacher gave to students' writing, the effect of teacher's feedback on students' writing organization and content and linguistic features (Ferris, 2002:53; Emilia, 2011: 122-127, Knapp & Watkins 2005:194; Anderson., M. & Anderson., K, 1997:119). Moreover, the document also used to interview the students to see their opinion on their teacher feedback and the teacher, for her reasons in using those feedback strategies.

3.2.3 Interview

According to Alwasilah (2000: 110), there were two reasons to conduct the interview; First, interviews were conducted to get information that do not covered by other instruments, such as observation, and document analyses. Second, in order to obtain deep information, interview was conducted. The researcher argued that there were four reasons interview was conducted to obtain deep information; first, respondents can answer if they were asked by the researcher. Second researcher can give specific question related to his o her research. Third, the researcher can explain the question that students do not understand. Finally, respondents can tell what happen in the past or she or he had experienced it.

Alwasilah (2010) states that there were many variables such as teacher as guidance, students' motivation, text books, bureaucrats' attitude and government policy play important role in teaching and learning program. Interview was conducted to get information from student and teacher. The type of interview was used in this research was semi-structured (Staken, 2010:95). Interview was conducted face to face or one to one interview (Creswell, 2009: 179). Interview was conducted after researcher did observation. The interview and observation focused on teacher's reasons of using those feedback strategies in giving on students' writing and students' opinion and understanding of the teacher's feedback. After data were collected, the detail of data analysis will be explained below.

In this study, there were eight students of second year who participate in the interview. The reason of using tape recorder was used by researcher to record data from students because in qualitative research, tape recorder was a tool that used to collect the data, tape record is a part of indispensable equipment of an evaluator in qualitative research. During the process of interview, the researcher records the interview. Researcher also notes taking for primary of key phrases, lists major points made by respondent.

3.3. Data analysis

The data have gathered through classroom observation, interview, and students' document. The data was analyzed to answer all questions in this research

that related to feedback strategy provided by the teacher and how the students' response to teacher's feedback. This research used five approaches to analyze the data from the interview namely: categorization of meaning, reduction, structuring, interpreting of meaning through narratives, and interpreting of meaning (Kvale, 1996) cited in Emilia (2005: 245). According to Alwasilah (2000:125), there are some factors that should be done in data analysis; for example, researcher should be honest in describing, interpreting, and making conclusion.

3.3.1 The observation data

Based on the explanation above, data from observation have been coded and categorized into meaning, reduction, structuring, interpreting of meaning through narratives, interpreting of meaning and generating meaning. Those categories were relevant to the research questions in chapter one. The analysis was conducted to see the issues occurring during the teacher and students' interaction in the class. The issues of this research are; first, it is related to the feedback strategies, second what are the reasons of a writing teacher in using particular feedback, and last is students' opinion about the feedback they received.

3.3.2 The document analysis

Documents were from students' writing draft. The document analysis was intended to answers two questions that have been mentioned in chapter I: (a) what feedback strategies are given by instructors to students' essays, and (b) what are the effects of instructor's feedback on students' writing. The documents were taken from nine drafts of students' writing and analyzed in several steps.

First, the students' drafts were collected and coded based on some theories, which have stated in chapter two. *Second*, after coding, the data were categorized based on the techniques used by teacher, the categorization is consistent with the theorist in chapter two. *Third*, the techniques were applied by the teacher categorized based on the feedback strategies in chapter two. *Finally*, those feedback strategies also used to interview the teacher to know her reason to use those feedback strategies.

Students' writing drafts are analyzed to see the effect of the teacher feedback on students' writing organization and content and linguistic feature

(Emilia, 2011; Anderson, M. an Anderson, M. and Anderson, K. 1997; 1998; & Knap, & Watkins, 2005). Further, the document also used to interview the students to know their opinion on the feedback that they had received in their writing draft.

3.3.3 The interview Data

Five main approaches were used to analyze data from the interview (Kvanle, 1996) cited in Emilia (2005: 245), namely: categorization of meaning, reduction, structuring, interpreting of meaning through narratives, interpreting of meaning and generating meaning. The analysis was based on the research question as stated in chapter one, which related to the feedback strategies provided by a teacher, his or her reason feedback strategies to students' writing and students' response. The data from the interview in this research include: *First*, the interview data from recording were transcribed. *Second*, in transcribing the interview data, the name of respondent were coded to protect their privacy. *Third* is in order to ovoid the misinterpretation between the participants' response and researcher. *Fourth*, interview data were interpreted to answer question and compare with the theory underpinning the study and *finally*, the data from the interview were used to gain in-depth information concerning to the research question (Alwasilah, 2000).

Procedure of collecting data and data analysize:



