

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology used in this research. There are some items to be discussed, namely research design, variable, population and sample of the research, instrument of the research, research procedures, data collection and data analysis.

A. Research Design

The researcher applied quantitative design. The research design chosen in this research was quasi experimental research design. In this case, the subject could not be chosen randomly both of experimental group and control group. The researcher did not make or create a new class, but the researcher selected the two classes based on the teacher's recommendation. Those two classes had the same or almost similar in achievement. The term experimental design refers to the conceptual framework within which the experiment is conducted. The experimental design sets up the conditions required for demonstrating cause-and-effect relationships, because the researcher investigates the effectiveness of using written corrective feedback in students' writing ability.

The researcher used quasi experimental design which needed two groups in teaching learning process as the covariance of the result. One group became experimental group, and one group became control group. They got different types of learning.

The experimental group was taught by using direct written corrective feedback in their writing. The control group was taught by using explicit oral corrective feedback in their writing. Before the researcher gave treatment to the experimental group, the researcher conducted pre-test to both of experimental group and control group. The pre-test was used to know the students' writing ability before getting direct written corrective feedback as the treatment for the experimental group, and explicit oral corrective feedback for the control group. The post-test was used to know the students' writing ability after getting direct written corrective feedback as the treatment for the experimental group, and explicit oral corrective feedback for the control group.

Table 3.1. This design as follow:

Group	Pre-Test	Treatment	Post-Test
Experimental Group	Pre-Test	Direct Written Corrective Feedback	Post-Test
Control Group	Pre-Test	Explicit Oral Corrective Feedback	Post-Test

B. Variable of the Research

The researcher took three kinds of variable, those were dependent variable and independent variable. In this research, the dependent variable was the students' writing ability, but for the independent variables were direct written corrective feedback and explicit oral corrective feedback as the strategies that may influence the students' writing ability. The last variable was extraneous variable which means the possible factors that could give influence between direct written corrective feedback and students' writing score of recount text.

C. Population and Sample

The population of this research was the first grade students of MA Sunan Ampel Pare. It was chosen as population with assumption that they have learned to write some paragraphs since they were in junior high school. There were six classes of the first grade of MA Sunan Ampel Pare which consisted of 28 students each class.

Sample is the chosen class to do the research. The sample of this research were the students in X Agama 1 and X Agama 2. The researcher took those classes as the subject of the research because they had almost the same achievement and value in their rapport. They also had the same ability because they were in the same subject. X Agama 1 became the experimental group that were given direct written corrective feedback as treatment. X Agama 2 became the control group that were given explicit oral corrective feedback in their writing. It consisted of 28 students in each class.

D. Research Instruments

In this research, the researcher used writing test as the instrument to get the data. There were two kinds of test to get the data, pre-test and post-test. The test was used by the researcher to measure the significant difference of students' writing ability before and after getting the treatment.

The test was divided into two, namely pre-test and post-test.

a. Pre-Test

Pretest is a test that is conducted in the first meeting of the students and the researcher. The function of pretest is to know the ability of the students. It can be used for identifying the problems with their procedures, such as collecting the data, using some instruments, and finding the possible solutions. Pretest is crucial because it will present the students' competence and ability about the materials which will be taught in the class. The researcher also can know the problems faced by the students in the materials. The researcher gave a test to the students to write some paragraphs about the material given by the researcher (Holiday).

b. Post-Test

Posttest is a test which is conducted for the students after completing some procedures in the class, such as getting the pretest and getting a treatment. This test is used for measuring the students' understanding and achievement about the material. Posttest determines whether the treatment is success or not.

The researcher must prepare the criteria of writing to make a good test. The researcher used scoring rubric. It consisted of some important points which were used for giving the score to the students. In this research, the researcher would conduct posttest after the students got the treatment. The students would get a test to write some paragraphs about the material given by the researcher. They would be given the same instruction as pre-test to write some paragraphs, but it had

different material (The Best Unforgettable Experience). It was used to know the significant differences between experimental group and control group.

E. Research Procedures

This research used quasi experimental quantitative design. The researcher applied direct written corrective feedback as the treatment for experimental group. Written corrective feedback can be used to improve the proficiency of the learners (Fidan, 2015). The researcher asked the students to collect their writing, and the researcher continued giving the scratches and the corrections in the students' writing. After giving the corrections, the researcher asked the students to analyse their error and to re-write to the correct one.

Beside that, the researcher used explicit oral corrective feedback in teaching writing for the control group. The researcher asked the students to come forward and to present their writing. The researcher was listening and making a note in students' errors while the students were presenting their writing in front of the class. After all students had come forward, the researcher used explicit oral corrective feedback for explaining the students' errors and the corrections in the end of the class. According to Lightbown, & Spada (2013), explicit correction refers to the explicit provision of the correct form. It means that when the students make errors, the researcher provides the correct form, and the researcher clearly indicates that what the students had said was incorrect.

In terms of this experiment, there are three steps of teaching writing, namely opening activity, whilst teaching activity and closing activity.

Table 3.2 The activities of the treatment in this research.

Experimental Group	Control Group
<p>Opening Activities</p> <ul style="list-style-type: none"> • Greeting and praying • The teacher explains about the material that will be taught to the students • The teacher explains about the objective of the study 	<p>Opening Activities</p> <ul style="list-style-type: none"> • Greeting and praying • The teacher explains about the material that will be taught to the students • The teacher explains about the objective of the study
<p>Whilst Teaching Activity</p> <ul style="list-style-type: none"> • The teacher explains about the material (the function, the structure and language feature of the material) • The teacher asks the students to write 150 words about the material. • The teacher collects the students' writing. • The teacher checks the students' writing and gives them direct written corrective feedback in their errors. • The teacher gives back the students' work and asks them to understand their errors. • The teacher controls and leads the discussion among the students. • The students present the result to the teacher. • The teacher gives additional material related to direct written corrective feedback. 	<p>Whilst Teaching Activity</p> <ul style="list-style-type: none"> • The teacher explains about the material (the function, the structure and language feature of the material) • The teacher asks the students to write 150 words about the material. • The teacher asks the students to come forward and present their writing. • The teacher listens and makes a note. • The teacher writes the students' errors. • The teacher applies explicit oral corrective feedback and shares the notes. • The teacher provides some theories about writing recount text and gives some corrections in general.
<p>Closing Activities</p> <ul style="list-style-type: none"> • The teacher evaluates the students' work. • Praying and ending the class. 	<p>Closing Activities</p> <ul style="list-style-type: none"> • The teacher evaluates the material. • Praying and ending the class.

The schedule of the activities conducted in this research will be presented in the table 3.3.

Table 3.3. The Schedule of Activities

Activity	Experimental Group	Control Group	Theme
Pretest	March 3 rd , 2020	March 2 nd , 2020	Holiday
Treatment 1	March 5 th , 2020	March 5 th , 2020	Visiting My New School
Treatment 2	March 10 th , 2020	March 9 th , 2020	Very Tiring Day
Treatment 3	March 17 th , 2020	March 16 th , 2020	The Worst Unforgettable Experience
Posttest	March 19 th , 2020	March 19 th , 2020	The Best Unforgettable Experience

F. Data Collection

Data collection is used to collect the data which is got from the students' writing. It is needed to collect the data in this research. This research used quantitative data that were taken from students' writing score from pre-test and post-test.

In this case, the researcher used scoring rubric and inter-rater reliability to collect the data. The students had to write some paragraphs based on the material and certain time given. The students' writing was scored by using analytical scoring rubric that consisted of five elements. For inter-rater reliability, it occurred when there were two scorers that score of the same test. The raters would give the score with the same standard of scoring. The raters were the researcher and English teacher in MA Sunan Ampel Pare.

The researcher gave pretest in the first meeting. Pretest was used for measuring the students' ability and competence before they got the treatment from the researcher. Experimental group and control group got the pretest with the same question and level of difficulty. Then the researcher applied the treatment. In the middle of the tests, the researcher gave direct written corrective feedback to the experimental class and explicit oral corrective feedback to the control group. It is called treatment. This treatment was used for looking for the effect of strategies in teaching learning process. In this research, the experimental class was given written corrective feedback as the treatment. The teacher focused on direct written corrective feedback to make the students able to write some paragraphs correctly, but for the control class, the researcher applied explicit oral corrective feedback as the treatment. It was given when the students had already come forward to present their writing.

After applying the treatments, the researcher gave posttest to know the students' competence. It determines the effectiveness of the strategy given by the researcher. Inter-rater reliability was undertaken after doing the posttest. The two raters used the scoring rubric adopted from Brown (2007) to make them easy to give the score.

3.4 Scoring Rubric is adopted from Brown (2007)

Aspects	Score	Performance Description	Weighting
Content (C) 30 % -Topic -Details	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives.	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies.	2 x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15 %	4	Effective choice of words and word forms.	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form.	

	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15 % - Spelling -Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors spelling, punctuation, capitalization.	
	1	It is dominated by errors spelling, punctuation, capitalization.	

$$\text{Score} : \frac{3C + 2O + 2G + 1.5 V + 1.5 M}{40} \times 10$$

The researcher measured the score from pre-test and post-test by using the scoring system as the table below:

3.5 The Criteria of the Test

Score	Criteria
80-100	Excellent
66-79	Good
56-65	Fair
46-55	Bad
45-0	Worse

G. Data Analysis

Data analysis is the way to get the result of the test. The data obtained from the score of the test were quantitative data. In analysing the data, the researcher conducted some procedures to make the valid result. The researcher calculated some aspects, such as: counting the mean score of the two groups, included pre-

test and post-test, looking for the different mean score after counting the pre-test and post-test score, looking for the correlation between two raters, calculating the normality and homogeneity data. If the data are normal and homogenous, the researcher must analyse the data using parametric test (ANCOVA). If the data are not normal and homogenous, the researcher must analyse the data using non parametric test (Mann Whitney).

The researcher used SPSS program to analyse the data. It is a statistical package for the social science. It helped the researcher because it performed highly complex data and analysis with simple instruction.