

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

In this study, the researcher used a descriptive case study as the research design because it focused on presenting a detailed, contextualized picture of a particular phenomenon (Yin, 2018). In addition, descriptive case study sets “to describe the natural phenomena which occur within the data in question, for instance, what different strategies are used by a reader and how the reader use them” (Zainal, 2007). This research design was selected because this study focused on describing the phenomenon in detail about the students’ perception written feedback in Academic Writing Class, and understanding the perception of the student towards written feedback in writing class, and allowed the researcher to get thick description of the phenomenon. Therefore, this study used a descriptive case study to investigate students’ perception of the lecturer’s written feedback in Academic Writing class.

3.2 Focus of the Research

This study focused on identifying students’ perceptions about lecturer’s electronic feedback in Academic Writing class. Using a descriptive case study, this research, investigates the student’s perception of the written feedback from the undergraduate student who has carried out an Academic Writing Course.

3.3 Setting and Participants

The participants were four students who experienced Academic Writing class during their 2nd year and had an assignment to make an academic journal in one of the universities located in Tasikmalaya, West Java, Indonesia. During their assignment completion, the lecturer gave them written feedback before they collected the final result to the lecturer. The participants were chosen according to students who participated in an academic writing class with two indicators. The indicators were: (1) learning engagement; (2) learning

achievement. The first participant is the student who actively engagement during class activity and had high achievement. The second participant is selected based on active engagement and had low achievement. The third participant was defined by his/her passive engagement but showed good achievement. The last participant is chosen due to the passive engagement and low achievement. Hu and Kuh (2001) explained that engagement is the quality of effort of students themselves assigned to educationally resolve the activities that contribute directly to desired outcomes. Bonwell and Eisen (1991) added that direct engagement involve active learning with course material, such as discussion, debate, and hands-on practice. In contrast, passive engagement is passive learning does not directly involve the student. For example, lecture or demonstration, where the students listen and watch but do not actively participate.

3.4 Technique of Collecting the Data

The writer used semi-structured interviews to collect the data and it was supported with document analysis of participants as a proven of electronic feedback process in academic writing class. Semi-structured interview is a data collection method that relies on asking questions within a predetermined thematic framework. It is chosen because of several considerations. First, by doing semi-structured interviews, the interviewer prepared questions ahead of time, but it allowed for open-ended responses from participants for more in-depth information. Second, it encourages two-way communication so that both the interviewer and the interviewee(s) will have a more flexible situation to question and express their views in their own terms. It also provides an opportunity for interviewers to learn answers to questions and the reasons behind the answers.

Interviews were conducted according to the time determined between the interviewer and participants for the interview. Technically, the interview process will be conducted in several stages such as: (1) asking for permission

to the lecturer (2) filling out form for the participant (3) conducting the recorded interviews by using the sound recorder.

The interview guidance of this study is adopted from Ouahidi's and Lamkhanter's study (2020) about students' perceptions of lecturers' written feedback on writing in a Moroccan university context. The researcher conducted interview twice and divided into two parts. The researcher will ask participants about (1) the implementation of lecturer's written feedback based on their experiences; and (2) their opinions and feelings towards the implementing the feedback supported by their reasons. The first part of the questions explored how the teacher implements written feedback based on students' views. Moreover, the second asked students' thoughts and feelings toward the lecturer's written feedback. Furthermore, it is expected to explore students' opinions toward the written feedback in general, students' understanding of the lecturer's written feedback, the effectiveness, the usefulness and the relevance of the lecturer's written feedback, and their follow-up action after receiving teacher's written feedback.

3.5 Technique of Analyzing the Data

After obtaining the data from semi-structured interviews, the researcher transcribed and analyzed them using thematic analysis. It is an analytical tool to identify, analyze, and report themes within data, and it aims to classify meanings based on themes' theory by Braun & Clarke, 2006. Thematic analysis is chosen because it provides way of looking for patterns in the data and to connecting them together into meaningful groups and themes that capture the subject investigated. It consists of several stages as follows:

- a. Familiarizing the data, which covers transcribing data (if necessary), reading and re-reading the data, taking notes or marking initial ideas;

Table 3.1 *Familiarizing the data*

Data item
<p><i>I: “Bagaimana dosen memberikan feedback tertulis?”</i></p> <p><i>P3: “biasanya si ibu emm bu meilisa kaya dikasih komen gitu a di wordnya terus beliau kaya ngetik sesuatu gitu dikomennya, ya itu mungkin salah satu feedback dari writtennya tapi biasanya si a ibu tuh ngasih feedbacknya secara oral ketika zoom meeting”</i></p>

- b. Generating initial codes, which involves coding interesting features of the entire data set systematically & collecting data which is relevant to each code;

Table 3.2 *Generating Initial Codes*

Profile	Data item	Initial Codes
P1	<p><i>aa untuk nomor satu ya a ya bagi saya umpan balik yang banyak dipakai apalagi saat saya dikelas yaitu umpan balik secara tertulis gitu feedback yang mana hal ini merujuk pada isi content dan tulisan kita gitu sehingga hal ini membuat saya khususnya menjadi bermanfaat bagi kita sebagai mahasiswa, misalnya ketika mengerjakan satu materi kadang ada yang salah persepsi yang membuat writing kita tidak sesuai, nah dari feedback yang dosen kasih kita jadi tahu yang mana yang harus diperbaiki salahnya dimana dan ketika mengerjakan materi selanjutnya kita bisa</i></p>	<p>Writing</p> <p>improvement</p>

	<p>langsung paham yang bertujuan untuk dapat memberikan sebuah hasil baik ataupun benar khususnya pada keterampilan bila menulis writing skill dan sehingga direct feedback ini menjadi salah satu cara dosen saya dalam menggunakan ataupun memberi sebuah penilaian didalam kelas. contohnya mengerjakan sesuatu materi kadang ada yang salah persepsi yang membuat writing kita tidak sesuai, nah dari feedback yang dosen kasih tau kita jadi tahu yang mana yang harus diperbaiki salahnya dimana dan ketika mengerjakan materi selanjutnya kita bisa langsung paham.</p>	
P1	<p>bagi saya proses pembelajaran umpan balik ini sebuah metode atau sarana yang dapat menambah kinerja siswa dalam tulis menulis yang nenas gitu bebas dan benar dan bagi saya ini sangat penting gitu proses pemberian umpan balik ini menjadikan pengalaman belajar positif bagi siswa atau pun bagi saya sendiri gitu sehingga dengan adanya pemberian feedback sampai dengan cara bagaimana cara memperbaiki ataupun merevisinya hal ini dapat dipahami dengan mudah a</p>	<p>Positive writing experience Understandable feedback</p>
P1	<p>Bisa dibilang sebuah materi yang bukan hasil dari kita dengan adanya masukan tertulis ataupun feedback dari guru tadi ataupun dosen ini sangat relevan dengan hasil</p>	<p>Problem Solving</p>

	<p>sehingga ini memudahkan saya untuk merevisi hasil kinerja saya itu a yang menjadi salah satu ataupun yang diberikan komentar oleh guru ataupun dosen yang dimaan hal ini menjadi sangat relevan karna guru ataupun dosen melakukan kegiatan dengan menggunakan feedback.</p>	
P2	<p>Kalau menurut saya sendiri written feedback bagi mahasiswa bisa dibilang efektif karna dosen juga tidak memberikan feedback itu tanpa alasan pasti ada alasannya adalah untuk mencapai goals matkul ARW salah satunya adalah improving reading and writing skill jadi dengan adanya written feedback ini diharapkan mahasiswa meningkat lagi skillnya dalam menulis dan membaca</p>	Effectiveness
P2	<p>Written feedback ini memiliki umur yang panjang selain itu juga dengan adanya keunggulan tadi dari situlah kita bisa meningkatkan kualitas karya dengan menerima umpan balik. Setelah mendapatkan written feedback itu mungkin kedepannya kita dapat meningkatkan dari kesalahan kesalahan pada matkul tersebut dan lebih berpengalaman sehingga kemungkinan terjadinya kesalahn itu sedikit</p>	Writing skill awerness
P4	<p>Menurut saya iya, tentu saja karena feedback-feedback yang diberikan itu secara keseluruhan mudah sekali dipahami dan juga</p>	Lerning Motivation

	<p><i>motivasional sehingga hal ini dapat membantu saya dalam berproses untuk meningkatkan kemampuan skill menulis saya</i></p>	
P2	<p><i>Untuk pemberian feedback sendiri itu tidak hanya terkait konten tapi penggunaan grammar yang benar juga dikoreksi untuk contohnya seperti missal saya dalam satu kalimat ada satu kata kerja yaitu apply mislanya nah tapi yang benar disini yaitu applying nah jadi kata apply dicoret warna merah dan disampingnya ditulis applying yang benar kata yang benar dari apply nah untuk yang lainnya ada juga yaitu plagiarism nah untuk plagiarism sendiri sangat diwanti wanti sebelum mengerjakan essay ini selain itu juga ada penggunaan kata yang tepat biasanya ada satu kalimat yang merupakan kalimat keterangan seharusnya tidak ada disitu tetapi dimasukan kesitu nanti itu kemungkinan dicoret satu kalimat full “hapus saja kalimat ini, untuk menandakan hapus saja kalimat ini ibu juga menandakan seperti di blok warna merah kemudian dicoret dengan warna merah juga</i></p>	<p>Checking the received feedback</p>
P1	<p><i>Nah kenapa sih penting dan bisa dimengerti mungkin kalau dari saya written feedback ini bisa dijadikan sebagai remainder bagi saya eeeee ketika saya akan membuat short essay atau essay dikemudian hari saya dapat membuka catetan yang lama melihat apasih yang diberikan oleh dosen sehingga bisa dijadikan pembelajaran kedepannya</i></p>	<p>Reinforcement feedback</p>

Table 3.3 *Initial Codes and Their Frequency*

No	Code	Frequency
1	Writing Improvement	6
2	Positive writing experience	2
3	Understandable feedback	4
4	Problem solving	6
5	Effectiveness	4
6	Writing skill awareness	10
7	Learning Motivation	3
8	Checking the received feedback	5
9	Reinforcement feedback	5

- c. Searching for themes, which focuses on sorting different codes into potential themes and gathering all data relevant to each potential theme;
- d. Reviewing themes

In this phase, the researcher reviewed the themes that created in the previous phase. The researcher rechecked the themes identified regarding student-lecturers' perception toward peer feedback to ensure the placement of codes have been categorized into the appropriate themes. This phase involves the process of developing or modifying the themes before choosing the final theme.

- e. Defining and naming themes

In this phase, the researcher identified the principle of each theme and produced a clear name for each theme by grouping the theme in the previous phase based on the similarity and deciding the final name of each theme. In the end, the researcher defined three that were selected and compatible with the analysis result.

Table 3.4 *Grouping the Detailed Data*

Code	Sub-theme	Theme
Writing skill awarness Checking the received feedback positive writing experience	Informing current writing skill	The Contribution of Written feedback to Increase Writing Skill
Problem Solving	Solution from written feedback	

Understandable feedback reinforcement feedback effectiveness	Written feedback experience	The Quality of written feedback
Learning Motivation	Advantages written feedback	Learning Achievement by Written Feedback
Writing Improvement	Learning Goal	

f. Producing report

This is the last phase for the researcher to analyze the data using thematic analysis. In this phase, the researcher reported the research results with supporting theories.

3.6 Steps of the Research

The various stages were carried out in conducting this research, as follows:

Table 3.5 Steps of The Research

Steps		Description
3.6.1	Identifying the issue related with written feedback	Finding a phenomenon and/or an issue based on the participant's experience in written feedback, these are, the difference of students' achievement after they got the written feedback from the lecturer.
3.6.2	Conducting Literature Review	Related to the phenomenon of written feedback, the researcher focuses on the written feedback in academic writing class. In order to enrich and support this research, the researcher searched numerous literatures with the same topic from dissertations, books, journals, and articles.
3.6.3	Determining Research Questions and Objectives	After collecting the necessary literature for this research, the researcher examined what are the students' perception towards written feedback in academic writing class.

3.6.4	Collecting The Data	The data collected through semi-structured interviews and the questions related to the CSs adapted from Ouahidi's and Lamkhanter's study (2020).
3.6.5	Analyzing The Data	In analyzing the data, this study used thematic analysis. Braun and Clarke (2012) assumed that thematic analysis is a method for identifying, organizing, and offering insight into patterns of meanings within data.
3.6.6	Writing a Report	After all the steps are conducted, the researcher reported a thesis by explaining it clearly and the analyzed data will be interpreted and reported as the result of the study.

3.7 Research Schedule

Table 3.6 Research Schedule

Description	Jan - July 2021	Aug 2021 - Jan 2022	Feb - Nov 2022	Des 2022	Jan 2023	Feb 2023	July 2024
Research proposal writing							
Research proposal examination							
Data collection							
Data analysis							
Report							
Thesis examination							