

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in conducting the research, in order to answer the research question which has been stated in chapter I. This chapter divided into five sub-chapter, those are research design, site and participant, data collection procedure, and data analysis.

3.1 Research Design

This study applied a case study since this study is meant to describe how peer feedback technique improves students' writing skills and discover students' perspective toward advantages and barriers during implementing peer feedback.

Case study approach is an approach to qualitative research that focuses on the study of a single person or entity using an extensive variety of data. Case study also believed as an appropriate way to answer research question in education (Suter, 2012,p.366). To add, the explanations the findings will be more informative although case study approach may conclude only a single case such as a person, classroom, or school.

The characteristics of case study are beneficial to help researcher reach the aims of the study which is to elaborate rich information of the use of peer feedback in students' perspective. The characteristics of case study which are describing, finding, and understanding the phenomenon (Patton, 2002) suit this study, and also the data collections consist of researchers as the main instrument, as participant observer and interviewer.

3.2 Site and Participant

This research was conducted in one Public Senior High School in Bandung, West Java. That school was chosen because the site was opened to conduct research and studies. Moreover, the school was also chosen as one of the first cluster schools

hence the students were cooperative as writing genre based text was not a new thing for them.

With regard to the participant, there was one class of tenth graders students. This class consists of 32 students, but only 28 students were involved in activity of giving and receiving feedback. In interview process, they were only 13 students were interviewed due to the time limitation. Researcher chose them as participants since in their level they had to learn narrative, in line with the text type that researcher used in the research.

3.3 Data Collection

In order to answer research questions toward the use of peer feedback in improving writing skills and students' responses toward the implementation of peer feedback, two instruments were used. Those two instruments are students' drafts and interview. Both of instruments have been through the validation process by a lecturer from the Study Program of English Education.

The role of researcher was as a pre-service teacher, observer, and interviewer. Before writing their drafts, students were taught about narrative text, how to do peer feedback, and the last one familiarized the rubric. Each meeting had three credit hours. Hence, the total research took nine credit hours. The highlight from data collection can be seen from the research schedule table below:

Table 1: *Research schedule*

No.	Date	Activities
1.	April 13 th , 2019	<ul style="list-style-type: none"> - Teacher introduced the topic - Teacher introduced peer feedback - Grouping - Teacher explained the rubrics - Students were brain-storming about the text

		they will make
		- Students made an outline about their text
2.	April 20 th , 2019	- Students made the first draft
		- Teacher guided students in making draft
3.	April 27 th , 2019	- The implementation of peer feedback
		- Students revised their draft
		- Students submit their draft
		- Administering interview

3.3.1 Students' Works

Since this study meant to investigate the use of peer feedback in writing skills, students were asked to make two drafts. Those two drafts were meant to compare their writings in pre-treatment and post-treatment, whether there is any improvement in their work. This activity done in classroom during teaching and learning process, hence researcher could guide students in making their draft.

Before making their own text, researcher as the teacher introduced the topic and how to do peer feedback to the students. Researcher also explained the rubric henceforth students understand the aspect that they need to assess from their friends' work. Once students were ready to do peer-feedback, teacher divided students into several groups. Each group consisted of five to six students. The aim of this activity was to let them discuss or brainstorm about the given material and to make their first writing draft. This activity also conducted to make it easier to ask feedback from their peers. Dividing students into several groups also could help students to search friends who want to give feedback on their work, because sometimes it is hard for students to find friends who are willing to give feedback on their draft (Kwon, 2014).

After grouping activity was done, researcher explained the rubrics to the students. The rubric was necessarily introduced to make students aware of the skills that being assessed. The rubric was adopting rubric from Lundstorm (2009) and The American Council of Foreign Language (2012). The rubric contained five

writing micro-skills that need to be assessed or reviewed by the students. Those five aspects are organization, development, cohesion, structure, and mechanics. Organizations means students need to assess the organization the of the text, development is how the supportive sentences support the main sentence, cohesion means the relationship among paragraphs, structure means that students need to assess the grammatical accuracy and organization of the text, meanwhile in mechanics, students need to assess the spelling, punctuation, and capitalization and other formatting. The rubric contained three levels on each criterion which describes students' writing ability. The levels were superior, advance, and intermediate.

In the process of giving feedback, students wrote their comments and suggestions on the Feedback Sheet. Feedback Sheet is a printed paper contains the criteria that they need to assess. The detail of Feedback Sheet is jotted down below.

Table 2: *Feedback Sheet*

Title:

Criteria	Comments
Organization	
Development	
Cohesion	
Structure	

Mechanics	

After making their own text, students were asked to give feedback on their friends in group's draft, therefore each students got four to five different feedbacks. When they already had feedbacks, they had to revise their story based on their friends' feedback. All of giving feedback activity was under guidance of pre service teacher. Researcher tends to use Face to Face Peer Review (FFPR) rather than the online review one because FFPR is way more efficient since they can ask and discuss the review directly (Ho, 2012).

3.3.2 Interviews

The interview process was conducted after students submit their final draft to the researcher. In this study, interview was conducted to figure out students' responses toward the advantages and disadvantages or barrier they felt during the implementation of peer feedback technique in their writing class. This activity also meant to seek students' opinion about their improvement in writing skills

The interview session was conducted during the teaching and learning process. In order to get a better result, this activity was conducted face to face and students were interviewed individually not in group, in sake to avoid them to copy their friends' answer. In the interview session, the researcher acted as the interviewer to know the students' responses. The process of interviewing students was audiotaped but still, researcher wrote down the students' answer. The gained data analyzed by descriptive analysis in order to describe information needed based on students' perspective. The set of questions is modifying the one made by Kwon (2014) and also Sackstein (2017). The whole process of interview was

using *Bahasa Indonesia* in order to make a better understanding to the students. The framework for interview session is listed below:

Table 3: Interview framework

Competences	Indicator
Students' perception	Recalling experiences writing assessment.
	Students' responses on writing skills are being assessed.
	Students' response of the implication of peer feedback.
	Students' choice in using peer feedback in writing class

The number of questions in every indicator is different, depends on the needs in each indicator. For the first indicator there were three questions, the questions were about their previous experience of using peer feedback, it once they ever experienced peer feedback, they were asked about how the activity going. The second indicator has three questions; the questions were digging up students' responses toward the micro skills they were assessed of. The third indicator were asking about students' opinions toward peer feedback; the advantages, disadvantages, and barriers they felt during the implementation. This indicator has four questions. For the last indicator, there was only one question. The question was asking about students' choice in the use of peer feedback, students need to elaborate the answer with the reasons. Therefore, the total numbers of questions in the interview process were eleven.

3.4 Data Analysis

Data analysis is important in any research. Since this study used a case study qualitative method, the findings were analyzed based on the experience in

teaching-learning activity and elaboration from the result of the data gathered during interview session.

The analysis for students' drafts was done after students submit their final draft. Students' first draft was compared to the final draft. This activity was aimed to give this study the extent to which aspect peer feedback helps student enhance their writing skills.

Students' answer through interview session were collected and explained through descriptive analysis. The data from interview was analyzed using descriptive analysis procedure adapted from Kwon (2014). First, data from the audio recording was transcribed into written form. Here, the questions were asked in Bahasa Indonesia in sake to avoid misunderstanding. This step helped the researcher to analyze the data easily. Second, the written data was interpreted and the result was explained in relation with the research questions and relevant literature of this study to answer the research questions. The data was interpreted to figure out students' response toward the implementation of peer feedback technique in writing classroom, and to find out students' thought about the aspect it affects. To add, students' comments toward the use of peer feedback were thematically coded to allow for a qualitative analysis.

3.5 Concluding Remarks

This chapter has presented the methodology in conducting the research and description of research procedure in order to find out the answer from research question stated in Chapter I. This chapter also has discussed several main parts of the study which are research design, site and participants, data collection, and data analysis technique.