

CHAPTER 3

RESEARCH PROCEDURES

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

3.1 Method of the Research

This study uses qualitative research methods, especially descriptive case studies, enabling researchers to comprehensively describe the real context. According to Yin (2018), a descriptive case study is a method used to provide an in-depth depiction of a phenomenon involving a scenario in which a teacher assigns students to write a sentence using a simple present tense and further provides feedback corrections to their writing assignments. Students then show a variety of responses, either positive or negative, in real-life contexts. Therefore, a descriptive case study approach is used to describe the real-life context of students' attitudes towards written corrective feedback in class.

3.2 Focus of the Research

The study focuses on students' experiences of how their attitudes towards written corrective feedback provided by teachers.

3.3 Setting and Participants

This study was conducted at one of the Junior High Schools in Ciamis, West Java, Indonesia. This location was chosen because this school has used written

corrective feedback on the learning process. The participants of this research were second-grade students of the Junior High School, specifically focused on 8D class. In choosing the participants, the researcher asked for recommendations from the teacher based on daily learning activities that the 8D class was more interactive than the other classes. Because of this reason, the teacher chooses the participants from the second-grade students consisting of 27 students, with 12 boys and 15 girls. Based on the results of the observations conducted in the 8D class, four students participated: two girls and two boys, aged fourteen. The selection of participants was based on observational data, focusing on students who showed enthusiasm for learning and insolence when the teacher provided feedback corrections in the classroom.

3.4 Data Collection

The data was collected using interviews. Semi-structured interviews were used to gather data related to students' views and responses to the written feedback they received on their assignments at the Junior high school level. Bryman (2016) defines semi-structured interviews as those where the interviewer has a list of questions or topics to be covered but is free to explore other areas that emerge during the interview. The semi-structured interview was carried out to allow flexibility in exploring the participants' experiences and perspectives on receiving written corrective feedback. this approach ensures that while there is a set of core questions adapted from Rokeach (1972) guiding the interview. This interview lasted 3-4 minutes for each participant and was conducted in the language preferred by both participants, *Bahasa Indonesia*. *Bahasa Indonesia* is also used

so 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.

3.5 Data Analysis

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 in a data set. In practice, conducting a thematic analysis entails several steps, which are as follows:

3.5.1 Familiarizing with data

This process began by thoroughly reviewing the results of the interview audio and converting them into transcripts, then reading and re-reading the data becoming familiar with the interview transcripts. The researcher reads all the interview data to find meaning and patterns or themes that emerge from the data.

3.5.2 Generating Initial Codes

To answer the research question, 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: "After receiving written feedback from my teacher usually boosts my mood because I see it as an opportunity to learn and grow. Even if there are mistakes pointed out, I know it's helping me improve"	Enthusiasm for learning
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P: “I find the comments provided by my teacher very helpful. She not only points out my mistakes but also offers suggestions and tips on how to correct them. It makes me feel supported.”

Helping in noticing the error

P: “The corrective feedback encouraged me by highlighting areas where I performed well and providing constructive criticism to improve. It showed me that my efforts were recognized and appreciated, while also offering guidance on how to further develop my writing abilities.”

Knowing limitations and strengths in writing

Participants’ interview transcription identifies 16 initial codes 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	Improving students’ writing skills	24
2	Helping in noticing the error	8
3	Action-oriented suggestion	10
4	Understanding WCF	6
5	Curiosity with WCF	1
6	Confused towards WCF	1
7	Knowing writing mistakes	5
8	Knowing limitations and strengths in writing	3
9	Nervous	1
10	Frustrated	5
11	Motivated	2
12	Enthusiasm for learning	7
13	Insolence	8
14	Not appreciating the writing	1
15	Desiring recognition before criticism	1
16	Mistake-centric feedback	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 the research question.

Table 3.3 Searching for Themes

Initial Codes	Sub-theme	Theme
Understanding WCF Action-oriented suggestion Knowing writing mistakes Knowing limitations and strengths in writing	Appreciation for Detailed Feedback	Positive Attitudes
Helping in noticing the error Improving students' writing skills	Recognition of Improvement	
Motivated Enthusiasm for learning	Motivation and Engagement	
Frustrated Insolence	Ignored the WCF	Negative Attitude

3.5.4 Reviewing themes

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	Definition
Positive Attitude	Students with positive attitudes encompass various aspects, such as appreciation for detailed feedback, recognition of improvement, and increased motivation and engagement. A positive attitude is a mindset that focuses on the good in any situation, embraces challenges as opportunities for growth, and maintains a hopeful outlook.
Negative attitudes	Students with negative attitudes often ignore feedback provided by the teacher. They tend to resist change, avoid challenges, and have a critical or dismissive outlook on feedback and opportunities for improvement.

3.5.6 Reporting of findings

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 the step of research, the researcher will conduct the following stages:

Table 3.5 Steps of the Research

Steps	Description
Identifying the Problem	The researcher began the research by identifying the problem. The problem was the students' attitude when the teacher provided feedback corrections to their writing assignments.
Reviewing the Literature	The researcher reviewed the meaning of the critical points of the study to emphasize the importance and the purpose of the study
Specifying the Purpose of the Research	After reviewing the literature, the researcher determined the research objectives to focus on the research statement, set the research scope, and establish a better research objective based on the problem.
Collecting the Data	The next step was deciding the method to collect the data. This study collected the data through the experiences of students and conducted semi-structured interviews.
Analyzing and Interpreting the Data	After collecting the data, the researcher analyzed and interpreted the data from the interviews. The data were analyzed using thematic analysis.
Reporting and Evaluating the Research	After analyzing and interpreting the data, the researcher reported and evaluated the research.

3.7 Research Schedule

In completing this study, the researcher took several phases as follows:

Table 3.6 Research Schedule

Description	Nov/ 2023	Dec/ 2023	Jan/ 2024	Feb/ 2024	March/ 2024	April/ 2024	May/ 2024	June/ 2024	July/ 2024
Research Proposal Writing									
Research Proposal Examination									
Data Collection									
Data Analysis									
Report Thesis Result Seminar									
Thesis Examination									