CHAPTER III

METHODOLOGY

A. Design of the study

The design of the study is descriptive qualitative research. The data obtained because it used to find out what extent teacher corrective feedback can improve student writing skill in English whereit involves describing and interpreting the nature and incidence [29] as it exist at the time of study at SMK Negeri 1 Kendari.

B. Setting and Context

The setting of this research was conducted at SMKN 1 Kendari in Accountancy class where the students of this had different abilities in writing. There were high medium and low writing abilities. During the study, the students were asked to write three times about their narrative story that they had read before.Before begin to write narrative text, the students were asked to read and understanding their narrative story that they brought. Besides that, the teacher gave the students some instructions and guidelines how to do in writing.

C. Participants

The subjects of this study were students of SMKN 1 Kendari who were registered in academic year 2019. Following this further, the researcher chose the students at first grade of A1 as the object of the research because during learning

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[29]Ary, D., Jacobs. L. C., & Sorensen, C. *Introduction to Research in Education (8th ed).*California: Wadsworth. 2010. p. 453

the researcher found that some of the students have problem in writing skill. There are 10 participants in the class, 10 female and 0 male.

D. Instrument of The Study

Instrument that used in this research was students' document. Students were asked to write narative text three times treatment about the same type (folktale) and have a goal to know and to identify the errors making by the students in the use of generic strucutre and language features (specific character, past tense, adverb of time, time conjunction and direct speech).

E. Techniques of Collecting Data

In collecting the data, the writer used student document. Before begin to write narrative text, the teacher gave the students the instruction and guidelines how to do in writing. This study conducted is about three times. The first draft, the teacher asked the student to write a type of narrative about folktale from each from each region in Bahasa Indonesia. Then, the teacher collected and corrected each of incorrect the generic structure of the text (orientation, complication, sequence of event, resolution and coda). The second draft, the teacher gave back the students'writing at the first test and gave them instruction to re-write their writing in English. Here the teacher corrected each of incorrect the language features (specific character, past tense, adverb of time, time conjunction and direct speech) and generic structure. Then, the teacher collected and gave the students' writing correction. The third draft, the teacher gave back the students' writing at the first and second and gave them same instruction to re-write their writing. Then, the teacher collected and corrected the students' writing.

F. Techniques of Data Analysis

In this study, the researcher enrich the data through students' document. After the data is collected, the researcher analyze them through the following steps:

1. Data reducing. This part of analysis the data in which, it is the process of selecting, focusing, simplyfing, and abstracting the raw data.

2. Data display. This is the second major of analysis activity. It is the process organize the collection of information that permits drawing conclusion. Display can take the form of graph, table, and so on.

3. Conclusion. This is the process to conclude the result of data collection.

4. Describing the Frequency of Errors

   The next step after identifying and classifying students' error is describing the frequency of errors based on the result of computation. [30]

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[30]Matthew B. Miles, and A. Michael Huberman, *"Quallitative Data Analysis"*, America: SAGE Publication Inch, 1994, p. 10-11