CHAPTER III

Methods and Procedures

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

3.1 Research Design

In this research , I used case study research design to collecting and analyzing the data. The goal of this study is to get descriptions what kinds and categories of teacher feedback used for students and what are the student's responses of the feedback at SMK Nurul Iman Palembang. As Creswell (2012) defines that a case study is a problem to be studied, which will reveal an in depth understanding of a case or bounded system, which involves understanding an event, activity, process, or one or more individuals. The most important reason of using case study method that this method is an appropriate way to explore every day behavior, the behavior of teacher's feedback in student's written task. in this study, the aim of this research is to investigate teacher's written feedback and student's responses at SMK Nurul Iman Palembang.

3.2.Operational Definition

In avoiding the possibility of misinterpretation and misunderstanding about some terms in this research, the definitions were provided.

Teacher's feedback is any comments and questions made by teachers at SMK Nurul Iman Palembang in student's correcting writing assignment.

Written task is the result the student's writing activity which is given by the teachers for the students to measure their writing achievement.

Student's responses are the feedback from the students at the eleventh grade to the teachers after they revised their writing assignment.

3.3. The Research Site and Participants

In qualitative research, only a sample of a population was selected for any given study. Lincoln (2000) states the study research objectives and the characteristics of the study population (such as size and diversity) determine which and how many people to select. In this research, I took the subject of the eleventh grade students of SMK Nurul Iman Palembang.

In term of the perception of qualitative research, non-probability sampling tends of be a typical. Creswell (2013) mentions purposeful sampling is the inquirer select individuals and sites for study because they can purposefully inform and understanding of the research problem and central phenomenon in a study. I used purposeful sampling technique to select the sample and I chose theory or concept sampling to choose the sample. According to Creswell (2013), theory or concept sampling strategy in which the researcher sample individuals or sites because they can help the researcher generate or discover a theory or specific concept within the theory. There are two class eleventh grade students in which class AP and TKJ And I choose class AP as the sampling to collect the data in this research because I found class AP more represent the concept of feedback . The distribution of sample is showed in Class AP 18.

3.4 Data Collection

In following the data, I did an observation in the classroom by using observation checklist as the first instrument and took some notes during the observation activity. And for the second instrument, I used interview to answer the second research problem about student's responses towards teacher's written feedback. The detail was explained below.

3.4.1 Observation

The observation was conducted in Eleventh grade students at SMK Nurul Iman Palembang. The purpose was to see the types and categories of teacher's written feedback. The observation was conducted to know the types feedback teacher used in the class and also the categories feedback teacher used . The observation was done in the eleventh grade students to know what are the types of feedback teacher uses of each meeting by using observation checklist which consisted of 16 item in order to know the information the types and categories teacher's feedback

3.4.2. Interview

Interview is a meeting of two persons to exchange information and idea through question and response, resulting in communication and joint construction of meaning about particular topic. The interview was used in collecting the data from the students at SMK Nurul Iman Palembang . I ask the students how about the teacher gave the feedback through the result their writing assignment. As stated by Brown (2009), feedback is considered as one of the keys to successful learning , Feedback is integral to the learning process and is one of the main benefits that students get from assessment. Feedback should be given immediately whenever possible to keep students interested in the result of their work and learning, boost confidence, and create a more helpful testing environment. Teacher should give students feedback as often as possible to let students know where they stand.

3.5. Data Analysis

In analyzing the qualitative data, I used observation and semi-structured interview. Thematic analysis was used in this study. Thematic analysis is a qualitative analysis that used to analyze classifications and present themes that related the data (Alhojailan, 2012, p.10). According to Braun and Clarke (2006), there were six steps of thematic analysis, they are familiar yourself with the data, making codes, searching themes, reviewing theme, defining and naming the themes and producing the report.

3.5.1 Analyzing types and categories teacher's feedback

In analyzing types and categories teacher's feedback in student's writing task, the data was obtained through observation checklist from the televenth grade students. First, I tried to read all of my data carefully to make my self familiar teacher's feedback in student's writing task. Second, I made some codes based on the data gained from observation and interview. Third, I tried to looking for theme that appropriate with my code. Fourth, I reviewed again the theme that I was gotten before. Fifth, I redefined and renamed the theme that I thought that was not really appropriate. Sixth, I made the descriptive report or interpretation from the themes and codes.

3.5.2 Analyzing student's responses towards teacher's feedback

In analyzing the student's responses towards teacher's written feedback the data was obtained through interview. First, I tried to read all of my data carefully . Second, I made some codes based on the data gained from observation and interview. Third, I tried to look for the theme that appropriate with my code. Fourth, I reviewed again the theme that I was gotten before. Fifth, I redefined and renamed the theme that I thought that was not really appropriate. Sixth, I made the descriptive report or interpretation from the themes and codes.

3.6. Establishment of Trustworthiness

In this study, the triangulation technique tests the validity of the data. According to Creswell (2009), triangulation is one of the most commonly used to check validity of qualitative data. The aim of triangulation is to triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. Silverman defines triangulation as: comparing different kinds of data and different method to see whether they corroborate one another this form of comparison, called triangulation, derives from another navigation, where different bearings provide the correct position the object (as cited in Burn, 1999, 169). In this case the data taken from one source to another are compared. Those are observation (field notes and checklist) and interview with respondents. The data from the documentation review and interview are gathered and compared (by crosschecking among instruments. To corroborate the data observation I also used field notes to confirm or match that the data I took in observed is valid or not. that is by reading all the data and I match the results of the the results of field notes