

CHAPTER III

RESEARCH METHOD

In this chapter the researcher describes the method that is used to conduct the study. The researcher describes the research design, the subjects, data collection technique, and data analysis technique.

3.1 Research Design

Research design is the important thing to conduct the research. It will help the researcher to find out the problem and show how the study solved. As stated by Ary (2002:426) research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its natural setting.

Since research is an approach to obtain the answer from a certain question, research design must appropriate with the research question. In this study, the research questions are formulated in the first chapter. In order to find out the answers of those questions the researcher uses descriptive qualitative method. As stated by Mc Millan (1992 : 9) qualitative research stresses a phenomenological model or focuses on understanding and meaning through verbal narratives and observations rather than through numbers. This type of research emphasizes natural setting, understanding of a natural phenomenon.

The descriptive qualitative deals with the data that are in the form of words rather than numbers and statistic. As stated by Best (1981: 156) Qualitative studies are those in which the descriptive of observations is not ordinarily expressed in quantitative terms. It is not suggested that numerical measures are never used, but that other means of description are emphasized. The goal of this research is to generate theory of corrective feedback in teaching writing.

3.2 Subject of the Study

This study was conducted at Senior High Schools. It was because in Senior High School the students have good ability in writing especially for narrative writing. To choose the school, the researcher made criteria. The criteria were:

1. The school has been established minimal since 15 years ago.
2. The school should get A for accreditation.
3. The school obligates the English teacher to develop the syllabus.
4. The school obligates the English teacher to teach narrative writing to the students of tenth grade.
5. The school allows the English teacher to use Teacher Corrective Feedback technique in teaching writing.

After making the criteria above, the researcher began the research by looking for the school which is fulfilled the criteria. From four schools which the researcher visited, finally the researcher chose two schools which have fulfilled the criteria. They were MA YASMU (Yayasan Mu'allimin Mu'allimat) Manyar and SMA YASMU (Yayasan Mu'allimin Mu'allimat) Manyar. They are located on Kyai Sahlan street 1 number 24 Manyarejo Manyar Gresik.

The subjects of the study were the teachers and the students. It is because the purpose of the study are to know how the teacher implements teacher corrective feedback technique to improve the students' ability in writing narrative text and the problem faced by the teacher in the classroom also the students' responses of corrective feedback in their writing.

To choose the subject of this study, first, the questionnaire was given to eight teachers, and then the researcher took two of them who fulfilled the criteria.

The criteria were:

1. The teacher has been graduated from S1 English department of the faculty of teacher training and education.
2. The teacher has experienced minimal 6 years in teaching English or has been certificated.
3. The teacher teaches the students in the tenth grade.
4. The teacher teaches narrative writing as the part of teaching English.
5. The teacher uses teacher corrective feedback technique in teaching narrative writing.
6. The teacher has implemented teacher corrective feedback in teaching writing minimal 3 years.

After making the criteria for the teacher and distributing the questionnaire to the teachers, the researcher found that a teacher from MA Yasmu Manyar and a teacher from SMA YASMU Manyar have fulfilled the criteria and available to be the subject of this study.

For the second subject of this study, that was students, the researcher just takes the students who are taught by the teacher who fulfilled those criteria above. The students will be interviewed by the researcher about their responses toward the implementation of teacher corrective feedback. There are 25 students from

MA YASMU Manyar, it consists of 4 boys and 21 girls. Besides, there are 27 students from SMA YASMU Manyar, it consists of 12 boys and 15 girls.

3.3 Data Collection

In conducting this study, the researcher collects the data through interview, observation and documentation. Below are several steps to collect the data:

3.3.1 Interview technique

Interview is an important tool in this study. According to Best (1981: 164) the interview is, in a sense, an oral questionnaire which the subject or interviewee gives the needed information verbally in a face to face relationship. The purpose of the interview is to collect the data from the participant's experiences. Frankel and Norman E. Wallen (2006:120) said that interviews are conducted orally, and the answer to the questions are recorded by the writer. Here, the researcher interviews the teacher to know what the problems faced by the teacher implements corrective feedback in the class are. The researcher also interviews the students to know the responds of the students toward teacher corrective feedback in their writing.

According to Ary (2002:434), there are three types of interview, first is structure interview. The structured interview follows the extent to which the question to be asked are developed prior to interview. The unstructured interview is where the questions arise from the situation. The last is semi structured

interview, which the interviewer has more freedom to pursue hunches and can improvise the questions.

In this study the researcher used both of the structured interview and unstructured interview. For the structured interview, the researcher asked some questions to the teacher and the students regarding to teacher corrective feedback and records the answers. For the unstructured interview, the researcher asked some questions that arise from the situation in the class to the teacher and the students. It was not recorded by the researcher. Based on Ary (1990:418) the interviewer has the opportunity to observe the subject and the total situation in which he or she is responding. The interviewer can press for additional information when a response seems incomplete or not completely relevant.

Here, the researcher interviewed the teachers to get specific data related to the problem faced by the teacher in implements teacher corrective feedback in students' writing. The researcher also took 5 students randomly from each school as the representative to be interviewed related to the students' responses toward the implementation of teacher corrective feedback in their writing.

3.3.2 Observation Technique

To get specific data the researcher used observation technique. It was used to observe how the teacher implements teacher corrective feedback in the class. The researcher used video recorder during teaching process in the class to get the data and information. "If it does distract or create a barrier between observer and those observed, simultaneous recording of observation is recommended" (Best, 1981:161).

Since a basic competence of evaluating students' narrative writing using teacher corrective feedback technique usually is implemented on two or three meetings, so the researcher recorded the teaching process for two or three meetings. It depended on the teacher and the students to finish the basic competence target. This video record would be interpreted in such kind of verbal narrative account. It would be explained more detail in the next section, which is data analysis.

3.3.3 Documentation Technique

The next data collection technique is by studying the document. Here, the researcher would study the documents such as lesson plan and student's textbook. The researcher would also take some copies of the examples of students' writing. There are two kinds of students' writing, first is the students' writing complete with the correction from the teacher, and the second is the final copy of the students' writing that have been revised by the students. These documents would be very helpful for the researcher to know the students' responses toward teacher corrective feedback technique and also how the teacher gives correction to the students' writing.

3.4 Data Analysis

In this study, the researcher used three steps to analyze the data which consist of data reduction, data display and drawing conclusion. It is supported by Miles and Huberman (1994 : 10) "We define analysis as consisting of three current flows of activities; data reduction, data display, and conclusion

drawing/verification”. The researcher explores each data analysis step in more as the proceeds below.

3.4.1 Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcription. By data reduction we do not necessarily mean quantification. Qualitative data can be reduced and transformed in many ways through selection, through summary or paraphrase, through being subsumed in large patterns, and so on. Other instances of data reduction would occur during the coding of now data and reporting.

In this step of data analysis, first, the video of the teaching learning process that has been taken from observation by the researcher would be transformed into a kind of verbal narrative account. It is such kind of transcription of the video. Next, the researcher selected the data from the video that has been transformed into a kind of verbal narrative account. Select here means filtering the data, which one is related with the implementation of teacher corrective feedback and which one is not. So, in this study the researcher takes the data which is related with teacher corrective feedback only.

3.4.2 Data Display

The first data display came from the video. After reducing the data, the researcher would display the data. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Here, the researcher displayed the data by explaining each part of the data in

detail. Not only explaining, the researcher also gave the meaning of each part of the data so the data will be very clear and easily understood. So from this data display, the researcher would be closer with conclusion drawing.

The second data display came from the interview with the teacher and the students. After recording the interview with the teacher and the students in data collection, here the record would be transcribed. Extended text was used to display the data from interview transcription in order to understand clearly by the readers. The goal of displaying the transcription of the interview with the teacher is to know the reason of the teacher implements the teacher corrective feedback in teaching narrative writing and also to know the problems faced by the teacher in implementing this technique clearly. Besides, displaying the transcription of the interview with the students is in order to know the responses of the students toward the implementation of teacher corrective feedback in their narrative writing.

3.4.3 Drawing Conclusion

The last step in analyzing data is drawing conclusion. The researcher did the first analysis from the data display of the video. The purpose is to give clear description of how the teacher implemented corrective feedback in teaching narrative writing.

The second analysis which did by the researcher is from interview transcription. The conclusion from teacher interview result gave clear understanding about the implementation teacher corrective feedback had implemented in the class, the teacher's problems and the teachers copes the

problem. Moreover, the conclusion from students interview result gave clear understanding about the students' responses towards the implementation of teacher corrective feedback in their narrative writing.

The data from two researcher tools analyze by the fact and the researcher's interpretation. The two tools that the writer used in conducting this research would answer all the research questions, find the conclusion, and formulate them into the finding of discussion.