

CHAPTER 3

RESEARCH PROCEDURE

3.1 Research Design

This research utilized a qualitative design to explore students' perceptions on doing peer feedback in writing activities. The researcher explored students' perceptions by using semi-structured interviews with participants based on the interview guidelines that had been created. According to Creswell (2012), qualitative research involves making judgments about descriptions that align with the context or themes of the information. It examines people's circumstances and experiences (Ary et al., 2010). Additionally, an exploratory case study method was used, as described by Yin (2018), which was commonly used to answer research questions of the "what" question type. In addition, this method was chosen because it effectively supported the exploration of the case at hand, making it suitable for investigating students' perceptions of peer feedback in writing activities.

3.2 Setting and Participants

The interviews were conducted in September 2023 and were carried out online via Zoom due to the distance between the researcher and the participants. This distance made face-to-face meetings was not possible. Therefore, Zoom was chosen by the researcher as the platform for conducting the interviews with the participants.

The participants in this research were two students from the English Education Department at a university in East Priangan. They were active seventh-semester students at the time the interviews were conducted. Thus, they had already received academic writing assignments and engaged in peer feedback for more than one academic year. In addition, they also still kept the files from when they conducted peer feedback in writing activities. This shows that they had direct experience with the process. Moreover, they were willing and enthusiastic to participate in the study, so their willingness and enthusiasm ensured that they provided honest and in-depth data about their perceptions.

3.3 Data Collection

Research certainly needs a data collection process to later be analysed, explained, then concluded. In this study, to explore the feelings experienced by participants when conducting peer feedback in writing activities, researcher conducted interviews to obtain the data. According to Ary, et al. (2010), interviews are used to collect information from people about their thoughts, beliefs, and feelings regarding various circumstances. Furthermore, the qualitative interview varies greatly in how it is conducted but is often more in-depth, open-ended, and less structured than the interview used in quantitative research (Ary et al., 2010). Thus, the researcher used a semi-structured interview to obtain the data from the participant.

The researcher conducted interviews on September 2023 online via Zoom. This was done because the distance between the researcher and the participants made face-to-face meetings impractical. The two participants were interviewed at different times to obtain more in-depth responses from each of them. The researcher conducted the semi-structured interviews based on the interview guidelines that had been prepared beforehand. The interview questions were created based on the theories of Gandasari et al. (2021) about perceptions and Mualifah (2021) about peer feedback in writing. These questions explored students' perceptions during peer feedback in writing activities.

3.4 Data Analysis

In analysing the data that has been collected, the researcher used a technique so that the analysis is more structured. According to Ary et al. (2010), the most challenging and puzzling part of qualitative research is data analysis. This is in line with the statement from Creswell (2013), for qualitative researchers, analysing text and numerous other types of data offers a complex challenge. Therefore, guidelines for data analysis techniques are needed as a guide for researchers during the data analysis process.

In this study, the researcher used thematic analysis by Braun and Clarke (2012). It is a method for systematically discovering, gathering, and providing insight into meaning-related patterns (themes) throughout a data set (Braun &

Clarke, 2012). There are six-phase approach to thematic analysis. These are familiarizing with the data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, and producing the report.

1. **Familiarizing with the data:** In this phase, the researcher knew more about the data obtained. Started from listening to audio interviews with participants, reading and re-reading interview transcriptions, so that researcher would more familiar with the data that would be processed. In the process of re-reading, the researcher also noted any parts that had the potential to be highlighted in the analysis.
2. **Initial code generation:** Initial codes were created by researchers by noting the locations and occurrences of patterns. This happened when the researcher compressed data into labels to create categories for useful further information analysis. In this section also, the data's detail was completed. Here was where the researcher tried to figure out the meaning of the codes.

Table 3.1 Generating Initial Code

Transcriptions	Initial Code
P1: In my experience regarding peer feedback, it is an activity that... is assigned by the lecturer, where we have to correct the grammar from ordinary grammar, from punctuation to the sentence structure which has tenses like that.	Experience regarding peer feedback in writing activity
P1: Sometimes I'm afraid I'll make a mistake, because it's the first time I'm doing this peer feedback activity.	Feeling afraid and sorry Feeling stressful
P2: Peer feedback is a little stressful because I can't find the results I expected.	Feeling doubt about the feedback given
P1: The difficulty is that I have doubts, it's like I have doubts, and then I sometimes eee... sometimes I'm missing what I'm missing or what I'm missing are the wrong words.	

The interview transcriptions of the participants revealed 23 (twenty-three) initial codes that each reflected a distinct aspect. The initial codes and their frequency are listed here.

Table 3.2 List of Initial Codes and Their Frequency

Initial Codes	Total
Experience regarding peer feedback in writing activity	11
Feeling afraid	2
Feeling stressful	6
Feeling doubt about the feedback given	7
Feeling confident when already know what needs to be corrected in friend's writing	4
Peer feedback is very important in writing activity	6
The role of the lecturer in peer feedback activity is very good	11
Prefer to get feedback from peer rather than lecturers	2
Prefer to get feedback from lecturers rather than peer	2
Feeling relieved after the assignment done	6
Knowing what is wrong and needs to be fixed	3
Can increase confident	1
Can learn how to correct peer's writing	1
Can practice writing skills	1
Can discuss with peer	3
Can increase concentration	2
Using AI to help checking for small mistakes	1
Feeling sorry because have to judge peer's writing	2
Following the rules or order from the lecturer to finish the task	3
Be more thorough and careful in correcting peer's writing	1
Peer feedback steps	13
Corrected things on peer feedback	11
Strategy on doing peer feedback in writing	9

3. **Searching for theme:** In this phase, the researcher had grouped related codes into a theme. Themes were created according to the research question in this study.

Table 3.3 Process of Searching for Themes

Positive Perceptions	Challenging Perceptions
Experience regarding peer feedback in writing activity	Feeling afraid and sorry
Feeling confident when already know what needs to be corrected in friend's writing	Feeling stressful
Corrected things on peer feedback	Feeling doubt about the feedback given
Peer feedback is very important in writing activity	
The role of the lecturer in peer feedback activity is very good	
Feeling relieved after the assignment done	

Positive Perceptions	Challenging Perceptions
Benefits of peer feedback	
Solutions of the difficulty on peer feedback	
Strategy on doing peer feedback in writing	
Peer feedback steps	

4. **Reviewing themes:** In this stage, the evolving themes are examined in the context of the coded data and the complete data set in a recursive process. This phase is all about quality control. Theme reduction or elimination may be necessary if any are deemed undesirable.

Table 3.4 Reviewing Themes

Sub Themes	Themes
The Importance of Peer Feedback in Writing Activity	Students' Positive Perceptions of Peer Feedback in Writing
The Importance of Lecturer on Peer Feedback in Writing Activity	
The Abilities to Create Their Own Strategies for Peer Feedback in Writing Activities	
Feeling stressful	Students' Challenging Perceptions of Peer Feedback in Writing
Feeling doubt about the feedback given	

5. **Defining and naming themes:** In this phase, the researcher needed to be clear about each theme, the components of the data being gathered, and what made the themes interesting.

Table 3.5 Defining and Naming Themes

Sub Themes	Themes
The Importance of Peer Feedback in Writing Activity.	Students' Positive Perceptions of Peer Feedback in Writing
The Importance of Lecturer on Peer Feedback in Writing Activity	
The Abilities to Create Their Own Strategies for Peer Feedback in Writing Activities	

Sub Themes	Themes
Feeling stressful	Students' Challenging
Feeling doubt about the feedback given	Perceptions of Peer Feedback in Writing

- 6. Producing the report:** The researcher had to decide which themes actually add something significant to the comprehension of the data when it came to writing the report. Furthermore, researcher conducted investigations. Here, in order to ascertain whether the descriptions are accurate, the researcher went back to the original sample.

3.5 Steps of The Research

To facilitate the researcher in carrying out the research process, the researcher needs a guideline that summarizes the activities to be carried out. Referring to Gall et al. (2003), in conducting case study research, there are several stages carried out. There are developing a research problem, choosing a case, outlining the researcher's responsibilities, gathering and evaluating data, and writing a report. Thus, in conducting this research, researchers followed those stages.

The first was developing a research problem. In developing the research problem, the researcher conducted a literature review of previous studies related to the topic to be studied in this research. In addition, the researcher also consulted with supervisors to get insight and direction. Therefore, in this first stage, the researcher determined what problems are raised in this research.

The second stage was choosing a case. After determining what problems were raised in this study, the researcher then selected cases to design the setting of the research. Started from research methods, settings, and participants who were involved, data collection technique, data analysis technique, and writing the results. After that, the researcher proceeded to the fourth stage, namely the stage of outlining the researcher's responsibilities. At this stage, the researcher needs to pay attention to applicable research ethics.

The next stage is gathered and evaluated data. At this stage, the researcher collected data used semi-structure interviews. It was the main data of this

