CHAPTER III

METHODOLOGY

This chapter provides information about the methodological structure of the study. It involves research design, participant, time & place of the study, data & data source, data collection procedure, and data analysis procedure.

3.1 Research Design

Case study is chosen as methodology because the method deals with written data from a small number of participants (Cresswell, 2012). It is parallel to the study about learning engagement in students' integrated learning log. Furthermore, Case study is a part of qualitative research which means that the method discusses exploration of a problem and the progress of a detailed understanding in certain phenomenon. So, the writer employed the method to observe kinds of feedback, the way of the students deliberate language through integrated learning log.According to Cohen (2011), Case study was a method which investigate and report the interactions of events and human relationship. In this case, the writer reported about the interaction between students in giving and getting feedback on complaint and application letter.

3.2 Time and Place of the study

This study was conducted in English for Business Discourse Class of English Department at State University of Jakarta. It was started from September until December 2017.

3.3 Participant

The participant of this study was students taking English for Bussiness Discourse of English Department, State University of Jakarta. The samples involved 6th semester students year 2017. There are 28 students who participate in this research, consist of 7 male students and 21 female students.

3.4 Data and Data Source

3.4.1 Data

The data of the study were peer feedback from students on two business letters: complaint and application letter recorded in students' (integrated learning log).

3.4.2 Data Source

The data source came from students' integrated learning log and revision drafts on two business letters: complaint and application letter,

3.6 Data Collection Procedure

To collect the data, first, the writer is helped by lecturer to lead his students. Each student were guided by the lecturer to write integrated learning log. During 3-4 months, students were asked to fill the learning log after each meeting, to record learning activities inside and outside the class. At certain time, (2-3 weeks) the learning log were collected by the lecturer for feedback

and returned to the students.The researcher collected students' log, midtest, and final test paperwork for analysis.

3.7 Data Analysis Procedures

The writer analyzes the students' integrated learning log firstly by seeing on the comments and responses. The comments given by friends and the response of the log's writer were carefully analyzed, whether all other friends' comments were acknowledged and accommodated in their revision

3.7.1. What kinds of feedback appear in students' integrated learning log?

To see kinds of feedback appeared in students integrated learning log, the researcher had a close look at the learning log to see whether students provide feedback related to content or language. Below is example from the learning log on feedback to do with content.

Table 3.1 The Learning Log

Name	Date	Topic	Suggestion, Comment, Question	Response
Student 2	March 20th	Application	**AriskaPutri :** 1. English teacher should be an English teacher position 2. Stating when you get the information of that job. **Kania Anisa :** 1. I was a private english teacher for elementary school students.	I agree with Ariska's suggestion in the first paragraph. I also agree with Kania's suggestion in order to make the sentencemore effective.

				In my fourth semester, I was a private english teacher for high school students (In my third and fourth semesters, I was a private english teacher for elementary and junior high school students) 2. Stating you enclose the letter with id card and cerificates (based on the requirements)	I also forgot to state the enclosing id card and certificates.

The writer classified the language feedback into two parts such as vocabulary and grammar from the learning log table 3.1 above. Then, it was analyzed based on the Richard (2012) definition about the examples of grammar and Schmitt (2011) about the vocabulary. As the table shown below, it is the example of the deliberation of language.

Table 3.2 Deliberation about Language

NO	NAMA	TOPIC	VOCABULARY	GRAMMAR
1.	Student 3	Complaint Letter	Transaction **->** purchasing	Grammar improvement such as: is -> was, etc.
2.	Student 24	Application Letter	A degree → the bachelor degree of English	I have also learned much from my courses(diminishing "much")
3.	Student 20	Application letter	Beside teaching English such as →beside capable in English I able to	I will be taking → I will take

3.7.2. To what extend integrated learning log enable students to follow-up the feedback?

Firstly, the feedback were seen in detail in the learning log. Then, the writer examined the draft of complaint and applicaion letter in each student to make sure that the feedback on the learning log and the letter are similar. After that, the revised letter were examined and analyzed to determine whether the feedback appear or not. This is a feedback distribution table below:

NO	NAMA	TOPIC	NEGOTIATED ITEM	APPEAR IN REVISED PAPER
1.	Student 1	Complaint Letter	• Adding acknowledgment before apologizing expression • He is -> he was • My self -> myself • More -> only	✓ ✓ - ✓
		Application Letter	• Add the word "when" Working in non educational field, (when) I was • Add the sentence : I look forward talking to you • New environment and ~~new~~ people • Has (been) the most appealing offer • My self -> myself • Enclosure -> enclosing • I usually do sports, reading, dancing. . .-> i usually do sports, read novels and poems, and have write some of them myself	✓ ✓ ✓ – ✓ – ✓