CHAPTER III

METHODOLOGY

This chapter presents the methodology of the study which divided into following section; research design, setting, data collection, observation, reflective journal, and data analysis.

A. Research Design

The writer uses qualitative method in this research, which emphasized to describe about the analysis of student perceptions through teacher response on EFL Writing. Qualitative research referred to as a type of research whose findings were not obtained through statistical procedures or other forms of calculation. Besides qualitative research as any investigation which does not make use of statistical procedures is called "qualitative" nowadays, as if this were a quality label in itself[21].

B. Settings and Context

This research was conducted at SMA Negeri 1 Kendari for 4 weeks. This school is located in Mayjen Soetoyo 102, Kendari, southeast Sulawesi. It is one of the state schools in kendari. The location of the school is on the main road so it is easy to get by public transportation. Most of students go to school by car, motorcycles and public transportation. Physically, SMA Negeri 1 Kendari many buildings and room that are classrooms, a library, a teacher's office, a

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[21] Azham Md. Ali & Hamidah Yusof, "Quality and qualitative studies: The case of validity, reliability, and generalizability," Issues in Social and Environmental Accounting, no. 1 (2011), p. 38

headmaster's office, guidance and consultation (BK) office, a medical room (UKS), a mosque. There are about students in each class and 3 English teachers in that school. Each week there are two types of English classes, namely bahasa inggris wajib dan bahasa inggris lintas minat. Where, bahasa inggris wajib is 45 x 2 (90 minutes), while bahasa inggris lintas minat 45 x 3 (135 minutes). The research was conducted from 28 January until 02 February 2019, with 8 meetings. This research was conducted in that school because when I was preserver teacher, they have a good learning spirit, enthusiasm in learning; so that it can make this research easier.

C. Participant

In this research, the researcher focused on the grade XI MIPA 2 students of this school, the total number of the students is about 38 students. There are 10 male and 28 female. When the teacher teaches, students are very enthusiastic in participating in learning. However, based on the observation before when the teacher asks students to write in English, the teacher sees some students having difficulties in making their writing assignments. Such as, difficulty in expressing ideas, use of grammar, choice of words and punctuation that is not quite right. However through teacher feedback, students will get some information that can help students develop the writing.

D. Instrument of the study

In collecting the data of research, there were several steps will be taken:

1. **Observation**

Observational activities in qualitative research are a form of observation where researchers go directly to the field to observe the behavior and activities of individuals. Observations in this study are used to find out how students behave in response to feedback given by the teacher. This observation was carried out by 3 people from 5 researchers to obtain more valid data that was carried out during the teaching and learning process.

2. **Students Reflection**

Reflection is the activity of students that contains expressions of feelings, messages, and impressions of learning that has been followed. Serves as input and criticism for researchers on the actions they have given. Reflection is concerned with consciously looking at and thinking about our experiences, actions, feelings, and responses, and then interpreting or analyzing them in order to learn from them. The process of making reflection is done at the end of the meeting. Where, students have received three times the feedback in their writing. With the aim that students can assess how the impact of giving feedback has been given by the teacher. To make it easier for students to write down their reflections, the teacher has prepared 4 questions related to the material that has been given. So share it used Google online form, the process is carried out during the three days to obtain it. Unfortunately, not all of the students submitted their draft. In the second draft only 26 students submitted their draft, because part of students was sick and have

other activities in out the class. So after that, teachers give some feedback on their writing and give back to student and ask them to revise it. Next, in final draft only 12 students can submitted their writing. It is because some of them are sick and following the Olympiads. .

E. Technique of Data collection

The participants involved in this research are 38 students of the grade X MIPA 2 at SMAN 1 Kendari in the academic year of 2018/2019. In this study, the researcher using students' reflection in collected data.

Before collected data reflection, the researcher made a question that related with the research. Then, distributed the question to the student uses Google online form. Because part of student gone holiday in other city. It is taken three days to find there reflection. The data conducted on Wednesday, July 05th 2019, and finished on Friday, July 07[th]2019.

F. Data Analysis

The gathered data will be analyzed by descriptive qualitative. Qualitative design a systematic subjective approach used to describe life experiences and give them meaning. There are two step to analyze qualitative data are data reduction, and data display.

Data reduction was not necessarily about the researches done after collecting data, but it was infused throughout the entire research process. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns. Qualitative data needed to be reduced and transformed in order to make it more readily accessible, understandable, and draw

out various themes and patterns. Data reduction acknowledged the voluminous nature of qualitative data in the raw.

Data display was intended to convey the idea that data were presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn. A display is an organized, compressed assembly of information that permits conclusion drawing and the action.

Then, coding data, in qualitative research coding is "how you define what the data you are analyzing are about". Coding is a process of identifying a passage in the text or other data items (photograph, image), searching and identifying concepts and finding relations between them. The process of Coding data is when students' reflections have been collected on the teacher, then make something part of a system or classification to categorize. When codes are applied and reapplied to qualitative data, you are codifying a process that permits data to be "Segre-gated, grouped, regrouped and delinked in order to consolidate meaning and explanation.

A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data[22]. In conducting the analysis, what is encoded is the meaning of statements, behavior, events, feelings, actions of the informant, etc. Depending on what is contained in the data segment at hand. There are a number of questions that researchers can ask when they are dealing with data segments. Charmaz suggests three types of coding, namely

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[22] Johnny Saldana. The Coding Manual for Qualitative Researchers. (London: Sage Publications, 2009). p.22

initial coding, focused coding (axial coding), and selective coding (selective coding). Based on the encoded data segment, Charmaz recommendation three types of coding, word-by-word coding, line-by-line coding and incident-by-incident coding[23]. To analyze the data, this studies using an axial coding. In coding data, divide some work columns, one column for raw data and another column for the initial code. The coding process is done word by word, that contain students' responses on teacher feedback. Then for each type of data that has been converted into coding data will be given a "code", such as subject one can be given a code S1 (student 1). After that, codes the data with provide colors as mark of each question, for example the first question is about the impact of teacher response on learning English, to differ students perception use some color are: first, "red" is increase the knowledge, second is "green" correcting the mistakes, and the last is "blue" help in choosing word. (See Appendix 1)

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[23] Kathy Charmaz. Constructing Grounded Theor. (London: Sage Publications, 2006).