CHAPTER III
RESEARCH METHODOLOGY

This chapter will present the research methodology which dealt with research objectives, research design, research site, data collection, and data analysis. The research objectives showed the purposes of this study related to the research questions. The research design discussed the design and approach used in this study. The research site explained where the study was conducted and the participants involved. The data collection described the data type and the data collection technique. The data analysis elaborated the procedure of analyzing the data.

3.1 Research Objectives

This present study mainly aims:

1. To reveal the extent to which the teachers' feedback on students' recount texts enhances the students' writing performances.

3.2 Research Design

This research employed a case study method since it tried to make a descriptive analysis about a particular case regarding teachers' feedback at one public secondary school in Cianjur. In addition, the aim of this research was not to make the case or event generalize, but the aim was just to obtain an understanding related to the case or phenomenon (William, 2007). The case was that teachers provided written feedback to their students in enhancing the students' writing performances. The used of case study method gave benefit to the current research in helping the researcher obtained rich information about teachers' feedback strategies in enhancing students' writing performances, how the strategies worked, the extent to which teachers' written feedback enhances students' writing performances, and students' responses to their teachers' feedback. The major task of this present research was to analyze

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classifications and patterns that gave details of phenomena within the texts under the discussion, which were recount texts.

3.3 Research Site

3.3.1 Setting

The study was conducted in a public junior high school in Cianjur, West Java. There are several reasons in choosing that school. First, the teachers in that school were willing to do the research. Second, the school was chosen for its availability since the authority of the school allowed the researcher to conduct the research at that time. Third, this study chose junior high school since the Indonesian secondary school curriculum 2013, contains the learning of recount text which is the focus of the study.

3.3.2 Participants

The participants that were involved in this study were two teachers and two classes of eighth grade of junior high school students. The teachers were named Teacher 1 and Teacher 2. The reason for choosing the teachers was because the teachers willing to participate in this study. Hence, those two teachers are the only teachers who taught English at eighth level. While, the reason for choosing eighth level of the students was because they learned recount text, based on the curriculum in Indonesia.

As document collection, there were 30 students of Teacher 1 who made 90 recount drafts and 30 students of Teacher 2 who made 60 recount drafts of recount texts. Teacher 1's students wrote first, second and third drafts, while teacher 2's students wrote first draft and second draft. However, as for interview session, the participants were the two teachers and 18 students from 60 students as the population. Each of the students in the class will have an equal chance (an equal probability) to participate in the study. It was in order to supply more information or to strengthen the result of this study.

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3.4 Data Collection

This research employed some data collection techniques in order to collect the data. The techniques that were used are document collection and interview. The detail process of data collection will be described below.

3.4.1 Document Collection

In this study, the documents were recount texts written by 60 students in two classes. In the recount text, students were asked to write their personal experiences in about 100 to 300 words. The texts had to be given feedback by the teachers.

In collecting the data, this study encompassed two stages of the process of writing, which are drafting and revising. In the drafting stage, students go straight to make their first draft. Through this phase, according to Seow (2002, p. 317) students should concern on producing fluent texts rather than being bothered about language accuracy. In revising stage, as further mentioned by Seow (2002), teacher is not only correcting grammatical inconsistency, it also includes evaluating the general meaning of the text and the organization of ideas the writer aims to share.

There were 90 recount drafts from 30 students of teacher 1 and 60 recount drafts from 30 students of teacher 2 that were taken to be analyzed. Teacher 1's students wrote first, second and third drafts, while Teacher 2's students wrote first draft and second draft. The total numbers of texts are 150 texts. All 150 texts were analyzed, but only twenty representative drafts and samples were elaborated in the analysis. The representative drafts and samples were those which had the same cases with the other rest drafts.

3.4.2. In-Depth Interview

There were 18 from 60 students who were interviewed. Interview allows researcher to gain important data which is not possible through document collection alone (Hamied & Malik, 2014). In-depth interview functioned to enrich the data

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gathered. This study used face-to-face interview with probing questions to collect detailed answer from each participant.

It consisted of two sessions, the first session was intended for the teachers and the second session was proposed for the students. The interview to the teachers was aimed to strengthen and supply more information about data gathered from document analysis. The interview consisted of twelve questions related to how the teachers provided feedback to the students' recount text. The questions of the interview were focused on five aspects: 1) teachers' understanding about feedback (three questions), 2) the importance of feedback (two questions), 3) strategies in providing feedback to the students (two questions), 4) the response of the students to the given feedback viewed from the teacher's point of view (two questions), 5) the difficulties in providing feedback to the students (three questions).

The interview to the students was also proposed to confirm the data gathered and supply more information from document analysis of students' recount text. Besides, it was administered related to students' responses to the teachers' feedback. It used semi-structured interview which consisted of nine questions. The interview focused on four aspects: 1) teachers' feedback (two questions), 2) students' responses to the teachers' feedback (two questions), 3) feedback helpfulness for them (one question), 4) teacher's plan in giving feedback (drafting and time consuming) (four questions). There were eighteen students involved in the process of interview. The interview was conducted in *Bahasa Indonesia* for a better understanding.

1.5 Data Analysis

Regarding the research questions, the data analysis was divided into two categories. To answer the question: to what extent does the teachers' feedback on students' recount texts enhance the students' writing performances: the category was the influences of teachners' feedback on students' recount texts in enhancing students' writing performances. To enrich the data analysis, the further category was students' responses to teachers' feedback. The detail procedures of data analysis will be described below.

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3.5.1 The Influences of Teachers' Feedback on Students' Recount Texts in Enhancing Students' Writing Performances

After documenting the students' recount texts, the texts were analyzed in terms of the strategies of teachers' written feedback for correcting students' texts proposed by Ellis (2009) and Ferris (2006) collaborated with the categories of feedback proposed by Matsumura *et al.* (2002). In analyzing the strategies of providing feedback, the method used was descriptive analysis. The descriptions were divided into two sub-points; there are direct feedback and indirect feedback.

There will be elaborations of several cases regarding the existing mistake corrections from the students' recount texts. Here, the cases were selected from twenty drafts as representative of students' recount texts. Then, five drafts were compared. It was intended to know the improvement in students writing given feedback by teachers. As stated by Brazil (2001), he argued that "feedback in response to successive multiple drafts better empowers students to improve in their writing."

The researcher also compared Teacher 1 and Teacher 2 performances by looking into their students' improvements and their ways of giving feedback. After comparing students' drafts, the researcher analyzed the enhancements of the students' writing performances provided direct and indirect feedback.

3.5.2 Students' Renponses to Teachers' Feedback

After analyzing the documents which were students' recount texts, the recordings of the conversation between interviewer and interviewees were also analyzed. The data from interview was aimed to strengthen and to supply more information of the findings. The data were recordings of student interviews. The first step was transcribing the data. Later, the recording transcriptions were classified into the foci to answer the research question. Finally, the data were presented in descriptive analysis. The analysis of the data from interview is showed in Chapter 4.

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3.6 Concluding Remarks

This chapter has discussed the methodological aspects applied in this study covering the research design, research site and participants, data collection, and data analysis. In the next chapter, the findings and discussions of the study will be discussed.