CHAPTER 3
RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1 Method of the Research

This research uses qualitative research. Qualitative research employs a variety of methods and takes an interpretative, naturalistic approach to its subject matter. This implies that qualitative researchers examine objects in their natural environments in order to comprehend or interpret events in terms of the meaning that individuals assign to them (Aspers & Corte, 2019). In the field of qualitative research, this study will use a case study to portray the topic in great detail. A case study is a detailed description of an individual case and its analysis; that is, the characterization of the case and events, as well as a description of the process of discovering these features, which is the research process itself (Mesec 1998, p. 45). A case study is useful for discovering or explaining a phenomenon that is poorly understood in the "big picture" (Yin, 2017). Specifically, this study used a descriptive case study which define as a case study that is designed to thoroughly investigate a variety of phenomena in order to produce an in-depth analysis (Gustafsson, 2017).

3.2 Focus of the Research

This research concentrates on the experiences of students who are completing a thesis as a final assignment and receiving written corrective feedback.

3.3 Setting and Participants

This study conducted at an English education department in a university in Tasikmalaya, West Java, Indonesia. This location is chosen because this research target participants are students who are finished on working their thesis as their final project to obtain *Sarjana Pendidikan* degree. The participants' age is around 22-24

years old. They are undergraduate students who have completed their thesis in English Education. Furthermore, the participant was chosen on purpose because their thesis writing period was shorter than that of their classmates, 6 months. Their speed in completing the thesis writing was taken consideration because all students who worked on the thesis writing received written corrective feedback; however, the two participants completed the process faster. As a result, based on their experiences receiving written corrective feedback from lecturers, the chosen participant was deemed capable of providing sufficient information to answer the research questions. Each time the thesis guidance process occurs, both participants routinely provide thesis guidance to supervisors and receive written corrective feedback. Aside from that, both participants received written corrective feedback from the examiners during the thesis completion process, which included the proposal seminar, results seminar, and thesis examination. Before becoming participants, they were both told what, why, and how the research would be conducted. The time for the interview was then scheduled based on the abilities of the two participants after both participants filled out the consent form and were willing to become participants and conduct an interview. Both participants were required to answer questions from the researcher during this interview process, and their responses were recorded using a zoom meeting recorder.

3.4   Technique of Collecting the Data

The study's data collected using semi-structured interviews. The SSI is a conversational interview with one respondent at a time that uses a mix of closed and open-ended questions, often accompanied by follow-up why or how questions. Rather than adhering slavishly to verbatim questions as in a standardized survey, the dialogue can meander around the topics on the agenda and may delve into completely unexpected issues (Adams, 2015). Semistructured interviews can provide rich, in-depth qualitative data that can be used to understand participants' experiences as well as how they characterize and interpret those experiences (Rubin & Rubin, 2011). This is intended to allow participants to freely express their thoughts, feelings, and experiences about the topic at hand. Furthermore, the ssi

was used to explain the experiences of the two participants who received written corrective feedback while writing their thesis.

The interview questions were adapted from previous studies that used SSI to collect data (Alshahrani & Storch, 2014; Ferris et al., 2013; Suharyanti & Fauziati, 2020). The questions focused on the two participants' experiences with receiving written corrective feedback while writing their thesis. In this interview, participants' writing backgrounds, knowledge of written corrective feedback, as well as the core topic, namely how to provide written corrective feedback in the thesis writing process, effectiveness, and what kind of feedback they prefer, were all asked. This question is, of course, flexible and can be expanded if more information and a deeper understanding of participants' experiences and how they engage with written corrective feedback is required.

The semi-structured interview (SSI), which was guided by the interview protocol, was conducted in order to gain in-depth knowledge about the topic. This interview lasted 30-40 minutes for each participant and was conducted in the language preferred by both participants, *Bahasa Indonesia*. *Bahasa Indonesia* is also used so that the participants' words can be understood more clearly and thoroughly, avoiding data processing misinterpretation later on. However, this information will be transcribed and translated into English. The Zoom application was used to conduct this interview online. Of course, the participants have completed the existing consent form and agree to participate in this interview.

3.5   Technique of Analyzing the Data

This study used thematic analysis to analyze the data. According to Braun and Clarke (2006), thematic analysis is an analytical procedure used to analyze, manage, represent, and inform themes contained in a data set. Thematic analysis organizes analyses into 'themes,' which are defined as patterns of shared meaning. Themes may include explicit as well as implicit ideas, concepts, and meanings. The researcher believes that thematic analysis provides flexibility in interpreting data and allows the researcher to gain access to large data sets more easily by categorizing them. In practise, conducting a thematic analysis entails several steps, which are as follows:

3.5.1 Familiarizing the data

This process includes the transcription of data, reading and re-reading of data, and recording transcripts of interview data. The researcher reads all of the interview data at this point to find meaning and patterns or themes that emerge from the data.

3.5.2 Generating Initial Codes (Coding)

To answer the research questions, the second phase requires the assistance of all relevant data points in the entire data set. Researchers identify codes related to the purpose of this study by coloring the data.

Table 3.1 Generating Initial Codes

P: ok ok siap kalau dari sudut pandang aku atau sepengalaman aku ya dari written corrective feedback itu, yang pertama eeeee… tentu membantu melengkapi hal hal yang kurang dalam penulisan aku itu yang pertama. Kemudian yang kedua itu membuka membuka apa ya ruang kita untuk lebih berpikir kritis. Kemudian yang ketiga itu memberikan kesempatan untuk kita untuk lebih bisa mengeksplor hal-hal yang terkait ataupun berkaitan dengan apa yang kita tulis	Increasing writing performance Evoking critical thinking Helping in exploring new thing
P: tentunya ya sering karena itu kan bisa memperbaiki penulisan kita, juga untuk meningkatkan kualitas dari penulisan kita, jadi dengan adanya written corrective feedback itu bisa dibilang kepenulisan kita itu jadi lebih bagus gitu ya, soalnya kan dari sana kita bisa tahu jadi ini ini yang benarnya kalau gini tuh salah gitu ya.	Making thesis better
P: Nah, betul betul betul. Ada beberapa ada bagian-bagian yang memang sa oleh para pembaca ataupun penguji itu di di ditunjukkan langsung misal pada bagian ini kita salahhnya, pada bagian ini kita kurang tepatnya jadi dengan written corrective feedback kita bisa lebih tepat dan lebih istilahnya lebih easy gitu untuk merevisi ataupun memperbaiki hal yang di eee.. apa ya yang di hak yang harus diperbaiki pada	Making the revision easier

bagian di di written corrective feedback itu. Betul Mel. P: menurut saya sangat-sangat bermanfaat, seperti yang sudah saya bilang kalau written corrective feedback gitu ya, kalau misalnya feedback-nya itu kita paham jelas nah dari situ kita bisa lihat kan apa sih kesalahan kita,	WCF is useful Helping in noticing the errors

There are 15 initial codes identified by participants' interview transcription that represent their experience responding to written corrective feedback. The frequency of those initial codes is depicted in the table below.

Table 3.2 Codes Calculating

No	Initial Codes	Total
1.	Increasing writing performance	2
2.	Helping in noticing the error	3
3.	Evoking critical thinking	2
4.	Increasing the quality of thesis	5
5.	Making thesis writing faster	3
6.	Helping in exploring new thing	1
7.	Making the revision easier	1
8.	Confusion towards WCF	2
9.	Self-solving	2
10.	Going for consultation	2
11.	WCF is useful	2
12.	WCF is important	2
13.	Excited towards WCF	1
14.	Feeling valuable toward WCF	3
15	Feeling incredible toward WCF	1

3.5.3 Searching for themes

The researcher extracts themes from the data during the third phase, which are then explained and discussed. This process involves choosing data transcripts and looking for something noteworthy or intriguing about them in light of research questions.

Table 3.3 Searching for themes

Initial Codes	Theme
Increasing writing performance Helping in noticing the error Evoking critical thinking Increasing the quality of thesis Making thesis writing faster Helping in exploring new thing Making the revision easier	Cognitive enrichment through written corrective feedback
WCF is useful WCF is important Feeling valuable toward WCF Excited towards WCF Confused towards WCF Feeling incredible toward WCF	Emotional reaction toward written corrective feedback
Going for consultation Self-solving	Action-oriented response toward written corrective feedback

3.5.4 Reviewing theme

In the fourth phase, the researcher adjusts or modifies the themes found in the previous step. The researcher looked at the following themes to see which was most appropriate.

3.5.5 Defining and naming themes

For each theme, a new definition and name must be developed in the fifth phase. To analyze the data, the researcher chooses the characteristics of each theme and their interrelationship.

Table 3.4 Defining and naming themes

Theme
1. Emotional reaction toward written corrective feedback
2. Action-oriented response toward written corrective feedback

3. Cognitive enrichment through written corrective feedback

3.5.6 Producing the report

In the sixth phase, the researcher reports the results of this research as the final opportunity for analysis.

3.6 Steps of the Research

As steps of research, the researcher conducted as in the following stages (Andriani et al., 2020):

Table 3.5 Step of the Research

Steps	Description
7.6.1. Identifying the problem	Finding a phenomenon and/or an issue based on written corrective feedback from a lecturer and students' responses in one of Tasikmalaya's universities in West Java, Indonesia.
7.6.2. Reviewing Literature	To support this research, the researcher reviewed several related studies' literature, such as books and research articles.
7.6.3. Objectives and research questions	The research looks at how students responded to written corrective feedback and what kind of response they gave for different types of WCF.
7.6.4. Collecting the data	Semi-structured interviews will be used for data collection because they provide rich and detailed qualitative data for understanding participants' experiences, as well as how they describe and interpret those experiences (Rubin & Rubin, 2011).
7.6.5. Analyzing the data	This study used thematic analysis to analyze the data. Braun and Clarke (2006) define thematic analysis as a method for analyzing, managing, representing, and informing the themes found in a data set.

7.6.6. Writing the report	The analyzed data interpreted after all of the earlier steps are finished, and then that presented as the study's final outcome.

3.7 Time of the Research

Table 3.6 Research Schedule

No	Description	Jan 2023	Feb 2023	Mar 2023	Jul 2023	Aug 2023	Sep 2023	Oct 2023	Nov 2023
1.	Research proposal writing	██	██	██					
2.	Research proposal examination			██					
3.	Data collection				██				
4.	Data analysis					██			
5.	Writing Report						██		
6.	Comprehensive review							██	
7.	Thesis Examination								██