

CHAPTER III

METHOD AND PROCEDURE

This chapter presents: (1) research design, (2) operational definition, (3) subject of the study, (4) data collection, (5) data analysis, and (6) establishment of trustworthiness.

3.1 Research Design

This study was used qualitative research design with descriptive analysis. Qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis. Numeric is not appropriate in qualitative research design (Marczyk, DeMatteo, and Festinger, 2005, p. 55). The result of this study described descriptively. The data of this research taken by using documentation and semi structured interview. I observed the types and categories of written feedback that given by teacher on students' essay writing through documentation and what are the students' perceptions toward teacher's written feedback through depth interview by using recording and any other utilities.

3.2 Operational Definition

In this research, I provided some terms in order to avoid misunderstanding and misinterpretation of the readers. **Teacher's written feedback** refers to the feedback that given by teacher in responding the students mistake. There were several forms of feedback which were suggestion, comment, correction and mark. The mark can be on word or quick symbol like; circle, underline and so on. **Essay** meant the piece of writing usually an author personal point of view. **Student's**

perception refers to mental and cognitive process that enables the students to interpret and understand the surrounding.

3.3.1 Subject of the Study

The participants of this study were students in class XI MIA I and XI MIA II at MAN 2 Palembang. In this study, I used purposeful sampling to choose the participants of study. Moreover, Cresswell (2012) states in purposeful sampling the researcher select individuals and sites intentionally to learn or understand the central phenomenon. In addition, the maximum variation sampling also used to get varied information from different perspective. According to (Cresswell, 20012), maximum variation sampling requires that identifying the characteristic and then find sites or individual that display different dimension of the characteristic. In this case, I chose 12 students from both classes. 2 students who had the highest score, 2 students who had the average score. 2 students who had the lowest score. The number of participant is a shown in following table.

Table 3. *The participant of study*

No	Table of Students	Total of Students
1.	XI MIA 1	6
2.	XI MIA 2	6
Total		12

(Source: MAN 2 Palembang in academic years 2018/2019)

3.4 Data Collection

In collecting the data, in this study I used documentation and interview. Documentation was used to know the types and categories of written feedback that use by teacher on students' essay and interview were used to find the students' perception toward teacher's written feedback.

3.4.1. Documentation

Documentation was used in study since qualitative research is natural setting and documentation can be written and picture by someone that can be used to obtain information. These sources provided valuable information in helping researchers understood central phenomena in qualitative studies (Sugiyono, 2008, p. 87). Documentation in this study is the result of students' essay writing which is already contained written feedback from teacher. The were some process of documentation such as; first, I asked the English teacher in eleventh grade at MAN 2 Palembang to give the result of students' essay writing which is already contained written feedback by teacher. After that, I get copy all of the data. Then, I analyzed the data to find out the types and categories of written feedback that used by teacher on students' essay.

3.4.2 Interview

My second step of collecting data was using semi structured interview. I interviewed students to know about their perception toward teacher's written feedback on their essay writing. The interview questions are developed based on open-ended question in undergraduate thesis of Hadiyanti (2013, p. 113). The

interview question consisted of eight open ended question. Then, I interviewed twelve students, for each four students who had the lowest score, average score, and the highest score. Each interview used audio-tape and I transcribed the result of interview verbatim to facilitate subsequent data analysis.

3.5 Data Analysis

In analyzing the qualitative data, I used documentation and semi-structure interview. Thematic analysis was used in this study. Thematic analysis is qualitative the used to analyzed classification and present themes that related to the data (Alhojailan, 2012, p. 10). Based on the Braun and Clare (2006) there were six steps of thematic analysis. First is familiarizing yourself with the data. In this step, I tried to read all the data carefully to make me familiar with the data. Second is making codes. In this step, I made some code based on the data gained from the documentation and interview. Third is searching theme. In this step, I tried to looking for theme that appropriate with my code. Fourth is reviewing theme. In this step, I reviewed again the theme that I was gotten before. Fifth is defining and naming the theme. In this step, I redefined and renamed the theme that I thought that was not really appropriate. Sixth is producing the report. In this step, I made the descriptive report or interpretation from the theme, sub theme, and code I was interpreting the finding and report the result from the research problem was answered.

3.5.1 Analysis of the Types and Categories of Written Feedback that Given by Teacher on Students' Essay Writing

In analysing the type and categories of written feedback that given by teacher on students' essay writing, I used documentation. Based on the feedback that I found on students essay writing, there were two type and two categories of teacher written feedback was proposed by Ferris (2000). First, there were two types of teacher's written feedback namely: direct feedback and indirect feedback. Second, there were two categories of teacher's written feedback namely content level and surface level. Next, I was making documentation checklist and start analyzing by coding from each theme. Coding theme was providing description to be represented in detail and narrative. The last process is reporting the result and making summary of the finding.

3.5.2 Analysis of Students Perception Toward Teacher's Written Feedback on Their Essay Writing

In analyzing the students' perception toward teacher's written feedback on their essay writing I used the data from interview. From the interview, I analyzed about the students perception based on their experience when they get the feedback from their teacher on their essay writing by using two part of interview question. In first part, I asked the student about their general perception about they feel when they have to write and essay and how they feel when they get the feedback from their teacher. In second part, I asked the students about their perception about some aspect that influences their perception. Then, I was making transcribing the interview data and start analyzing by coding from each theme.

Coding theme was providing description to be represented in detail and narrative. The last is reporting the result and making summary of the findings.

3.6 Establishment of Trustworthiness

To build the trustworthiness of the data, I used member checking. Creswell (2012) states that member checking is a qualitative research process while during which the researcher asks one or more participants in the study to check the accuracy of the account. Also, Creswell (2012) explains that, those checks involves taking the findings back to participants and asking them (in writing or in an interview) about the accuracy or measurable of the report. Member checking is the process of researchers asking questions to one or more participants for the purpose of ascertaining whether the interpretation and findings of the research are accurate. The member checking process is carried out after the data collection is complete, or after obtaining a finding or conclusion. After the data is mutually agreed, the participants are asked to sign as proof that the researcher has done a member check.