CHAPTER III

RESEARCH METHOD

A. Research Type

This research was descriptive qualitative research. Descriptive study is a research method that is designated to describe the phenomena that exist or occur at this time (Cresswell, 2012: 5). The researcher applied this type of research because it was aimed to describe the type of feedback is mostly teacher used in students writing and to find out how does teacher correct students' writing task in writing at State Junior High School 1 Danau Kembar.

B. Place and Time of the Research

This research had been conducted in State Junior High School 1 Danau Kembar, Simpang Tanjung Nan IV, which is located on Danau Kembar, Kabupaten Solok. It was conducted in July 2018.

C. Respondent of the Research

The participant of this research was the English teacher at State Junior High School 1 Danau Kembar. The following table is the English teachers who taught at State Junior High School 1 Danau Kembar.

Table 3.1. The Total of English Teachers at SMPN 1 Danau Kembar

NO	Teacher	Graduate From	Status	Teach in Class
1	Anne Fitria, S.Pd	UBH	Civil Servant	VIII
2	Dra. Erwita	Ummi	Civil Servant	IX

Based on the table above, they were some teachers who taught at this school and there was one teacher taught at class VIII and the researcher focus on English teacher who taught at State Junior High School 1 Danau Kembar. This research also involved the students of class VIII and IX.

Table 3.2. The population of Class VIII at SMPN 1 Danau Kembar

NO	Class	Total
1	VIII^A	**35**
2	VIII^B	**35**
3	VIII^C	**36**
Total		**106**

Source: English Teacher's Class VIII

Table 3.3. The population of Class IX at SMPN 1 Danau Kembar

NO	Class	Total
1	IX^A	**35**
2	IX^B	**33**
3	IX^C	**36**
Total		**104**

Source: English Teacher's Class IX

In choosing the sample, the researcher used simple random sampling. Gay (2000: 123) random sampling is the process of selecting a sample in such a way that all individual in the define population has an equal and independent change of being select for the sample. The researcher used the students' writing task to select the sample. The procedures are: firstly, the researcher collects the task of writing students who have been given feedback from teachers. Next, the researcher takes 30 sheets of students writing task each the class as the sample.

D. Instrument of the Research

The instrument of this research was the questionnaire and document analysis. The questionnaire used to describe the types of teacher feedback. Meanwhile, document analysis used to find out how does teacher correct students' writing task

E. Technique of Data Collection

The researcher used two techniques in data collection: questionnaire and document analysis.

1. Questionnaire

    The questionnaire is the form uses in a survey design that participant in the study to complete and to return of research. A questionnaire is a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents. The researcher uses the questionnaire to describe the type of teacher feedback. In this research, the researcher uses open-ended questions; open-ended questions are questions that encourage people to talk about whatever is important to them. They help to establish rapport, gather information, and increase understanding. They are the opposite of closed-ended questions that typically require a simple, brief response such as "yes "or "no.". Open-ended questions are more suitable than closed-ended questions for measuring knowledge because they not only minimize the likelihood that respondents will try to

guess the right answer but also often yield more reliable and valid information (Zull: 2016)

2. Document Analysis

Document Analysis is a form of qualitative research in which document is interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009) in Triad. document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge In this research, document analysis was students' writing. Documents that may be used for systematic evaluation as part of a study take a variety of forms. They include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers (clippings/articles); press releases; program proposals, application forms, and summaries; radio and television program scripts; organizational or institutional reports; survey data; and various public records. Scrapbooks and photo albums can also furnish documentary material for research purposes. These types of documents are found in libraries, newspaper archives, historical society offices, and organizational or institutional files. The researcher used document analysis to find out how does teacher correct students' writing task.

Table 3.4. Blue Print of Questionnaire

Category	Types	Indicators	Item	Total
Types of Written Corrective Feedback	1. Direct Written Corrective Feedback	Providing the correct answer directly	1,2	2
		Inserting a missing word	3	1
		Crossing out the word	4	1
		Changing the word	5	1
		Writing the correct form near to the error form	6	1
	2. Indirect Written Corrective Feedback	Does not provide the correct answer directly	7,8	2
		Underlining	9	1
		Circling error without providing the correct form	10	1
		Question Mark without providing the correct form	11	1
	3. Metalinguistic Written Corrective Feedback	Code	12,13	2
		Types of code	14	1
		Code and answer	15,16	2
	4. Focused VS Unfocused Written Corrective Feedback	• Correcting all errors	17,18	2
		• Correcting some errors	19,20,21	3
	5. Electronic Written Corrective Feedback	Web correction	22	1
		Software Program	25	1
	6. Reformulation Written Corrective Feedback	Reworking the correct text with own language	27,28	2
		Revising	29,30	2
Total				**27**

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 the analytic question and writing memos throughout the study. The qualitative data analytic was conducted concurrently with gathering data, making interpretations, and writing report.

Analysis data in research qualitative there two: first, field analysis that is conducted by the writer during data collection. Secondly, analyses the data after collect it. Activity during the data collecting was giving the questionnaire to the teacher and taking students' writing task who given feedback from the teacher.

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

1. Give a questionnaire to the teacher
2. Analyze teacher feedback on students' writing
3. Collecting the teacher's feedback
4. Analyze how teacher correct students' writing task
5. Relating to the theory
6. Concluding