CHAPTER III
RESEARCH METHODOLOGY

This chapter provides a complete explanation about the research methodology. It begins with the method used to achieve the goal of this research. This chapter also provides research site and participant which is followed by data collection techniques. Afterwards, steps in analyzing the data are described clearly.

3.1   Research Design

The study employed qualitative descriptive method which is to gain an in-depth, holistic perspective of groups of people, environments, events, or any phenomenon one wishes to study by interacting closely with the people one is studying" (Houser, 2009, p. 61). The method used in this study was descriptive because it is expected that the study could describe the phenomena about written feedback used by the teacher and students' responses toward teacher's written feedback on their writing.

Leary (2012, p. 17) mentioned that descriptive method is "to describe information about the physical, social, behavioral, economic, or psychological characteristic of some group or people". It is in line with the aims of this study that is to describe the conditions which in this study are written feedback used by the teacher and students' responses toward their teacher written feedback on their writing.

3.2   Site and Participant

This study was conducted at one public junior high school in Bandung, West Java. The school was selected because of the accessibility for the researcher to this school, the willingness of the teacher and all students to be observed. Moreover, this school was locally well-known of its good reputation.

The participants of this study were an English teacher and his thirty five students in eighth grade. The teacher and his students were nonnative speaker of English. The participants in this study were expected to have same experience of

learning English. English had been taught twice in a week on Tuesday and Wednesday with the allocation 2x40 minutes for each session.

3.3 Data Collection

In collecting the data, this study employed four instruments, those are; classroom observation, students' document collection, questionnaire, and teacher's & students' interviews. The researcher was collecting the data and observed the participants directly. This statement is supported by Sugiyono (2008, p. 01) who stated that "qualitative research is used to observe the object naturally."

3.3.1 Classroom Observation

First instrument was classroom observation. Mack et al (2005, p. 2) stated that observation is appropriate for "collecting data on naturally occurring behaviors in their usual contexts". Besides that, Alwasilah (2002, p. 211) mentioned that observation is "systematic and planned monitoring conducted to get data in which the validity and reliability of the data are controlled."

The observation was based on videotaping. This statement is also supported by Fraenkel & Wallen (1990, p. 142) who stated that by using videotaping, the researcher will get benefits such as the videotaping can be replayed for several times in order to check and correct the data. Classroom observation through videotaping was more used to notice any possible verbal feedback given by the teacher.

Videotaping was conducted to gather the main data of the study. The videotaping was conducted in four meetings from December 13th, 2016 until January 18th, 2017. It was conducted twice in a week with the allocation 2x40 minutes. The videotaping was collected from the interaction of the observed teacher with his students which focused on the strategies of written feedback given by the teacher on students' writing, consisting of direct and indirect feedback. It was also concerned to the students' responses to the teacher's written on their writing.

Then, in order to interpret the data easily, the video was transcribed. The recording was converted into video transcriptions. According to Alwasilah (2002, p. 156) stated that the transcription also used in the study to understand how respondents organized their perspective.

3.3.2 Students' Document Collection

Second instrument was students' document collection. Students' document was used in order to answer the first research question, including the strategies of teacher's written feedback on students' writing. In this study, the documents were students' first draft of writing, including students' recount text and students' memo based on the teacher's written feedback on their writing.

3.3.3 Questionnaire

Third instrument was questionnaire. The questionnaire was distributed to thirty five students of eight grades. It was aimed to confirm and strengthen the data gained from classroom observation in four meetings and students' document collection.

The researcher used this technique also to use the time effectively. This statement is supported by Fraenkel & Wellen (2009, p. 142) who stated that "questionnaires can be mailed or given to large numbers of people at the same time." Since the teacher and the students are non-native speakers of English, the questionnaire were designed in Bahasa to avoid misunderstanding thus resulting an accurate the data. The questionnaire consists of 17 closed-ended questions related to writing, strategies of feedback, and teacher written feedback. The questions in the questionnaire were distributed into several aspects as follows:

Table 3. 1 Students' Questionnaire

Questions' Number	Writing Aspects Measured
1, 2, 3	The important of writing
4, 5, 6, 7, 8	Students' view toward feedback

9, 10, 11,12, 13, 14	Strategies of feedback
15, 16, 17,	The beneficial and helpful of written feedback

The data gained from questionnaire were analyzed by using Likert scale formula. It was analyzed by using two steps. The first one was that the respondents chose the options that were counted. They are as follows:

STS   : Sangat Tidak Setuju (*Strongly Disagree)*

TS   : Tidak Setuju (*Disagree)*

S   : Setuju (*Agree)*

ST   : Sangat Setuju (*Strongly Agree)*

The second one, the number of respondents was change into percentage form. After that it was conferred with the criterion presented on the following table.

Table 3. 2 R% (Percentage of Respondents) Criterion

No	R%	Criterion
1.	0	None
2.	1-25	Small number
3.	26-49	Nearly half of
4.	50	Half of
5.	51-79	More than half of
6.	80-99	Almost all of
7.	100	All of

(Adapted from Pertiwi, 2014, p. 30)

3.3.4 Interviews

The last instrument was interviews. The interview was conducted to find out more aspects about the problems of research and add the data from classroom

observation, students' document collection and questionnaire. Based on, Emilia (2011, p. 80) described that interview is "an interaction between two people, with the interviewer and the subject acting in relation to each other and reciprocally influencing each other". In this study, the researcher was taken in-depth interview in order to get more information deeply. The purpose of interview is also supported by Fraenkel & Wallen (2009, p. 143) mentioned that "the purpose of interviewing people is to find out what is on their minds - what they think or how they feel about something."

In order to get information needed, this study used semi-structured interview to an English teacher and his six students. Kumar (2014, p. 178) who stated that semi-structured interview is "a written list questions, open-ended or closed, thoroughly pre-tested for standardized wording, meaning and interpretation, prepared for use by an interviewer in a person-to-person interaction (face to face or by telephone)". Since the study tried to gain the point of view from the students toward the strategies of written feedback given by the teacher on their writing, this study employed semi-structured interview that are well suited for qualitative study.

In this study, the researcher was asked some questions to the participants in order to find out the difference responses from the participants. The interviews have two sections, interview with an English teacher and his six students as the interviewers. There were six students from high, medium, and the low group proficiency of speaking interviewed to see their responses to written feedback given by the teacher on their writing. It was taken two respondents from each group.

For the teacher, 15 questions were asked to start from three leading questions eliciting the general information about the teacher's experience. The teacher was further asked two questions about the general views of giving feedback. Moreover, the rest of the questions were addressed to elicit information about his written feedback strategies and his expectations for his student in relation to the written feedback.

For the students, 13 questions were addressed to clarify and deeply explore their response for the strategies of the teacher's written feedback. The interview focused on five aspects: 1) students' general views of learning English, 2) the strategies of written feedback, 3) teacher's written feedback from the students' point of views, 4) feedback is helpful for them, 5) Students' expectations for the teacher's written feedback practices.

Each interview lasted at least 15 minutes. Moreover, since, the respondents were non-native speaker, the interview was written in Bahasa in order to avoid the misunderstanding. After the respondents answered the questions in the interview, the data were transcribed and analyzed to describe the finding of this study. In doing the interviews, audiotapings were used in recording the interview.

3.4   Data Collecting Procedures

In conducting the study, there are several steps that have been employed:

1.   Observing the population and sample

After getting the permission from the principle to conduct the study, in this step, the researcher did the preliminary study to decide whether the sample is suitable for the study or not.

2.   Videotaping of teaching - learning process

In this step, the researcher was observed in the teaching and learning processes by using video-taping. The video-taping was conducted in four times from December 13th, 2016 until January 18th, 2017. It was conducted twice in a week with the allocation 2x40 minutes.

Table 3. 3 General Schedule of the Study

No	Date	Material
1	December, 13th, 2016	Recount Text
2	December, 14th , 2016	Recount Text
3	January, 17th , 2017	Functional Text (Memo)
4	January, 18th , 2017	Functional Text (Memo)

3. Transcribing videotaping

In this step, the researcher transcribed the videos that were conducted from the classroom observation. Coding process occurred along transcribing.

4. Analysis the results of video transcripts

In this step, the researcher analyzed the results of the video transcripts to find out the strategies of feedback teacher's written on students' writing, including students recount text and students' memo.

5. Students' document collection

After, classroom observation was conducted in this study; the students' first draft was taken. The documents were taken from students' writing.

6. Analyzing students' document collection

After taking the documents from the students' first draft, the documents were analyzed based on the strategies of teacher's written feedback, including; direct and indirect on students' recount text and students' memo.

7. Distributing students' questionnaire

In this step, the questionnaire was distributed to thirty five students in eight grades. It was at the end of the classroom observation.

8. Analyzing data questionnaire

The questionnaire was aimed to confirm and strengthen the data gained from the classroom observation, interview and document analysis. The questionnaire also was aimed to find out students' responses toward teacher's written feedback on their writing.

9. Conducting the interview

Then, the interview was conducted to an English teacher and also his six students in eighth grade. The interview was conducted in the end of the observation on January, 18th, 2017. It was administered to students to find out the students' responses toward the teacher's written feedback on their writing, including theirs recount texts and memo.

10. Analyzing the interview

In this step, the interviews were analyzed to confirm the data from the classroom observation, students' document collection, and questionnaire.

11. Presenting the results of the study

In this last step, the researcher compared all the data gathered from four instruments and then interpreted them in the form of descriptive analysis.

3.5 Data Analysis

Using descriptive analysis to present the results of the study, the researcher aimed to describe the data obtained to present them in the findings and explains them in the discussion. The data were obtained from classroom observation, students' document collection, questionnaire, and students' and teacher's interviews. Based on the research questions, this study employed several steps to analyze and interpret the data. The steps of analyzing the data were as follows:

3.5.1 Data from Classroom Observation

In the classroom observation, the data from video transcriptions were analyzed one by one. The researcher was describing the video transcriptions to categorize the strategies of teacher's written feedback on students' recount texts and also students' memo. The strategies of feedback were given by the teacher in giving written feedback on students' writing, consisting of direct and indirect feedback.

3.5.2 Data from students' documents

The data from the students' first draft was analyzed in two steps. The first step was chose the students' first draft based on the feedback given by the teacher. The second step was analyzed the data based on the strategies of teacher's written feedback on students' recount texts and also students' memo.

The data from document analysis based on the strategies of feedback, that was analyzed by division of written feedback strategies proposed by Ferris (2003) and Ferris (2006) covering direct and indirect feedback.

3.5.3 Interpreting the Students' Responses toward Teacher Written Feedback

The interpretation of students' responses toward the strategies of teacher's written feedback on their writing was gathered from the interviews and also questionnaires conducted for the students. Therefore, it could be beneficial to make the data more representative. First, the data from the questionnaires were interpreted and analyzed based on the frequency of students' answer. The researcher also described the data from the questionnaire to categorize students' responses toward the strategies of teacher's written feedback on their writing.

Second, in analyzing the interview results, the researcher was transcribed the recording of the interview one by one. In this study, audio transcriptions were used to cover all of the questions. The aimed of students' interview was to find out the strategies of teacher's written feedback on their writing, that were usually used by the teacher in the classroom. Besides that, the results of students' interview were analyzed based on the audio transcriptions of the interview.

3.5.4 Drawing conclusions

The last step was drawing conclusion. In this step the data were validated by the accuracy of findings. Then, the data gathered from results of classroom observation, students' document collection, questionnaire, and interviews were drawn into conclusion as the result of this study.

3.6 Concluding Remarks

This chapter has presented and elaborated the methodological aspects applied in the research covering research design, research site, participants, data collection, data collection procedures and data analysis. This study was conducted in order to find out how are the strategies of feedback are employed by the teacher in giving written feedback on students' writing and also the students' responses toward teacher written feedback on their writing. A descriptive method was used in this study. The data was collected through classroom observation, students' document collection, students' questionnaire, and interviews, including teacher's

and students' interviews. Further the result of this chapter describes in the next chapter.