

CHAPTER III

RESEARCH METHODOLOGY

Chapter three presents an overview of the methodology in conducting the research. It describes the research design, site and participants, time of the research, research procedure, data collection and data analysis techniques.

3.1 Research Design

In order to answer the research questions, this research employed a qualitative method. Qualitative design focuses more in words than in number. According to Creswell (2012), a qualitative study is concerned with investigating the problem and developing a detailed understanding of a central phenomenon. It is supported by Maxwell (2012) that qualitative is not unconcerned with outcomes, a major strength of this method is its ability to get at the processes that lead to these outcomes. He further stated that qualitative study involves a relatively small number of individuals or situations and preserves the individuality of each of these in their analyses, rather than collecting data from large samples and aggregating the data across individuals or situations.

In addition, a descriptive case study approach was involved in order to find in-depth and holistic description. According to Creswell (2007), case study is a qualitative approach in which the researcher explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents).

The choice of using descriptive case study considered the research questions and the aims of this study that were to go in-depth understanding. Case study was appropriate for this study, because the aims of this study were to investigate the extent to which the use of blog-mediated improves students' writing skills and to find out the students' responses toward the use of blog-mediated feedback in learning writing.

3.2 Site and Participants

This research took place in one of public senior high schools in Bandung. This school was chosen for at least three reasons. Firstly, the school authorities allowed the researcher to conduct this study in their school; hence this enhances the feasibility of this research. Secondly, the text type used in this research is contained in the 2013 Curriculum of grade ten; this school had been implementing the 2013 Curriculum. Lastly, the school provided some appropriate, such as a projector in each classroom and school Wi-Fi that useful for this research.

The researcher decided that participants in this study were tenth-grade students of English cross-interest program. The participants were chosen because based on the 2013 Curriculum, report text (or factual report text) is taught in grade ten of English cross-interest class. In addition, that age might familiar with internet and social media usage. Furthermore, the participants consisted of eight students who voluntarily participated in this study.

3.3 Time of the Research

This research was conducted from April to May 2018 in five weeks along with the regular schedule in the school. During the research, the researcher took part and acted as the teacher. Each week of the research has specific activities (see Table 3.1).

Table 3.1
Research Schedule

No.	Time	Activities
1.	1 st week	<ul style="list-style-type: none">▪ Introduction to Blog and Edublogs.org▪ Making a blog account in Edublogs.org▪ Deciding topic of report text
2.	2 nd week	<ul style="list-style-type: none">▪ Publishing the first draft on blog▪ Peer-feedback and teacher's feedback
3.	3 rd week	<ul style="list-style-type: none">▪ Revising the first draft into second draft based on the feedback.▪ Publishing the second draft.▪ Peer-feedback and teacher's feedback

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|----|----------------------|--|
| 4. | 4 th week | <ul style="list-style-type: none"> ▪ Revising the second draft into final draft based on the feedback. ▪ Publishing the final draft. |
| 5. | 5 th week | <ul style="list-style-type: none"> ▪ Answering Interview |

During the project, the researcher collected and analyzed the data. The data then were all gathered by the end of May 2018. After completing the data, the researcher then analyzed and interpreted the data and drew a conclusion to finish the study.

3.4 Research Procedures

This study was conducted following several steps which can be described below:

3.4.1 Procedure for Students' Writing in the Blogs

Firstly, each participant (student) was asked to create a blog account in *Edublogs* (see Figure 3.1). The blogging platform, *Edublogs*; was chosen primarily for its convenience to use for educational context and can be used for free.

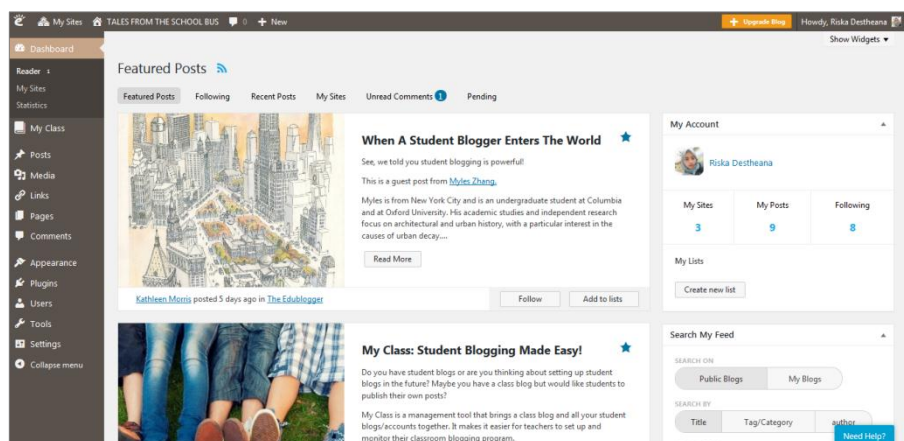


Figure 3.1 Edublogs Dashboard (<https://edublogs.org/>)

As explained in the research schedule before, to avoid technical problems related to making a new account in *Edublogs*, an introduction to the blog, instruction of how to register a new account and publish a blog post was explained by the instructor (researcher) in the classroom activity.

Then, the participants were obliged to write a report text with 200 words at a minimum and publish each draft of it on their own blog. They were allowed to choose their own topic related to “technology”. In addition, a guideline of student’s writing was published on a tutor blog by the researcher (see Figure 3.2).

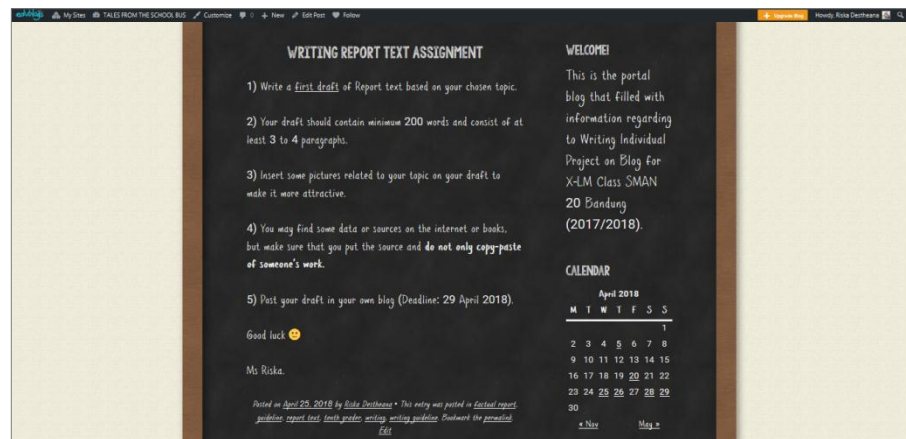


Figure 3.2 Writing Guideline (<http://edublogs.org>)

3.4.2 Procedure for Blog-mediated Feedback

Firstly, the participants (students) were required to respond to their peers’ drafts by offering feedback on the drafts through comment box feature of their peers’ blog posts as soon as they could. They were also told that they have to give feedback on their peers’ content, organization, word choice, grammar, spelling, capitalization, and punctuations.

The researcher who also acted as a teacher grouped the students randomly. It aimed to make it easier for students to provide feedback to their peers on the blog. Each group consisted of four students. In addition, the researcher provided a blog post contained a list of the peer-feedback group along with each blog URL of the students in the tutor blog (see Figure 3.3). Thus, every participant could have an easy access to the blogs of others.

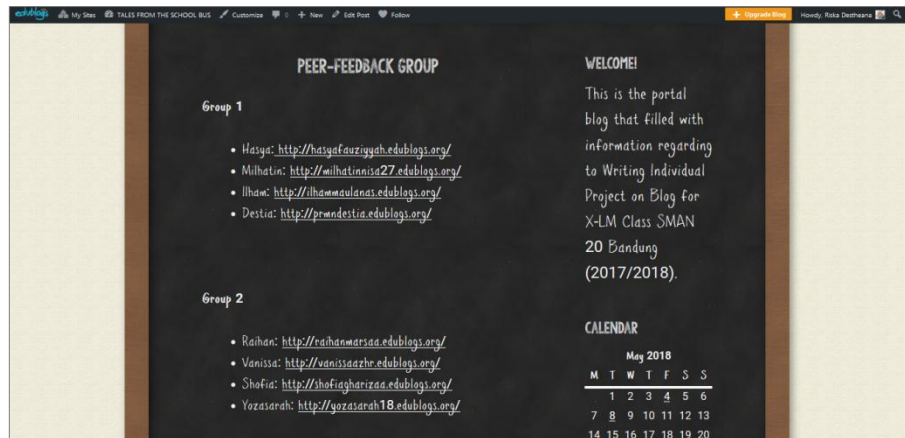


Figure 3.3 Peer-feedback Group (<http://edublogs.org>)

Finally, the participants were required to make corrections based on their peer as well as the teacher’s feedback, which was given after the group had completed the requirements. In addition, a guideline regarding peer-feedback provision for the students was also published in a tutor blog provided by the researcher (see Figure 3.4).

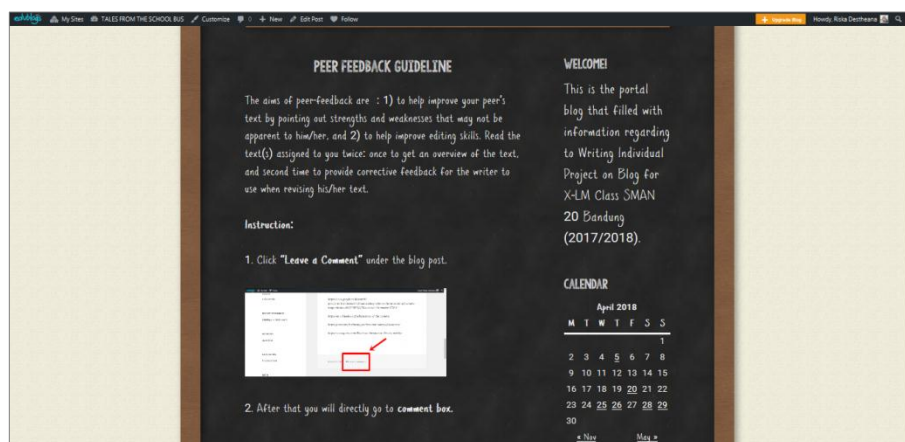


Figure 3.4 Feedback Guideline (<http://edublogs.org>)

3.5 Data Collection Techniques

This study employed two data collection techniques, namely, students’ writing and interview. Each data collection is discussed below.

3.5.1 Students' Writing

One of the valuable sources of information in qualitative research is a document (Creswell, 2008). The researcher could gain a lot of data from document available, which in this case are students' writing on their own blog.

In this study, the participants (students) were obliged to write a report text with free topics related to "technology" that consisted of first to final (third) drafts and publish them on their own blog as explained before in the procedure of students' writing. Students' writing took approximately three weeks in collecting the data to see the students' progress of writing improvement. The details of the schedule can be seen as follows.

Table 3.2
Writing Schedule

	April 29th 2018	May 8th 2018	May 14th 2018
Students	Publishing Draft 1	Publishing Draft 2	Publishing Final Draft

3.5.2 Interview

Another source of data to gather the information was through an interview. It was aimed to answer the second research question; to find out the students' responses towards the use of blog-mediated feedback in learning writing. Interview was employed to the participants (students) in the fifth and sixth meeting of the research. The open-ended and semi-structured interview was used because this research required a deeper and a lengthier response. In this study, in-depth interview was addressed to all the participants involved in this study.

The interview used Bahasa Indonesia in order to ease the participants to express their opinions and to avoid misunderstanding toward the questions of the interview. A voice recorder was used to record the conversation between participants and the researcher in order to acquire more reliable data. This interview was also conducted in an informal setting; hence the participants would be comfortable in answering some questions.

3.6 Data Analysis Techniques

In order to draw a conclusion, the researcher analyzed the data after the data have been gathered. The researcher employed descriptive manner since this study uses a qualitative method. Thus, the data collected from documents (students' writing) and interview that have been mentioned above were classified, organized, and interpreted.

3.6.1 Document Analysis

In order to look at the extent to which the use of blog-mediated feedback improves students' writing skills, the researcher attempted to read and comprehend each and every draft of the students published in their blogs. Each draft of students was assessed and analyzed by using ESL Composition Profile proposed by Jacobs *et al.* (1981) as cited in Hughes (2003).

Table 3.3
ESL Composition Profile (Jacobs *et al.*, 1981 in Hughes, 2003)

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing

	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i>
	13-10	FAIR TO POOR: limited range • frequent errors of word/ idiom form, choice, usage • <i>meaning confused or obscured</i>
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple construction • minor problems in complex constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17-11	FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>

	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • <i>meaning confused or obscured</i>
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • OR not enough to evaluate

Therefore, the students' writings were analyzed only in terms of the content, organization, language use, vocabulary, and mechanics based on the composition profile. The students' writing result functioned as the indicator of the writing improvement and the extent to which the use of blog-mediated feedback improves students' writing skills.

3.6.2 Data from Interview

The use of this instrument is to find out students' responses toward the use of blog-mediated feedback in learning writing. There are several stages in analyzing the data through the interview. The data collected from the interview were transcribed, categorized, and then analyzed to answer the second research question.

Firstly, the researcher transcribed the data based on the audio recording from a spoken interview into a written text, Secondly, the researcher determined which materials might be relevant to study and reduced inappropriate data. Lastly, the data were connected to the theories in order to address the research questions.

3.7 Concluding Remarks

This chapter has widely discussed a detailed research procedure applied in this study, including the research design, site and participant, time of the research, research procedures, data collection, and the data analysis techniques. Therefore, the next chapter will elaborate the findings and the discussions based on the results of the analysis of each source of data.