

## CHAPTER III

### METHODOLOGY

This chapter will present the methodology used in this study. It consists of research design, setting, population and participant selection, instrumentation of the study, data collection and data analysis.

#### 1.1 Research Design

This study use qualitative method, which is a method that describes the information as it is in accordance with the variable under the study (Jackson, Drummond & Camara, 2007). The research design applied in this study is Case study. The researcher decides to apply case study because this research will only focus on several participants in the classroom of writing and need a deep investigation to gain better outcomes. This study focus on how Grammarly raises students' metalinguistic awareness in L2 Writing within the boundary system on setting of A Class in the third semester of English Education Department at IAIN Kendari.

#### 1.2 Settings

This study conducted at IAIN Kendari. The participants of this study are English education department students in the third semester of academic year 2019/2020 academic year. The researcher of this study being helped by the competence lecturer of writing subject in collecting the data.

### **1.3 Population and Participant selection**

In the preliminary data, there are 24 active students out of 30 from A class in the third semester that have been the participants of this study. They are majoring in English Education Department which consists of four males and 16 females. They all about 18 and 19 years old. They are part of the students in the writing class. There are 24 students in that writing class, but four others are not students of the academic year 2018. They are from the 2015 /2016 students of the academic year so that they are excluded from this study.

The selection of participant based on their experience of utilizing Grammarly in writing progress. They have been accessing Grammarly since the second semester in Writing II subject. As a consequence they are accustomed to utilize this grammar checker application. Some of them access it through mobile phones and others use laptops.

### **3.4 Data Collection**

The data of this study collected from Writing II class, where the students were commanded to write a descriptive paragraph as the first draft and checking their draft through Grammarly to see how it detect the mistake in students' written. After correcting the draft by assisting of Grammarly repeatedly, students would be dividing several questions. There were students' reflections concerning their experience in utilizing Grammarly.

When all the data above have been organized well, there were sheets of the questionnaire that administered by the researcher in order to gain students' insight concerning utilizing Grammarly either briefly or in detail.

### 3.5 Instrumentation

The data of this study collected using three instruments. The first instrument is the students' document. There are two kinds of documents; 1) students' document that contains some drafts that have been corrected by Grammarly application to see how does it detect the mistake in students' written. 2) Students' document that contains students' reflection concerning their experiences of utilizing Grammarly in writing process.

Reflection guideline for the use of Grammarly adopted from the competence lecturer in its sphere. Students' reflection is an important part to know how extend does Grammarly helps the students in their writing. Written reflection can serve as a beneficial learning tool for gaining reflective experiences (Amulia, 2004) from the students' angle and serve the educators by in that way supporting more efficient pedagogical practices not only in general education but also in the context of the language classroom.

The last instrument is a Questionnaire. A questionnaire enables data to be collected in a standardized way so that the data are internally consistent and coherent for analysis (Roopa & Rani, 2012). The question was adapted from the reflection of guideline but it more in-depth. It consists of 19 questions that divided into two sections both are open-ended question and close-ended question. The questionnaire would be administered through an online platform, Google form. The link of the questionnaire would be shared in whatsapp group of participants so that the students can access by clicking the link and fill the answer.

There would be students' individual responses and concise responses. In concise responses, Google form had calculated the final result of the

questionnaire. Some of the questions will only be considered as base information to know students' background knowledge and others interest will be calculation in the finding of the study and only five questions will be explain in the finding.

### **3.6 Data Analysis**

The gathered students' documents, particularly students' reflection and open-ended questions from the questionnaire that contains students' answers concerning their experiences on utilizing Grammarly highlighted, collated and analyzed through coding and categorizing it in similar meaning. These two ways of analyzing are also proposed by Sadoski and Paivio (2001 ) in which cognition in writing consists of the activity of two coding systems of mental representation, one system specialized for language and one system specialized for dealing with non-verbal objects and events. The researcher used pattern coding in analyzing data which is explained by saldana (2013) that pattern coding method suggested to the researcher who need more exploration of participant actions/ processes and perceptions found within the data.

The result was calculated into percent neither the result of the open-ended question in the questionnaire. Regarding close-ended questionnaire used likert scale in which, a research scale used to measure attitudes and opinions. The respondents were asked to complete a questionnaire that required them to indicate their level of agreement with a series of questions. The level of agreement referred in to this likert scale consists of five choices of scales such as agree, strongly agree, disagree, strongly disagree and neutral.

The result was calculated into percent neither the result of the open-ended question in the questionnaire. Both were explained through the graphs and documented in the transcript text in order to find various students' opinions in utilizing Grammarly.

