

CHAPTER III METHODOLOGY

This chapter presents the research design, the participants of the study, followed by time and place of the study, data and data source, data collection procedure, the last one is data analysis procedure.

3.1 Research Design

The purpose of this study was to investigate the students' orientation profile in peer feedback. Did they view themselves as a giver or receiver. In relation to the purpose of the study the writer used case study as a method. Case study is a qualitative design in which the researcher explores in depth a program, event, activity and process (Creswell J.W 2012). Case study is design is preferred with "how" and "what" on the research question, researcher collect the detail information using a variety of data collection procedures over a sustained period of time (Creswell J.W 2014).

3.2 Participants of the study

Participants of the study were fifty sophomores of the English Language Education Study Program of the one of State University in Jakarta. They consisted of seven males and forty-three females whose age were 20 years old. All participants were undertaking the English for Academic Discourse, a compulsory subject for all students in the program.

3.3 Time and place of the study

The study was conducted since April 2017- June 2017. This study was at English in Department, one of State University in Jakarta.

3.4 Data and Data sources

The data of this study were words, phrase, sentences while the students were give a feedback. The data source was the students' discussion from the students' transcription.

3.5 Data Collection Procedures

The researcher took several steps to collects the data. First the researcher asked for permission before entered the class. Then the researcher record the student's discussion through voice recorder. After the discussion finish, the writer was collect the voice recorder and the document to support the data from the voice recorder. The student's discussion in the voice recorder were transcript by the researcher, after that the researcher analyzed the transcription.

3.6 Data analysis procedures

The data transcription of the students were analyzed through several steps. Firs, the students' discussion were being record by the researcher. Second, the researcher transcribed the student's discussion. From that trascript, the researcher then focus on the episodes in which students were deliberating about language (LRE).

LREs are episodes where learners attend to language use (Swain and Lapkin, 1998). LREs were coded according to what aspect of language they dealt with: whether with grammatical form (F-LRE), lexis (L-LREs) or mechanics (M-LREs). F-LREs dealt with issues such as verb tense choice and use of articles; L-LREs dealt with word meanings and word choices (including choice of prepositions). Following the work of Leeser (2004), we also coded LREs for the nature of their resolution, distinguishing between LREs that were resolved correctly, incorrectly, or left unresolved. After that, the researcher analyzed the feedback provide by the students. Then the researcher classified the feedback into two different aspects through table (global and local aspect). Below is example of LREs discussing on the global aspect:

a. LREs discussing the development of the writing

Development of the writing is to do with judgment whether ideas are naturally expressed in writing (Martin, 2000). Below is an example of LRE in writing development.

Excerpt 3.1 LRE's Development

A: *I don't agree with this her statement, I think it will be more specifically people lifestyle changes so fast. So, when she want to say about lifestyle are changing I think it is better to make it lifestyle changes so fast. What about you puput, are you agree?*

B: Why I should use the changes so fast rather than are changing, because lifestyle people always changing, the lifestyle, yes the lifestyle is always changing over the time.

A: But I think if you choose changes so fast it means every time people have a new lifestyle and another people will also change his or her lifestyle. Move to the second, she wrote *they are busy and have no time to cook by themselves. They also follow the trend when everything is instant. I think she can make it short, and this one I wrote they are busy and need a something instant to eat.* Do you agree?

B: Oh I see I see

b. LRE discussing organization

Organization of the writing deals with the way we organize the combination of examples and illustration, narration, description, process, comparison and contrast, analogy, cause and effect, classification and division, and definition Nordquit (2015). Below is the example of LRE in writing organization:

Excerpt 3.2 LRE's Organization

A: Ah it's better, and I think at the closing mayang wrote we should balance healthy food and do exercise. Maybe you can more specifically what it means, I think you can change it to lifestyle or consume junk food. What do you think?

B: It became like what?

A: Eh we should balance our lifestyle with healthy food and do exercise or we should balance consume junk food with healthy food and do exercise.

c. LRE discussing coherence

Coherence of the writing is to do with associated with the relation of all main ideas in paragraph, it also associates with the choice of words in sentences in relation to connect the paragraph (Min, 2012). Below is the example of LRE in writing coherence:

Excerpt 3.3 LRE's coherence

A: Nah kan itu udh jelas yah misalnya nisma mau ngasih dua dampak. Nah jadi langsung aja, karena tadi main pokoknya itu polusi jadi diganti gini aja pollution give bad impact for people and environment, nah abis itu baru supporting idea dari bad impact nya itu sendiri itu apa.

B: Nih kalo yang pertama itu supporting ideanya yang gue bikin itu, dari, karena polusi itu udaranya yang buruk, berasap. Jadi tuh gue maunya efek2 dari itu semua orang orang tuh jadi ga pake masker terus kesehatan mereka tuh ga terjaga gitu. Nah gara gara itu itu nimbulin asma batuk dan yang laiinya.

d. LRE discussing cohesion

Cohesion of the writing is to do with how to make every sentence in a paragraph, and every paragraph in a text are connect to each other based on grammatical aspects of writing Min (2012). Below is the example of LRE writing cohesion:

Excerpt 3.4 LRE's Cohesion

F: The next sentence is "tortoises and turtles are reptiles from the order of testudines, so they look a like." I think for the first phrase you just used "they are reptiles from the order of testudines, so they are look a like." Are?

V: No, just look a like.

While students were deliberating about global aspects about their writing, students were also deliberating about local aspects such as structure, vocab, and mechanics. Below is example of LREs on local aspects:

a. LRE discussing structure

Structure of writing is to do with the use of verb tense choice and the use of article (Aldosari, Storch 2012). Below is an example of the analysis:

Excerpt 3.5 LRE's Structure

B: Cause bukan causes?

A: Bukan cause. Nah baru abis itu baru deh ke main point, kan ini disini ada ini kan dampaknya pada air and environment nah langsung aja.

b. LRE discussing vocab

Vocabulary of writing is to do with the choice of words in a text and word meanings (Aldosari, Storch 2012). The example is presented below:

Excerpt 3.6 L-LRE (Vocab)

A: Then after you did an elaboration, its consumption result in sugar levels, beside. Emm I think you can omit this one beside and directly said junk food also affect your skin health. Do you agree?

B: So move to the second main point, so I just delete the word beside.

c. LRE discussing mechanics

The last one mechanics, mechanics here deals with punctuation, spelling, and pronunciation (Aldosari, Storch 2012). The example is presented below:

Excerpt 3.7 M-LRE (punctuation)

*A: Yaudah nnti elo ganti aja maksudnya jngan itu. If in bali there's known mount agung then in Lombok there's mount rinjani. Then ny ganti aja whereas. *Second, Bali, itu kyany gausah pake coma lagi deh.* Second, Bali as we know the island of the god its famous for the blend. Kyanya its deh bukan is, kan blend campuran kan... and hindu rituals ares till thick. Thick itu kan kyanya padet tapi buat nyatuin minuman gitu loh kya sirup gitu yah.*

B: Jadi lebih strong