

CHAPTER III

METHODOLOGY

This chapter provides a detailed description of the methodology of this study, including the research design, the research site and participants, the data collection techniques and the data analysis.

3.1 The Purposes of the Study and Research Questions

As outlined in Chapter I, there are three purposes of this study. First, the study aims to find out the changes in students' writing after they have incorporated corrective feedback. Second, this study aims to find out the way corrective feedback affect students' autonomy. Third, this study aims to find out students' responses toward corrective feedback in promoting their autonomy.

To achieve these purposes, theories of corrective feedback and learner autonomy were incorporated (see chapter II). With reference to the purposes of the study mentioned above, this study addresses the following research questions:

1. Is there any error reduction in students' writing after they have incorporated corrective feedback?
2. How does corrective feedback affect students' autonomy in writing?
3. How do students' respond to corrective feedback in their writing?

3.2 Research Design

Corresponding to the purposes and research questions of the study above, this study employed a mixed methodology approach involving both quantitative and qualitative components. According to Creswell (2012), mixed method is an approach to an inquiry involving collecting both quantitative and qualitative data, to understand a research problem more completely. In addition, both research methodologies support each other and can be combined effectively (Greene, Caracelli, & Graham, 1989; Patton & Patton, 2002).

3.3 Research Site and Participants

The study was conducted in State Islamic University in Bandung. The institution was chosen for two reasons. First, the lecturer in this university provided feedback on students' writing. Second, there was an easy access to the site. Therefore there was no difficulty in clarifying the obscure information from the participants.

Feedback on this study was given via e-mail, in the form of color-coded indirect feedback on Microsoft Word using Microsoft Word highlighter (red for articles errors, green for prepositions errors, and yellow for verbs errors). In addition, the researcher gave the feedback via e-mail because the researcher did not want to disturb the teaching and learning process in the classroom. Therefore, this study was conducted outside the class time. Moreover, the text analyzed in this study was a Narrative text. It was used because the teacher taught the students the Narrative text when this study was conducted.

The target population of this study was undergraduate students enrolled in the Department of English Education at State Islamic University in Bandung from the class of 2015. Moreover, the participants of the study were drawn from the total population of 120 students in the Department of English Education during the third semester of 2016/2017 academic year. On October 24th, 2016, the researcher sent the first e-mail to 120 student participants with attached direction to write Essay 1. The students were asked to write a narrative essay under the topic "An Unforgettable Moment". The total number of students who replied and submitted their Essay 1 via e-mail was 109 students. At the end of the study, only 90 students completed the research by submitting Essay 1, Revised Draft 1, Revised Draft 2, and Essay 2.

3.4 Data Collection

In conducting this study, some data collections were used to collect the data: analysis of students' writing documents, questionnaire, interview and self-reflection form. The study was carried out from October 21st to November 21st, 2016. Details about the procedure of the data collection are described as follows:

Step	Time
Informed the students about the research	October 21
Pre-Questionnaire	October 24
Direction to write Essay 1	October 24
Essay 1 received from students	October 31 - November 1
Feedback 1 sent	October 31 - November 1
Revised Draft 1 received from students	November 7 - November 8
Feedback 2 sent	November 8 - November 9
Revised Draft 2 received from students	November 14
Direction to write Essay 2	November 15
Essay 2 received	November 19 - November 20
Self-Reflection Form	November 21
Post-Questionnaire	November 21
Interview	November 21

Table 3.1 – Schedule of the Study

3.4.1 Analysis of Students' Writing Documents

Document analysis was used in order to answer the first research questions. In this study, students were asked to write a narrative text. The participants of the study went through four stages of activities which consisted of writing two different essays under the same topic. They were required to write four essays: Essay 1, Revised Draft 1, Revised Draft 2, and writing a new essay, Essay 2. Feedback was applied to the first essay (Essay 1) and Revised Draft 1.

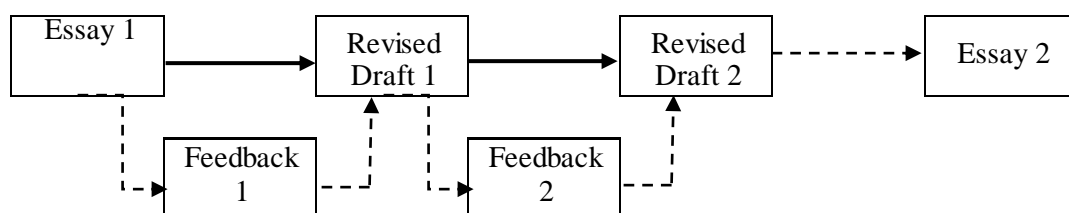


Figure 3.1 – Essay Writing and Feedback Stages

The topic for those two essays were same, which is an unforgettable moment. The topic of the essay had been discussed with the lecturer. The researcher sent the first e-mail on October 24th, 2016, to the students with an

attached file of directions to write Essay 1. In teaching and learning process, the lecturer started to teach the basic of narrative text. Moreover, the lecturer also informed the students in the classroom about this study and the directions to write Essay 1.

The students were expected to send their Essay 1 on October 31st, 2016. Then, the researcher gave feedback on students' writing and sent it again to them via e-mail. The students were required to send their Revised Draft 1 on November 7th, 2016. After that, the researcher gave feedback again on students' writing and sent it again via e-mail. Then, the students were required to send their Revised Draft 2 on November 14th, 2016. After that, on November 15th, 2016, the researcher sent another e-mail to the students with an attached file of directions to write Essay 2 and they were required to collect their Essay 2 on November 19th, 2016. To summarize, all students received feedback two times on their first essay (Essay 1) and Revised Draft 1. Further, they were required to write four times: Essay 1, Revised Draft 1, Revised Draft 2, and Essay 2.

Regarding the length of students' compositions, they were required to write their narrative essays approximately 350 words. Moreover, since the study was not conducted during the teaching and learning process, therefore they were allowed to do it at home using Microsoft Word and send it via e-mail.

3.4.2 Questionnaires

Questionnaires were used in order to answer the second and the third questions. According to Brown (2001) as cited in Nunan & Bailey (2009) questionnaires are defined as any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers.

The questionnaires were distributed to the participants of the study, before and after the study conducted. The questionnaire developed based on the conceptualization of learner autonomy in the area of writing which was developed by Yeung (2008) and was adapted by the researcher in the Indonesian context.

The questionnaires were checked by an experienced lecturer of English for clarity and accuracy of the words.

Moreover, the questionnaire was contained 66 five-point Likert-scale questions: Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The questionnaire was divided into three sections. The first section included 20 questions that aimed to find out about students' preparedness for autonomous learning. Section two included 20 questions about students' general approach to writing which aimed to find out about students' practice in planning their writing, revising their drafts, feedback and using tools in the process of writing. The last section was contained 26 questions about the students' learning strategies. Those three sections represented one dimension of the overall construct of learner autonomy in writing, involving nine factors: Self-directedness, motivation, teacher dependence, peer help and feedback, revision, planning, direct strategies for learning writing, metacognitive strategies and knowledge, and social strategies.

Further, the table below shows the factors of learning autonomy in writing, given in the questionnaire:

No.		Item Number
1.	Self-Directedness	1, 2, 6, 9, 10, 11
2.	Motivation	3, 4, 5
3.	Teacher Dependence	15, 16, 17
4.	Peer and Help Feedback	22, 24, 26, 27
5.	Revision	28, 29, 36, 38, 39
6.	Planning	31, 32
7.	Direct Strategies for Learning Writing	41, 42, 43, 44, 51, 53, 62, 64
8.	Metacognitive Strategies and Knowledge	49, 50, 58, 61, 65, 66
9.	Social Strategies	47, 48

Table 3.2 – Categories of Questions

3.4.3 Interview

Interviews were employed because it was an important way for a researcher to check the accuracy of the participants' answers (Fraenkel, Wallen, & Hyun, 2011; Maxwell, 2013). Further, the interview was used to get useful information that cannot be covered by other instruments, and permit participants to describe detailed information, had better control over type information "filtered" through views of the interviewer (Creswell, 2012).

Nine participants involved in the interview. They were chosen using purposive sampling technique, due to several considerations. In purposive sampling, participants are selected because of who they are and what they know, rather than by chance (Creswell, 2012; Malik & Hamied, 2014). Individual interview was conducted on November 21st, 2016.

The guiding questions in the interview consist of 10 questions regarding corrective feedback on their writing related to their autonomous learning. Each interview lasted at least 10 minutes. Moreover, it was conducted in Bahasa Indonesia to allow participants to elaborate their explanation in comfort. All interviews were audiotaped, transcribed, condensed, and translated into English.

3.4.4 Self-Reflection Form

The self-reflection form was employed to the participants after they submitted their Essay 2, along with the post-questionnaire on November 21st. It was used to support other instruments in this study. The self-reflection form sought to find out information about students' process of writing in term of how they will improve their writing later, which focused on three errors highlighted in this study: articles, prepositions, and verbs.

3.5 Data Analysis

After four techniques of data collections were acquired, the researcher needed to analyze the data in order to draw a conclusion.

3.5.1 Data from Students' Essays

In order to see the changes on students' writing, the data from the students' essays were analyzed in three steps. The first one was collecting the students' essays. The researcher collected the total of 360 essays from 90 students who submitting their Essay 1, Revised Draft 1, Revised Draft 2, and Essay 2. The second step was read and comprehend each draft of students' essay. The third step is analyzing the data on students' error on their essay. As a limitation of this study, the types of error analyzed in this study are the most grammatical error made by students on the Narrative essay (Watcharapunyawong & Usaha, 2012): past tense verb, article, and preposition.

Moreover, corrective feedback strategies used in this study is one of corrective feedback strategies proposed by Sheen & Ellis (2011) which is indirect feedback. Indirect feedback refers to situations when the teacher only indicates the error made, leaving the students to diagnose and correct it on their own. In addition, indirect feedback can be done by underlining, circling or color-coding.

In this study, indirect color-coded feedback was used via computer using Microsoft Word highlighter to give students' a specific hint about a mistake they have made. Moreover, it was focus on these colors: red for articles errors, green for prepositions errors, and yellow for past tense verbs errors.

Further, all errors were counted and moved to comparison tables prepared by the researcher using Microsoft Word. After that, all errors in Essay 1 compared to errors in Revised Draft 2, and all errors in Essay 1 compared to errors in Essay 2. In addition to general interpretation, statistical computation using SPSS for Windows were applied to the errors data. In doing so, the researcher obtained the statistical expert to run the software. The statistical computation used was paired t-test. Paired t-test used in order to find out the significant improvement.

3.5.2 Data from Questionnaire

The data from the questionnaire was analyzed by using Likert-scale. As Sugiyono (2011) stated that Likert-scale was used to measure attitude, opinion, and perception. In this scale, students were asked to answer each item of questionnaire based on five possible options provided: strongly agree, agree, uncertain, disagree and strongly disagree.

Moreover, the data from the questionnaire then moved to Microsoft Excel. Then, the statistical computation using SPSS for Windows were applied to the data. The researcher found out the mean of each factor of the data. It was applied to pre-questionnaire and post-questionnaire to find out whether there is any significant improvement after the students given the color-coded feedback in the process of writing to their autonomy.

3.5.3 Data from Interview

The data taken from the interview with students were recorded using a voice recorder. The analysis data from the interviews were done through four steps as proposed by Maxwell (2013), as follows:

First, the interviews were transcribed. Second, the data were coded. In this step, the coding was made by matching the data obtained from the participants and it was associated with the research questions. Third, similar coded were grouped and sorted into several themes. And last, the contextual analysis was employed to understand the data. Moreover, the analysis of the transcription was focused mainly on answering the second and third research questions regarding corrective feedback and students' autonomy, as well as their response to the use of corrective feedback. Further, the data also be translated from Bahasa Indonesia into English.

3.5.4 Data from Self-Reflection Form

The self-reflection form completed after students' submitted their Essay 2. The self-reflection form sought to find out information about students' process of writing in term of how they will improve their writing later, which focused on three errors highlighted in this study: articles, preposition, and verb. The self-

reflection forms were analyzed qualitatively to find out the way students improve their writing skill regarding the errors they have made during the study.

3.6 Concluding Remark

This chapter has presented the methodology of the study that used mixed method (quantitative and qualitative) as an approach. A quantitative method used in this study was statistical computation using SPSS for Windows which is about paired t-test whereas a qualitative method used in this study was the descriptive qualitative method. Moreover, this chapter has presented the restatement of the purpose and research questions of the study, the research site and participants, the data collection techniques, the data analysis, and concluding remark. The following chapter will elaborate the findings and discussions of the study based on the analysis provided in this chapter.