

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The researcher uses a qualitative research method with a case study type of research in conducting this research. According to Creswell et al. (2016), the qualitative theory focused on investigating and analyzing the nuances of a social or human issue that affects particular people or groups. In addition, dynamic analysis of the relationship between phenomena is also more concerned. The phenomena that occur are phenomena that can be observed and have references from various theories that have been applied. Furthermore, Moleong (2018) states that qualitative research is an act of employing verbal and written descriptions in the form of language in a natural setting and other natural approaches to attempt to comprehend phenomena such as behavior, perception, action, and other phenomena that are seen on research subjects on a comprehensive level.

Qualitative also assumes that facts are multidimensional or have multiple dimensions and views. The research can also obtain the points from each individual's experiences and social interactions. In qualitative research, it is believed that truth is dynamic, and to find it requires review and interaction with the people concerned. In addition, Fitrah and Luthfiyah (2017) state that qualitative research is a kind of investigation that makes the

use instructive evidence in the form of remarks made by people or actors who may be observed, either verbally or in writing.

From the experts' opinions above, the researcher concludes that the qualitative method is an action taken from the phenomenon that occurs with an emphasis on conclusion analysis, involving an opinion, impression, and view according to the facts that occurred.

The technique used in this research is qualitative with case study. The researcher attempts to explain the teaching and learning process activities regarding students' preferences for the teacher's comments in the fifth semester's writing class. Interviews and questionnaires were the primary data gathering methods in this research. After students received feedback from the teacher, the researcher conducted observation and interviews at various points. As supporting data, observations carried out during learning process and documentation carried out after students received the feedback from the teacher.

## **B. Research Setting**

This research took place at Antasari State Islamic University Banjarmasin's Department of English Education. It is situated on KM. 4,5 Jalan Jenderal Ahmad Yani, Banjarmasin, South Kalimantan, 70235. Because this institution has an English Department and it is one of South Kalimantan's larger colleges, the researcher decided to conduct the research there. One of many writing courses offered in this department is Academic Writing, which

fifth-semester students' enrolled in. This course covers advanced writing strategies and how to draft a thesis proposal.

### **C. Participant**

The participants in this research are 32 students majoring in English and taking an academic writing course at Antasari State Islamic University Banjarmasin's Department of English Education. Students, who range in age from 20 to 23, have written on their own and gotten comments from teachers. These 32 students still have the assignment paper with the teacher's feedback. The researcher conducted this research because students who were permitted to enrol in academic writing class were already proficient writers. After all, one of the school of English's advanced classes is scholarly writing.

### **D. Data**

#### **1. Data of the Research**

This researcher need several data related to students' preferences for some feedback in academic writing class. In addition, other data needed is the data about how students' habits in handling the feedback received. In this case, the researcher uses observation, questionnaire, interview and documentation.

#### **2. Source of the Data**

The source of data collection in this research came from students who made the thesis proposal assignments and from learning activities in the academic writing class majoring in English Language Department at

the Antasari State Islamic University Banjarmasin. Researcher also match existing data with several journals and books related to feedback to support findings in this research.

## **E. Technique of Data Collection**

Observation, questionnaire, interview and documentation were used by the researcher as data gathering techniques.

### **1. Observation**

Qualitative observation is the activity of the researcher in recording the activities of the participants in the research area. In this case the observations made by the researcher are observing the activities carried out and according to the events in the field (Creswell et al., 2016).

The researcher made a thorough observation of the academic writing class activities from the start of the class to the end of the final exam, namely from 31 August 2021 – 7 January 2022. The researcher made observations in class while participating in class learning activities. Observations made in the form of observations of learning conducted in academic writing class.

### **2. Questionnaire**

A questionnaire, based on Moleong (2018), is a research tool made up of queries used to collect data from respondents. Think of a questionnaire as a particular form of written questioning. These can be carried out in person, on the phone, online, by letter, or using a computer. According to Sugiyono (2013), a questionnaire is a method of gathering

data that entails asking or providing people a sequence of questions with a written statement to complete.

Participants in this research received questionnaires in their individual classrooms. This tool was created to ascertain feedback (i.e., teacher correction, commentary, teacher correction with comments, error identification, peer correction, self-correction, teacher-student conference and correction with prompts). Students are accustomed to using these various types. Students offer a few succinct remarks along with a five-point rating for each type of input. The questionnaire also questioned students' desires for input and their methods for handling critique. Students were also asked to rate the usefulness of five thinking signals that were applied in a larger research project. The questionnaires are divided into two focuses, questionnaire 1 focuses on students' preferences for some feedbacks and questionnaire 2 focuses on students' ways to handle the feedback.

### 3. Interview

Based on Creswell (2014), the qualitative interview is generally open-ended inquiries designed to gather the views and opinions of the people. The interviewer carried out the interviews: the interviewer who posed the question and the participants who responded to it. Students were interviewed in order to gather more information about their perceptions of how teachers provide feedback, their general opinions

regarding their learning activities, and their hopes for providing feedback in writing class.

#### 4. Documentation

According to Mundir (2014), documents is a method of collecting information in the shape of agendas, conference minutes, books, periodicals, reports, publications, and notes. The research's documentation took the shape of students' papers in academic writing class that the teacher has revised or commented on writing. Documentation is one of the techniques in data collection that is used to produce some necessary notes related to the problems observed; this method done to help the validity of the data. Researcher collected and analyzed student academic writings containing feedback from teacher. This method is done by the researcher to obtain written premiere data to facilitate the process of data analysis.

#### **F. Data Analysis**

A case study analysis, which includes the description and interpretation of data from each aspect under investigation, was used as the data analysis method in this research. The information gathered is qualitative in character. The collected data is then analysed in-depth and detail to respond to the questions posed in the issue formulation and research questions.

In using this qualitative method, the researcher uses three types of data analysis, namely data reduction, data presentation, and conclusion and

verification. These three components of the analysis are in accordance with the theory described by Miles and Humberman in (Hardani et al., 2020).

### 1. Data Reduction

Data reduction is the process of selecting, categorizing, simplifying and modifying raw data from observations, questionnaires, interviews and documentation. The aim of this process is to reduce some of the ambiguous information and organize that information into field notes. Therefore, the researcher can filter the key points from the raw data. In this case, the researcher reduced excessive information related to feedback in academic writing class.

### 2. Data Display

Data display is the process of gathering relevant information from which conclusions can be drawn. The information displayed can be in the form of a brief description, the correlation of each variable or a flowchart. By gathering information, the researcher can plan further actions and analyze what is collected and understood. In this case, the researcher collected informations feedback in academic writing class then analyzed it.

### 3. Drawing Conclusion and Verification

Conclusion is the research findings that include descriptions based on observational data, questionnaires, interviews, and documentation. Conclusion is written to answer the research questions investigated. In drawing conclusions, the researcher takes steps to find

out what the relationship is in the research problem and what the research results are.

#### **G. The Techniques of Data Validity**

In this study, researcher used reliability technique, or observation persistence as the first technique. Researcher believed that if researcher improves the consistency of findings, this is one way to check the data and try to equate the data reported with the situation that occurred. As a source, researcher used methods such as reading books, reading various references related to the subject matter and comparing research materials obtained

Secondly, the researcher used a parallel triangulation technique to check the accuracy of the data. In the modern triangulation technique, data was gathered concurrently (all at once), then the results of observation, questionnaires, interviews and documentations were compared. The researcher merges two datasets into one or incorporates the findings of two datasets into the debate (Creswell, 2014).