

## **CHAPTER 3**

### **RESEARCH METHOD**

The successful exploration of students' perceptions on corrective feedback hinges upon a methodological approach that ensures rigor, validity, and relevance. This chapter outlines the research design, participant selection criteria, data collection procedures, and analytical frameworks employed in the pursuit of a nuanced understanding of the chosen phenomenon.

#### **3.1 Method of the Research**

A descriptive case study, as defined by Koh and Owen (2000), served as type of case study that aimed to describe the characteristics of a phenomenon or situation. Descriptive case study was chosen as a research method because this study aimed to capture various dimensions of students' viewpoints, attitudes, and responses to the corrective feedback given by the teacher to the students' writing assignment. This method was employed since it was driven by the need to unravel the intricacies underlying students' reactions to feedback, explore potential patterns, and discern factors influencing their engagement.

Through qualitative interviews and data collection, in line with Creswell's (2019) methodology, the study involved directly interacting with participants to gather their authentic perspectives. These perspectives were then meticulously analyzed using established qualitative methods, as highlighted by Patton (2015), allowing for a thorough exploration and presentation of the intricate dynamics that contribute to students' perceptions.

By employing a descriptive case study approach, this research aimed to provide a holistic and nuanced depiction of how students perceive teacher corrective feedback, thereby laying a foundation for future research and fostering an informed pedagogical environment.

### **3.2 Focus of the Research**

The focus of the research was to explore the perceptions of students regarding the teacher's corrective feedback on writing assignments at a junior high school in Karawang, aiming to gain insights into students' feedback preferences, attitudes, and the perceived effectiveness of corrective feedback practices. Through an in-depth exploration of students' perspectives, this research sought to contribute to the realm of language education by fostering a deeper understanding of effective feedback strategies and their potential impact on students' writing development and motivation.

### **3.3 Setting and Participants**

The setting of this descriptive case study was at one of the Junior high schools in Karawang, a secondary public school located in a suburban area. The research was conducted in December 2023. The rationale for selecting this school as the research site was informed by a preliminary interview conducted with an English teacher at the school. This interview provided valuable insights into the school's approach to English language education, particularly its emphasis on writing skills and the implementation of corrective feedback strategies.

Since qualitative research focused on the richness of data rather than the quantity, and a smaller sample size facilitates a more detailed analysis, a purposive sampling technique has been thoughtfully employed to ensure the inclusion of participants with diverse proficiency levels, genders, and writing abilities. In line with Creswell (2017), purposive sampling was particularly valuable when researchers seek to explore a specific phenomenon, gain in-depth insights, or target a unique population. Therefore, the participants of this study comprised 3 students consisting categorized from low, moderate, and high achievers taken from a certain class of the second-grade level at the school.

Prior to participation, both the school administration and the students granted informed consent, upholding ethical considerations and safeguarding participants' rights and confidentiality. Through this rigorous selection process, the study aimed to uphold the integrity of the research and the ethical treatment of participants, while the school's selection was guided by the insights from the preliminary interview, aligning the research's objectives with real-life educational practices.

### **3.4 Technique of Collecting Data**

This research employed a semi-structured interview. A semi-structured interview is a qualitative research method that combines predetermined questions with the flexibility to explore and probe deeper into participants' responses (Creswell, 2019). Since its flexibility, this descriptive case study aimed to explore students' perceptions of the teacher's corrective feedback on English writing assignments at one of the junior high schools in Karawang. The semi-structured interview approach allowed for a flexible yet systematic exploration of participants' experiences, providing valuable insights into their perspectives.

Adhering to the principles of semi-structured interviews, a purposive sampling technique, as previously mentioned, employed to select a diverse group of students from a certain class at the second-grade level. The selection was also based on the consideration of the English subject they are taking, and the teacher's habit in giving corrective feedback found from the preliminary interview result. This sampling approach ensured the inclusion of participants with varying language proficiency levels and writing abilities, enriching the study's comprehensiveness.

The development of the interview protocol was guided by the research objectives and relevant literature on corrective feedback and writing instruction. The semi-structured format allowed for a combination of open-ended questions and predetermined questions, enabling participants to share their experiences and perceptions while ensuring consistency across

interviews. The questions were based on indicators proposed by Carles (2021) listed in the following:

- a. Feedback Reception: types of feedback given by the teachers.
- b. Feedback Preference: types of feedback preferred by the students.
- c. Experience of Getting Feedback: students' feeling and experience when receiving feedback.
- d. Feedback Impact: the perceived impact of feedback on students' writing skills.
- e. Feedback Utilization: How students utilize the feedback for their improvement.
- f. Feedback Strategies: specific feedback strategies preferred by students.
- g. Challenges and Support: exploring any challenges encountered by students and the support that assists them in using feedback.
- h. Attitudes towards Feedback: students' attitude toward given feedback
- i. Teacher-Student Interaction: examining the students' perceptions of teacher-student interactions during feedback discussions.
- j. Suggestions for Improvement: encouraging students to provide suggestions and recommendations for enhancing the effectiveness of corrective feedback practices.

Prior to the main data collection, a pilot study was conducted with a small group of students to test the effectiveness and clarity of the interview questions. The insights gained from the pilot study has informed necessary refinements to enhance the interview protocol's quality.

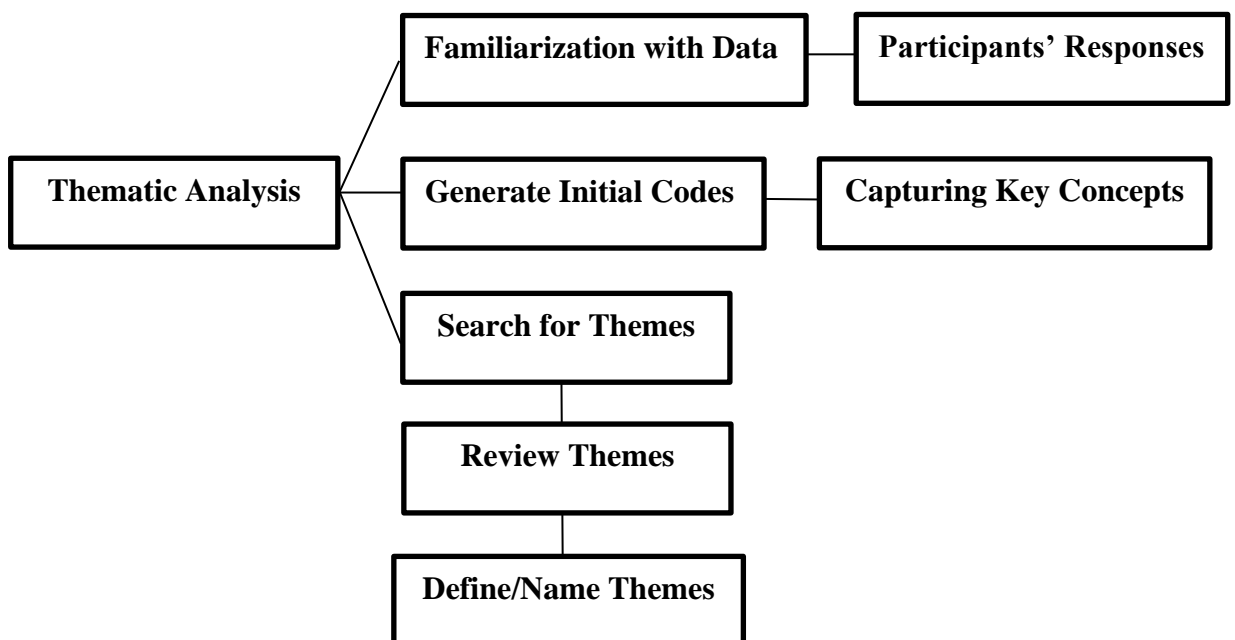
By the principles of semi-structured interviews, one-on-one interviews were conducted with each participant. The semi-structured format allowed for flexibility, allowing the interviewer to explore emergent themes while maintaining consistency across interviews.

### 3.5 Technique of Analysing Data

Thematic analysis, as recommended by Braun and Clarke (2006), will be employed to analyze the interview data collected in this descriptive case study. Thematic analysis is a flexible qualitative research approach for identifying, analyzing, and reporting patterns (themes) within data. This method allowed for an in-depth exploration of participants' perceptions, attitudes, and experiences regarding the teacher's corrective feedback on English descriptive writing assignments. The following figure described the techniques of analyzing data:

**Figure 3.1.**

*Techniques of Analyzing Data (Braun & Clark, 2006)*



#### 3.5.1 Familiarization with Data

The audio-recorded interviews were transcribed verbatim, and the researchers immersed themselves in the data to gain a comprehensive understanding of participants' responses and narratives.

#### 3.5.2 Generate Initial Codes

The researcher conducted line-by-line coding of the transcribed data, identifying meaningful units and generating initial codes that captured key concepts and ideas.

**Table 3.1.**  
*Generating Initial Codes*

P1	Awalnya, sebenarnya ya aku kecewa kak, karena kan yaa tugas aku berarti ada yang salahnya. Tapi ya gapapa jadi aku tau yang salahnya di sebelah mananya	Initial Disappointment Acceptance and learning
P1	Masukan yang aku sukai itu kalau misalnya masukannya itu dikasih yang jawaban yang benarnya itu seperti apa. Atau, dikasih contoh juga kak jadi nanti aku bisa niru. Terutama itu pas eumm... apa yaa.. pas verb kata kerja gitu misalnya ada yang salah aku dikasih tau yang benarnya gimana, terus dikasih contoh lain juga biar aku eumm makin paham.	Prefer correction with examples
P2	Oh iyaa aku senengnya yaaa kalo ngebenerin cara aku nulis, soalnya aku suka salah nulisnya kak nulis bahasa Inggrisnya soalnya aku gatau cara menulisnya.	Favor spelling correction
P2	Eum, iya ada kak. Seteleh menerima koreksi dari guru di tugas selanjutnya aku jadi lebih tau yang bener kaya gimana jadi kesalahannya tidak terlalu banyak.	Reduced errors

P3	Eums biasanya aku ke depannya itu lumayan ada kak, tapi karena banyak koreksian yang aku tidak mengerti biasanya salah lagi	Future improved performance Repeated errors
P3	Aku benerin apa yang salah ka beberapa yang aku mengerti, kalau ada yang aku tidak mengerti aku biasanya bertanya ke teman sebangku aku.	Self-correction Seeking clarification

18 initial codes represented different aspects shown by participants interview transcription. Here is the list of initial codes and their frequency

**Table 3.2**  
*List of Initial Codes and Its Frequency*

Initial Codes	Frequency
Receiving correction	5
Initial Disappointment	3
Acceptance and learning	5
Prefer correction with examples	3
Future improved performance	3
Self-correction	3
Demanding clear explanation	6
Sentence structure difficulty	2
Teacher's way of giving correction	1
Gentle communication	3
Favor spelling correction	3
Reduced errors	1
Vocabulary difficulty	2
Repeated errors	1
Seeking clarification	1
Teacher assists student's writing	2

### 3.5.3 Search for Themes

The initial codes were reviewed and collated to identify potential themes. The researcher explored similarities and differences in the data to develop a preliminary set of themes.

**Table 3.3.**

### *Searching for Themes*

<b>Initial Codes</b>	<b>Potential Themes</b>
Receiving correction Initial Disappointment Acceptance and learning Self-correction Seeking clarification	Students' response to corrective feedback
Prefer correction with examples Prefer detail correction Demanding clear explanation Favor spelling correction	Students feedback preferences
Future improved performance Reduced errors Repeated errors Low confidence	The impact of corrective feedback on students writing
Sentence structure difficulty Vocabulary difficulty Teacher assists student's writing Teacher's way of giving correction Gentle communication	Students writing challenges and teachers' assistance

#### **3.5.4 Review Themes**

After identifying themes, the researcher reviewed and refined them. This involved revisiting the data to ensure that the themes accurately reflected the coded content. At this stage, the researcher looked for coherence and consistency within each theme.

**Table 3.4.**  
*Reviewing Themes*

<b>Potential Themes</b>	<b>Themes</b>
Students' response to corrective feedback	Student Responses to Corrective Feedback
Students feedback preferences	Unclear & Uninteractive Feedback
The impact of corrective feedback on students writing	Helpful in Improving the Writing Quality
Students writing challenges and teachers' assistance	Helping in Solving Writing Problems

#### **3.5.5 Define and Name Themes**



This step involved clearly defining and naming each theme. The researcher articulated what the theme represented and what it meant in the context of this study.

### 3.5.6 Produce the Report

Finally, the researcher integrated the themes into a comprehensive report. The report provided a coherent account of the findings, including detailed descriptions of the themes and how they related to the research questions.

## 3.6 Steps of the Research

The following table contains the steps of the research:

**Table 3.5**  
*Step of the Research*

<b>Steps</b>	<b>Description</b>
<b>Identifying the problem</b>	The research problem addressed in this study stemmed from the pressing need to understand students' perceptions of the teacher's corrective feedback on English descriptive writing assignments at A junior high school in Karawang. While corrective feedback played a crucial role in language learning, limited research had specifically explored students' perspectives in the Indonesian context.
<b>Reviewing Literature</b>	To support this research, the researcher examined various literature sources concerning the subject, including books

	and research articles.
<b>Objectives and research questions</b>	The study examined the students' perception on corrective feedback given by the teacher.
<b>Collecting the data</b>	The data was gathered through semi-structured interviews, which were well-suited for uncovering qualitative trends and issues not previously known and for exploring novel areas of research interest (Partridge et al., 2010).
<b>Analysing the data</b>	This research employed a thematic analysis proposed by Braun and Clarke (2006) in that it was an analytical procedure to analyze, manage, represent and inform themes contained in a data set.
<b>Writing the report</b>	Once all the aforementioned steps have been completed, the analyzed data was interpreted before being presented as the study's findings.

### 3.7 Time and Place of the Study

This study was conducted at A junior high school in Karawang, West Java, Indonesia. This study was conducted from July 2023 – May 2024. Starting from research proposal writing, research proposal examination, data collection, data analysis, report, and thesis examination based on the research schedule made.

#### **Table 3.6**

*Time of the research*

No.	Description	July -	Nov	Des	Jan-	Apr-	June	July
		Okt			Mar	Mei		
		2023	2023	2023	2024	2024	2024	2024
1.	Research proposal writing	■						
2.	Research proposal examination		■					
3.	Data collection			■				
4.	Data analysis				■			
5.	Report					■	■	■
6.	Thesis examination							■