CHAPTER III
RESEARCH METHOD

A. Research Approach

The approach of this study is a qualitative research[1], which is based on the descriptive analysis of the writing class activities. The research is synthesized, abstracted, and explored from theories and social situation of the class of writing in order to solve the problem.

B. Research Data

The data of this qualitative research is the social condition (classroom activity) which involved place, actors, and activity. The sample is based on informational considerations. The informants were chosen purposively. The researcher groups them according to criteria, which is relevant to a particular research question. The informants for this research include the teacher and the students of Writing II 3B of English Department of IAIN Walisongo. There are two classes basically , i.e. Class A and Class B. 3B was taken as the sample because the students of the class came from different level and background.

C. Research Instrument

Since it is a qualitative research, the researcher involves himself in the writing class activity, observes it, and holds an interview to some people who know the situation.

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[1]The term qualitative research narrowly denotes to a research that uses procedures that make use of non-numerical data such as interviews, case studies or participants observation. However, it also has a broader meaning as well, implying a holistic approach to social research. Creswell defines qualitative study "as an inquiry process of understanding a social or human problem, based on building complex, holistic picture, formed with words, reporting detailed views of informants and conducted in a natural setting. See John W. Creswell, *Research Design: Qualitative and Quantitative Approach*, (California: SAGE Publication, Inc, 1994) p.1-2.

a. Interview

Open-ended (semi structured) interviews are conducted with the teacher and students of writing class. The interview with the teacher is intended to get information about preparation, the teacher's practices, and a general description of the teacher's ways of giving feedback in the class of writing.

Likewise, the interview with the students is aimed at getting further data dealing with general comments about their learning activities and their perceptions of the teacher's ways of giving feedback in the class of writing.

b. Documentation

It is used to obtain the written data, such as books, magazines, notes, transcript, personal document, agenda, etc[2]. This technique is accomplished by analyzing the documents and collections at a research site as a part of research process to build grounded theory.

To obtain primary written data in this documentary analysis, the researcher analyses the material taken from the textbook, students' writing works, and feedback forms, if any. Other documents such as teacher's lesson plan and school files can be analyzed as supporting data.

c. Observation

Direct observation is done during the research. The aim of direct observation activity is to provide additional information about the topic being studied to complement the interviews and documentation. Thus, this observation will describe the activities introduced by the writing teacher in the classroom. An aid is employed to obtain evidence in this observation, namely observation checklist form, which is used to identify the activities that are not necessarily recorded on the video camera.

In line with that, Borg and Gall (1988), as quoted by Sugiyono, argues that qualitative research is much more difficult to do well than quantitative research

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[2]Lexy J Moloeng, *Metode Penelitian Kualitatif*, (Bandung, PT. Remaja Rosdakarya, 2002), p. 113.

because the data collected are usually subjective and the main measurement tool for collecting data is the investigator himself.[3] Therefore, the researcher is the key instrument of the research.

In doing this research, the researcher uses interview guidelines, a recorder, and observation checklist form.

D. Scope and Location

There are five points that should be specified in this research:

1. The study concentrates on the teacher's ways of giving feedback in the class of writing, not feedback on other language skills.

2. The study focuses on the creative writing since the term creative writing suggests imaginative task to produce a variety of correct and appropriate language. In fact, there are two main kinds of writing task; controlled writing task and creative writing task such as letters, report or explanation, and stories.[4]

3. The subject of the study is the students of Writing II 3B of English Department of IAIN Walisongo in the academic year of 2010/ 2011, not students out of those characteristics.

4. The study only describes the teacher's ways of giving feedback applied in class of writing and then analyzes it; not correlates the teacher's feedback and the students' writing achievement.

The location of this research is the class of writing of the 3rd semester students of English Department of IAIN Walisongo[5] in academic year 2010/ 2011 for the class is the most appropriate one to be analyzed concerning its classroom activities and the focus of this research. In fact, the students of English Department actually experience four writing classes; pre-writing (writing

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[3]Sugiyono, *Metode Penelitian Kuantitatif-Kualitatif dan R & D.,* (Bandung: Alfabeta, 2008), 4th Ed., p. 213.

[4]J. Harmer, *The Practice of English Language Teaching, Op. Cit.,* p. 109.

[5]The institution is located in Jl. Prof. Dr. Hamka kampus II Ngaliyan, Semarang 50185

comprehension), writing 1, writing 2, and writing 3 starting from the first semester to the fourth semester. Since the students are at the third semester, they have already received the materials about organization, sentence structure, and grammar and mechanics at the second and first semester. So to say, the researcher thinks that it is a good idea to see the writing process at the third semester and, at the same time, analyze feedback given by the teacher during their writing process.

E. Data Collection Technique

The fundamental methods that are relied on by qualitative researchers for gathering information are participation in the setting, direct observation, in-depth interviewing, and document review.[6]

The study uses a triangulation of participants and technique in which the practice of teacher's feedback is seen from the perspectives of students and teachers collected from participative observation, in-depth interview, and documents review to increase the understanding of what is being investigated.[7]

a. Interviews

As mentioned above, semi-structured interviews were conducted with the respondents in this research. They were the teacher of the writing class and three students chosen purposively. The interview with the teacher was conducted on November 30th 2010. On the same day, the interview with the students was also held. The interview focused mainly on the teacher feedback in the writing class and some information related to it.

b. Documentation

It was held to obtain primary written data. The researcher analyzed the evidence taken from the textbook and students' writing works concerning the teacher feedback.

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[6]Sugiyono, *Op. Cit...*, p. 225.
[7]Sugiyono, *Op. Cit...*, p. 241.

c. Observation

  The classroom observation was actually planned to range from October 13 to October 27 2010 to enable the observer record three classroom sessions. The observer conducted three session of classroom activities, that were on October 13, 20, and 27 2010.

F. Data Analysis Technique

  In line with this data analysis technique, Miles and Huberman argue that the most serious and central difficulty in the use of qualitative data is that methods of analysis are not well formulated.[8] The data analysis in this research is the ongoing activity that occurs throughout the investigative process rather than after process. It is described as follows:

a. Pre-field analysis

  It has been done since formulating and elaborating the research questions through the researcher's own experience at his second and first semester in the college on which writing class was conducted. The researcher, then, studies and compares his personal experience with theoretical considerations. However, focuses of the research are still tentative, and may develop after the researcher comes in the field of research.

b. Field analysis

  It is done when the process of data collection is under way until the end of the process. According to Mile's and Huberman's model analysis, the activity of data analysis covers three main points, (a) data reduction, (b) data display, and (c) conclusions/ verification. The activity in this qualitative data analysis is done interactively and continuously.[9]

  Furthermore, Yin, as quoted by Djoko Susanto, argued that there were four dominant techniques in analyzing the evidence taken from interviews and

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[8]Sugiyono, *Op. Cit.,* p. 243 .
[9]Sugiyono, *Op. Cit.,* p. 246.

observations: (a) pattern-matching, (b) explanation-building, (c) time-series analysis, and (d) program logic models.

Explanation building was used in analyzing the evidence from the interviews and observations for at least three reasons. First, the explanation-building technique was a relevant technique for an explanatory study. Second, the goal of this study was to analyze the data by building an explanation about the activities. Moreover, the goal of this research was to develop ideas for further study.[10]

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[10]D. Susanto, *Teaching Indonesian Language in Australia,* (Malang: UIN Malang Press, 2009), p. 70.