

CHAPTER III

METHODOLOGY

This chapter presents the research paradigm and approach utilized in the conduct of this study by discussing the methodology and the context in which the study took place. This chapter begins with a discussion of research design, elaboration of the teacher education setting as well as the teaching field setting, justification for the participants' selection, restatement of the research questions, and discussion of data collection methods, and elaboration of data analysis relative to the instruments used. This chapter ends with the trustworthiness issue.

3.1. Research Design

The researcher used qualitative study design which mainly aimed to analyze the students' perception of the use of direct written corrective feedback in L2 writing at X AGAMA MAN 1 KONSEL in the academic year 2019/2020. (Maxwell, 2008) states that Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher built a complex, holistic picture, analyzes words, reports detailed views of informants, and conducted the study in a natural setting. After a preliminary question has been formulated and resources identified and secured, the design can be likened to an abstract drawing. It has taken shape without particular individuals, groups, organizations, or sites (i.e. the social and physical settings where "subjects" or "cases" are located) in mind.

3.2. Setting and Context

This study was conducted at class X Agama MAN 1 KONSEL for 4 weeks. It was started during the second semester of academic year 2019/2020. The reason why the researcher chose this class as the setting of the study because the students of this class when they were given feedback on their assignment in oral feedback they paid less attention. The use of direct written corrective feedback as a method hope could help to improve students writing

3.3. Participant selection

The participants of this study were the students of class X AGAMA MAN 1 KONSEL. The total numbers of students in this classroom were 34 students that consisted of 18 female students and 8 male students. But in this study, the researcher just took 17 students as the participants of the research because in the last two meetings must be changed to online classes because schools were recommended from home because the government has the coronavirus or commonly called COVID-19. The 17 students were chosen because they were active students and had a WhatsApp application so that only those writers could reach out for the sustainability of the study even though in online classes they were enthusiastic in learning and received direct written corrective feedback and also the reason why the researcher opted for the students based on their knowledge to understand the instruction when studying English and there participated in the learning process during the research. Besides, this class was chosen because the students were not enthusiastic to study English. Some of the students did not participate in the class fully they went outside the class if the English lesson started.

3.4. Instrumentation

An instrument is a tool that is required to get information. Gay and Airasian (2000) stated that an instrument is a tool that is used in collecting data. The data for the study were collected using three instruments: teaching, observation and students' reflection.

A. Teaching

Teaching is one of the instruments that researchers used in collecting data in this research. In teaching, researchers prepared syllabus and lesson plans as a reference for teaching as well as media such as pictures and flashcards as well as other supporting tools needed in teaching. The main material that researchers used to support research is Recount text. Researchers also tucked the game in between teaching so students did not get bored with ongoing learning. For recount text material researchers asked them to write down their experiences and then provided them with direct corrective feedback to correct their writing.

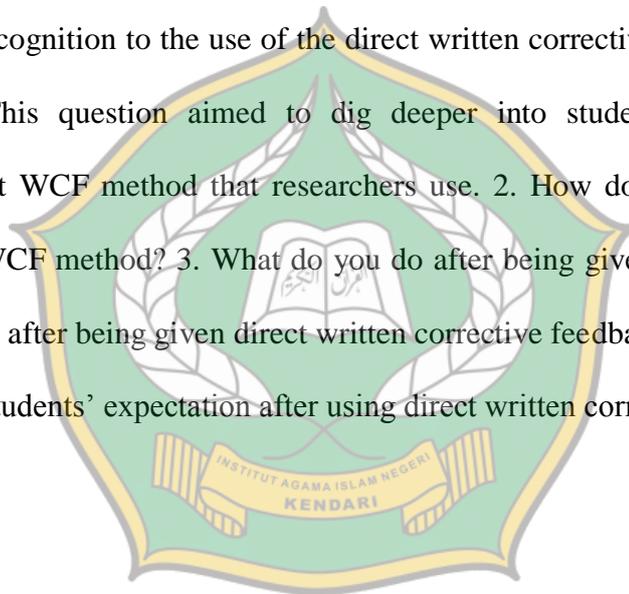
B. Observation

The researcher observed the classroom by looking at the students' activity while throughout the teaching and learning process. In observation, the researcher recorded the students' activity during the lesson. After that, the researcher took note of the students' activity in the classroom. The observation exhibited the first condition and situation from the students in the classroom when they were learning with their English teacher. The researcher did the observation from the first meeting until the fourth meeting. The researchers opted for this instrument because it can help the researcher to analyze and observe the class

atmosphere and can see directly the students' attitude after they were given direct written corrective feedback.

C. Students Reflection

Reflections were shared with students at the end of the meeting online in the Google Reflection Form format. In this reflection, there were 4 questions used to know students' cognitive attitudes on the use of direct written corrective feedback. The 4 types of questions include 1. What is your cognition to the use of the direct written corrective feedback method in learning English? This question aimed to dig deeper into students' responses and perceptions of the direct WCF method that researchers use. 2. How do students feel after being given the direct WCF method? 3. What do you do after being given feedback and the fourth is how you expect after being given direct written corrective feedback? The 4th question aimed to find out what students' expectation after using direct written corrective feedback.

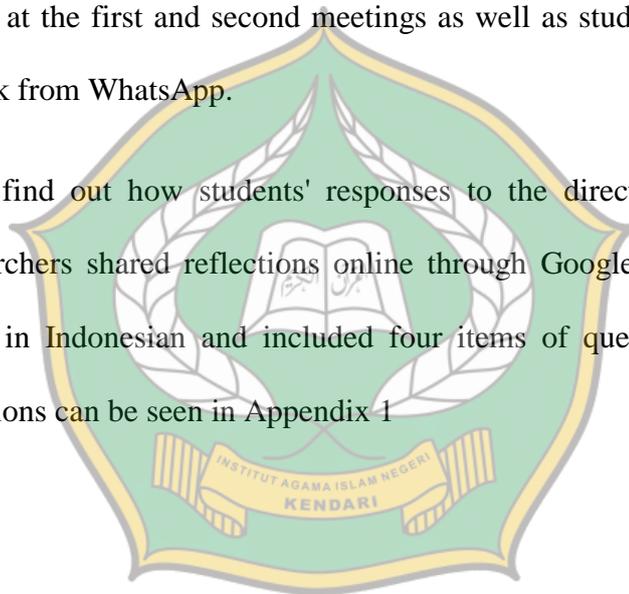


3.5. Data Collection

The data were collected from three instruments: teaching, observation, and students' reflection. Researchers used teaching to support the course of research and collected data then observed video recordings of teaching to monitor student activities in the classroom also administered reflections to students to see how students' attitudes towards the application of the method of direct written corrective feedback in learning English.

The first step that researcher did before teaching was to ask permission from the teacher in the field of English study to teach in class. In addition, researcher asked for help from other researchers to record learning activities. The purpose of researcher teaching in the classroom was to determine students' reactions when they were given direct written corrective feedback method on their assignments both in groups and individual. Not only in formal classes the researchers also conduct online learning via WhatsApp giving the member material the task of recount text then the researcher corrected and gave back to students until their writing can be readable. After that, the researchers observed how students reacted through video recording at the first and second meetings as well as student responses when they were given feedback from WhatsApp.

Furthermore, to find out how students' responses to the direct written corrective feedback method, researchers shared reflections online through Google forms to students. Reflections were given in Indonesian and included four items of questions that students answered freely. Reflections can be seen in Appendix 1



3.6 Data Analysis

In analyzing the data, this study used steps proposed by Creswell which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description.

The first step was collecting the data through observation to find out how students' attitudes when given direct written corrective feedback and spread reflections to students. The second was the researcher prepared data that had been collected from video record observations for later analysis researchers. The third was the researcher analyzed the data from reflections that students have sent then sorted out the answers and entered the data in Microsoft Excel.

Next, the researcher sorted out the answers that best answer the reflection questions and then categorized the students' answers for each item of reflection. The final step was to accumulate students' answers to each reflection question and then presented them in the form of diagrams. The presentation in diagram form was interpreted to know how students' cognitive attitudes on the use of direct written corrective feedback.

