

CHAPTER III

RESEARCH METHOD

In this chapter focuses on methodological research about analysis teacher's written feedback at State Junior High School 2 Kubung, that concern about research design, respondent, location, instrumentation, technique of data collection, and technique of data analysis.

A. Research Design

This research is a descriptive qualitative research. According to Creswell (2009:4) Qualitative research is a means for exploring and understanding the meaning of individuals or groups describe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the data.

According to Gay and Airasian (2000:275), a descriptive study determines and describes the way things are. The descriptive method is useful for investigating a variety of education problems and issues. Typical descriptive studies are concerned.

The design of this research is descriptive. Gay and Airasian(2000:275) said that typical descriptive research also called survey research. This research determines and describes the way things are. It is concerned with the assessment of attitudes, opinions, demographic information, condition and procedures. Descriptive research also called

qualitative research. In this research the researcher will describe: the components of writing that the teacher addressed in her feedback and students' response to the teacher feedback in students' writing assignment at state junior high school 2 Kubung.

B. Respondent of the Research

The respondent of this research were the English teacher and the first year students of Junior High School 2Kubung enrolled in the year 2018/2019. According to Arikunto (2006: 99) respondent is person that can give answer or investigated about variable. They were choosing as respondent of the research because they have learned about the descriptive texts. Therefore, they were assumed to able to write descriptivetext.

There were five classes of first year of juniorhighschool2Kubung. Total numbers of the students from the five classes were 125 students. All of students were treated similarly in learning English; they have some books and material.

Table 3.1 Population of Class VIII Junior High School 2Kubung

Class	Total of Students
VIII A	25 Students
VIII B	25 Students
VIII C	26 Students
VIII D	24 Students
VIII E	25 Students
Total	125 Students

Arikunto (2006:120) stated that the big population or more than 100 subject, require the sample for at least 10 % - 15 % or 20% - 25% of the population. Researcher takes 20% of population or 25 students. The researcher used simple random sampling in order to get the data. According to Arikunto (2006:135), simple random sampling means that the sample of the population was taken by lottery. Practically, separate slips of paper used to select the sample. The procedures were; firstly, all the students of the classes were identified. Next, the researcher had taken several pieces of paper then slips up those papers into 125 parts to student's number. After that, the researcher numbered all parts of the paper count from 1-125. Last, one by one the slips of paper were picked up by the researcher while closing their eyes until the students got as the sample of the research. This table below describes the amount of students for each class.

Table 3.2 Respondent of the Research

No	Class	Amount of Students
1	VIII A	5 Students
2	VIII B	5 Students
4	VIII C	5 Students
5	VIII D	5 Students
6	VIII E	5 Students
Total		25 Students

C. Place and Time of Research

This research was held at Class Eight of Junior High School 2 Kubung on academic year 2018/2019 at first semester. Which is located on Koto Baru, KabupatenSolok. It was conducted in August 2018.

D. Instrument

The instruments of this study are writing has correction by teacher, and interview. Gay (1987) says that the more instruments someone using, the better result he or she finds.

1. Document analysis

Its means that, the researcher used product of students' writing assignment to know about what feedback and components of writing that used by teacher correct in students writing.

2. Interview

Interview is a process to get information to study with question-answer while face to face between interviewer and respondent. There are some advantages of this instrument, such as: (1) the answers get from respondent are relatively high for the research, (2) the writer can give a further explanation, if the respondents get difficulties to answer the unclear question, (3) the writer can control respondents answer thoroughly by watching the emergence. Interview: used to know teacher's feedback at grade eighth of junior high school 2 Kubung. The writer interviewed English teacher.

Table 3.3 Blue print of interview**Guidance of Interview**

Time of interview :
 Day/Date :
 Place :
 Interviewer :
 Interviewee :

1. Does the teacher give feedback on students' writing after they have completed their writing assignments?
2. What form of feedback is given by the teacher to students, explain!
3. Explain components of writing was corrected by the teacher in students' writing,!
4. What the teacher focuses on correcting students' writing?
5. Why does the teacher focus on that?
6. How does the teacher give value to students' writing?
7. Does the student understand the feedback given by the teacher?
8. Does the teacher's way of giving feedback affects the writing of students and helps students in writing, explain!
9. What is the difficulty of the teacher in giving feedback on students writing, explain!
10. How students receive the type of feedback provided by the teacher and how they respond?
11. Do students could pay attention to the things corrected by the teacher?
12. Is by giving written feedback this has the advantage of teaching English?
13. What are the advantages of giving this feedback both for teachers and students, explain!

3. Questionnaire

The students also give questionnaire to identifying students' opinions on various aspects of feedback provided them in their writing classes. Those were always, often, sometimes, rarely and never. In this research, the researcher analyzed the students' response on teacher feedback by using the indicator and criteria of scoring writing based on Jacob (1981:90), Such as content, organization, vocabulary, language use and mechanic.

Table 3.4 Blueprint of Questionnaire

No	Students response	Indicators	Items	Total
1	Type of feedback students prefer	Teacher's feedback in writing components	1, 2, 3, 4, 5, 6,	7
		Teacher's feedback by underlining	8, 9	2
		Teacher feedback by underlining with description	10	1
		Teacher feedback with description	11	1
2	Feedback effect on language improvement	Feedback influence related to the writing component on language improvement	12, 13, 14, 15, 16, 17, 18	7
		there is no useful feedback for language improvement	19	1
3	Students' feelings	Negative feelings	20, 21, 22, 23	4

	when receiving feedback	toward receiving feedback		
		Positive feelings toward receiving feedback	24, 25	2
4	Students' action initiation time upon receiving feedback	Positive action after receiving feedback	26	1
		Negative action after receiving feedback	27	1
Total				27

E. Technique of Data Collection

The data of this research comes from the teacher's feedback in students' writing tasks. There are some steps follow in collecting the data. First, the researcher was collected the writing assignments that have been given feedback by the teacher. Second, the researcher was interviewed the English teacher to gain information about teacher's feedback. Third, the researcher was collected the questionnaire.

F. Technique of Data Analysis

Creswell (2009:84) stated that the following drawn from my own thoughts, it is an ongoing process involving continual reflection about the data, asking analytic question and writing memos throughout the study. The qualitative data analysis was conducted concurrently with gathering data, making interpretations, and writing reports.

Analysis data in research qualitative there is two: first, field analysis that is conducted by the writer during data collecting. Secondly, analysis the data after collected. Activity during the data collecting was taking students' data document analysis paragraph writing and interviewed of English teacher.

After collecting the data, the writer analyzed document of students writing by several steps below:

1. Collecting the teacher's feedback
2. Analyzed teacher feedback on students' writing
3. Interviewed English teacher and guided line of interview
4. Used recording/notebook
5. Analyzed students' response by using questionnaire
6. Relating to the theory
7. concluding

