

CHAPTER III

METHODOLOGY

3.1 Research Design

The research method for this study is a qualitative method. In this research, the focus is on knowing whether the use of the Kaizena application for giving teacher's corrective feedback can improve students' writing skills. Therefore, the reason behind the selection of qualitative is because the qualitative method is very helpful to study localized occurrences in the classroom and investigating reasons for learning (real-world setting) (Tomal, 2010). Besides that, the design of this research is a qualitative descriptive design. The purpose of a qualitative descriptive design is a comprehensive summarization, in everyday terms, of specific events experienced by individuals (Lambert & Lambert, 2012, p. 255). Furthermore, Lambert and Lambert (2012) also state that a qualitative descriptive design is very beneficial if the researcher wants to know, regarding the events, who were involved, what was involved, and where did things take place.

Hence, according to the aim of this study, a qualitative descriptive design was best suited for this study. The aim of this study is to identify whether the use of teacher's corrective feedback on the Kaizena application can improve students' writings. The data collected through the document analysis was used to answer whether the result of students' writings had improvements. Then, the data collected through the questionnaire and interview was intended to identify students' perceptions toward corrective feedback given on the Kaizena application. For these reasons, this study only needed and gathered qualitative data. Therefore, the researcher used the qualitative descriptive design for this research.

3.2 Site and Participants

The research site for this study was one of the senior high schools in Indonesia. For the participants of this study, it was a tenth grade students with a number of participants 25 students. The reason underlying the choice of tenth grade students was because English is one of the subjects learned in the tenth grade, and also one of the requirements to pass the subject is by making a text. According to Ministry of Education and Culture (2016), in Indonesia, for the tenth grade students, one of the basic competence is that they need to be able to write a narrative text by paying attention to the social function, the structure of the text, and linguistics elements correctly and in context. Since this study used narrative text, so the researcher considered to choose the tenth-grade students because they will study about the narrative text.

3.3 Data Collection Technique

The data collected in this study was through three techniques, there were document analysis, questionnaire, and the interview. The information about each data collection technique will be explained below.

3.3.1 Document Analysis

The first step is the document analysis. The document that will be analyzed for this research is obtained from students' writing. The students were asked to write a narrative text and upload it through the Kaizena application. Then, the teacher gave the feedback through the Kaizena application. In this study, the drafting process only carried out one time. Before the students upload the draft of narrative text, the researcher gave the explanation first about the narrative text. However, due to the Coronavirus pandemic, the teaching and learning activities were most likely online, and it also applied to this research because the researcher was also taking part as the teacher in this study. For that reason, all of the teaching and learning activities and also the process of collecting the data was done online.

After that, the students were given 1 week to write and upload the draft on the Kaizena application. Then, each student got feedback from the teacher through the Kaizena application, and they needed to revise it. Therefore, the drafting process was taken 2 weeks. The results of each student's draft became a document to be analyzed by the researcher. This document analysis used to answer the research question that is to know whether the use of teacher's corrective feedback on the Kaizena application can improve student's writing skills in narrative text.

3.3.2 Questionnaire

After getting the data needed from document analysis, then the second step was to spread the questionnaire. The questionnaire is intended to know students' perceptions toward the use of the Kaizena application. The questionnaire itself is adapted from Sulistianingsih (2017) and adjusted according to the context of this research. The questions were close-ended questions in the form of 4-point Likert scale. A Likert scale itself is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feeling about a particular issue (Nemoto & Beglar, 2014, p. 2).

The questionnaire was intended to be distributed to all 25 participants of this study. Therefore, the questionnaire was chosen to save time. It is in line with Gall et al (2003) who state the time in collecting the data through the questionnaire is much less. The result of the questionnaire was intended to see students' perception toward corrective feedback by using the Kaizena application. Thus, the questionnaire was designed in Bahasa Indonesia, so that the participants can fully understand the question and can answer optimally according to their experience. Moreover, the questions of the questionnaire were related to the difficulty that the students faced while using the Kaizena application, the advantages they got after using the Kaizena application, and their opinion about the use of the Kaizena application in the writing instruction.

3.3.3 Interview

The interview was conducted as a follow up from the questionnaire and used to strengthen the result of the questionnaire. The interview was chosen because it was beneficial to allow the researcher to engage in an in-depth discussion with the respondents (Tomal, 2010). Thus, once the questionnaire has done, then the researcher conducted the interview with six students to get a deeper and clearer explanation of the data about students' perceptions toward corrective feedback by using the Kaizena application. The interview question itself was the same with the questionnaire that was related to the difficulties that the students faced during using the Kaizena application, the advantages they got, and their opinion about the use of technology-mediated teacher's corrective feedback and the Kaizena application, since the data was used to strengthen the result of the questionnaire.

In choosing the students to be interviewed, the researcher used the purposive sampling strategy. Purposive sampling strategy is an intentional choice of participant due to the qualities the participant acquires (Etikan et al, 2016). Etikan et al (2016) further state that in purposive sampling strategy, the researcher can simply decide what is needed to be known and set out to find people who can and willing to give the information based on their knowledge or experience. Hence, the sampling chosen in this study was based on three criteria, which are two high achiever students, two average achiever students, and two low achiever students. Therefore, in this research, the total students that would be interviewed were six students.

3.4 Data Collecting Procedures

In conducting this study, there were several steps employed as follow:

1. Observing the participants of the study

The first step that the researcher did was observing the participants of the study. In deciding the suitable participant for this study, the researcher conducted the study on the tenth-grade student.

2. Teaching and learning process

The next step was the teaching and learning process. The researcher taught the student first about the narrative text so that the student can understand the narrative text. The process of teaching about the narrative text was held for two meetings. Then, in the third meeting, the researcher asked students to make a narrative text and also taught them about the Kaizena application (how to make an account, join a group class, and how to upload the file).

3. Students' documents collection

After the students were given the first writing assignment, then the researcher gave them one week to submit the assignment. After that, the teacher gave feedback on the Kaizena application, and also explained to the students about the feedback focus that they needed to fix, and also how to revise the text on the Kaizena application. Then, the students were given one week again to revise the text and upload it (the final draft) again on the Kaizena application.

4. Analyzing students' documents collection

The students' first draft was analyzed based on the feedback focus, and the researcher gave feedback to students' first drafts based on the feedback focus. After that, the students were asked to revise the text based on the feedback given and they needed to submit the final draft. In the end, the researcher counted the error found in students' first and final drafts in order to see how was the implementation of the Kaizena application.

5. Distributing the questionnaire

After analyzing students' document collection, the researcher spread the questionnaire to the student in order to know their perceptions.

6. Analyzing the result of the questionnaire

After that, the researcher analyzed the result of the questionnaire.

7. Conducting the interview

The next step was conducting the interview. The interview was conducted with six students, and it aimed to confirm and strengthen the data gained from the questionnaire.

8. Analyzing the result of the interview

After conducting the interview, then, the researcher transcribed the result one by one. It was used to strengthen the result of the questionnaire.

9. Presenting the result of the study

After all of the instruments were successfully conducted, the researcher compared the result of each instrument to be interpreted in a form of descriptive analysis.

3.5 Data Analysis

The data collected through the document analysis, questionnaire, and interview were analyzed by using descriptive analysis with the purpose to describe all of the data collected and explain it in the form of discussion.

3.5.1 Data from document analysis (students' writing)

For the document analysis, the result was analyzed qualitatively in two steps to see how students respond to the teacher's corrective feedback and also to see whether the students show any improvement or not in writing. After giving feedback to the students' writing, then, the first step was analyzing students' first draft. Then, the second step was analyzing students' final draft to identify how is the implementation of feedback on the Kaizena application.

3.5.2 Data from questionnaire

The result of the questionnaire was analyzed and described qualitatively by referring to the frequency or percentage result on Google Form to see how students' perceptions toward technology-mediated teacher's corrective feedback on the Kaizena application. Besides that, the percentage number of respondents will be converted with the criterion adapted from Pertiwi (2014, as cited in Sulistianingsih, 2017), as presented below.

Table 3. 1 Percentage of respondent criterion

No	R% (Percentage of respondent)	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

Moreover, as the researcher has mentioned previously, due to the Coronavirus pandemic, all the research process was done online and it also included the questionnaire. The questionnaire of this study was distributed online to the participants through Google Form.

3.5.3 Data from Interview

For the data from interview, the researcher transcribed it one by one. Then, the transcription of the interview was analyzed by the researcher to strengthen the data gained from the document analysis (students' writing) and also the data from the questionnaire about the difficulties that the students faced during using the Kaizena application, the advantages they got, and their opinion about the use of technology-mediated teacher's corrective feedback and the Kaizena application

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NARRATIVE TEXT*

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