

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The study was qualitative in nature. Denzin and Lincoln as cited in Moleong stated that qualitative research is a research that used natural setting to interpret a particular phenomenon and done using various method.<sup>1</sup> It was based on the first and the second problem of the study.

English teaching and learning process in MAN Sidoarjo became setting of the study. The researcher did not add and reduce anything from the process. She intended to get the information of the process in natural setting then describe them. Since this study was aimed to describe the use of self-assessment as a feedback strategy in writing teaching and learning process, it was in the form of descriptive qualitative.

#### B. Subject of the Study

The subject of the study were the students of XI Social 1 and 2 of MAN Sidoarjo that used self-assessment in the teaching and learning of writing. There were 36 students at XI Social 1 and 40 students at XI Social 2. Most of XI Social 1 students had better capability in English and the other subjects than XI Social 2 students.

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<sup>1</sup> Lexy J Moleong, *Metodologi Penelitian Kualitatif edisi revisi*, (Bandung: Rosda Karya, 2005), p.5

Actually, the teacher that used self-assessment as feedback taught class XI Social 1 - XI Social 4. He used self-assessment as feedback at these two classes because the students of these two classes had better capability than two other classes (XI Social 3 and XI Social 4) in writing.

The teacher used self-assessment in writing of familiar text that students had been learning since junior high school such as descriptive, narrative, recount, report, and procedure. However, the research was focused on the teaching and learning of narrative text. It was in line with the syllabus. They learned narrative text in this semester.

### **C. Instrument and Data Collection Technique**

For conducting the research, the researcher used two kinds of data collection technique. The data collection techniques were observation and interview.

#### **1. Observation**

In this research, the researcher acted as a non participant observer. Even though she did the scoring on the students' work, it did not change her role as a non participant observer because she did not take part in the teaching and learning process. She just observed the process. She did scoring for completing her data to know the students' improvement. The data from the

teacher were not complete. The teacher just scores the final draft. To know the students' improvement, she had to have the first draft scores and the final one.

Following Sukmadinata, the researcher just had a board of the activities that will be observed, including the teacher's and the students' activities during self-assessment process (see appendix 1).<sup>2</sup> The observation was done during the teaching and learning of writing and during self-assessment process. Even though the research focused on the use of self-assessment as feedback, the teaching and learning of writing also observed to know the background of the teaching and learning at XI Social 1 and XI Social 2.

The research held in the three sessions of each class. There was one meeting at XI Social 1 (three sessions). It was in the afternoon (12.15 – 02.05 pm). At XI Social 2, there were two meetings (one meeting of one session and one meeting of two sessions). They were in the morning (the first meeting at 10.15-10.55 and the second one at 06.45-08.15).

## 2. Interview

The researcher interviewed the English teacher and the students. This interview was aimed to collect information about problems that are faced by the teacher and the students when using self-feedback in writing. The teacher also interviewed about his reason of using self-assessment in the teaching and

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<sup>2</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Rosda Karya, 2007), p.221

learning of writing (see appendix 2). The researcher interviewed the teacher on Tuesday, June 4 2009 at the first break time (09.45-10.15 am) in the teacher office.

The researcher interviewed six students of both classes (three students for each class). The researcher interviewed the three students of XI Social 1 on Saturday, 30 may 2009 at the break time (09.45-10.15) in the classroom. Three students of XI Social 2 were interviewed on Thursday, 4 June 2009 at the break time (09.45-10.15) in the classroom.

#### **D. Data of the Study**

There were three kinds of data of the study. The first data were gained from the observation. The data were in the form of field notes. The data showed the activities during the teaching and learning of writing that used self-assessment.

The second data were taken from written notes as the result of the interview. The data showed the teacher's and students' problems when using self-assessment as feedback. The data also showed the teacher's reasons for using self-assessment as feedback in the teaching and learning of writing.

The last data were students' narrative writings. Students' writings both the first and the final drafts were scored to know students' improvement after using self-assessment as feedback. Students' narrative writing also used as the supporting data of the students' problems when using self-assessment as a feedback strategy.

## E. Data Analysis

The observation field notes and the written form of interview were analyzed descriptively. The findings or results of the research were displayed. The observation field notes showed how the implementation of self-assessment as a feedback was in teaching and learning writing. These results could show whether the implementation was good or not. From the result of the interview could be identified the problems that faced by the teacher and students when using self-feedback. Then, these results were discussed and related with the theories of writing.

There were scores from the teacher. The researcher did not use them because they are incomplete. The teacher just did scoring on students' final draft. Therefore, the researcher herself did the scoring on the students' first drafts and final drafts to know the students' improvement after using self-assessment as feedback.

Students' first drafts and final drafts were assessed using analytic scoring designed by Brown and Bailey (Brown, 2004).<sup>3</sup> The researcher used this scoring system because it had complete aspects to be scored. In compliance with the design of the study (descriptive qualitative), the researcher used statistic descriptive to know the students' improvement after using self-assessment as feedback.

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<sup>3</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Longman, 2004)