

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

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

This research was conducted by utilizing a descriptive case study. This method described the data meticulously based on the real-life phenomenon in which it occurred (Baxter et al., 2008; Yin, 2003, 2017; Zainal, 2007). Additionally, this research utilized a single-case design. A single case study in this research was focused on the participants' opinions about one case, that is the feedback they received from their supervisors (Yin, 2003; Zainal, 2007).

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

This study investigated undergraduate students' cognitive perceptions towards supervisors' written feedback in writing their undergraduate thesis through Google Docs while focusing on the participants' perceptions about the feedback that is limited to the lens of cognitive thinking processes.

#### **3.3 Setting and Participants**

In this study, the supervision activity was done in Google Docs. The supervisors and students created a folder for each student in Google Drive. The students were granted access to their folder so that they could create or upload files inside it. Next, students were instructed to write their undergraduate thesis on Google Docs. Once the students had written their draft, they informed the supervisor that their manuscript was uploaded or updated. Then, the supervisor confirmed and checked the file. The supervisor then reviewed the students' manuscripts by giving content-related or writing mechanics-related feedback. The feedback was in the form of comments or suggestions. The comment can be replied to by the students so that if they had confusion about the feedback, they can have a discussion there. The suggestion usually corrects the writing mechanics of the manuscript. Once the supervisor had done reviewing, a notification was sent

automatically by Google to the corresponding student or the supervisor informed the students directly. The process of online supervision activity repeats from the students uploading/updating the manuscript and informing the supervisors, the supervisors confirming and reviewing the manuscript, and then the students receiving and revising the manuscript.

The setting of this research was not conducted face-to-face because of the coronavirus pandemic restriction. Hence, all activities in this research were done online. The main platforms used in this research were WhatsApp, Zoom Meeting, and Google Docs.

This research involved four participants with several points of criteria. They were selected based on current supervisory activity media—that is, using Google Docs as a supervisory medium. Initially, the participants' GPAs were included in the participant selection process. However, because none of them was willing to share their GPA score, this consideration was not applied. The four participants were seventh-semester English Education Department students who were expected to graduate by the end of the 2020/2021 academic year. In addition, the age of the participants ranges from 21-24 years old. Moreover, the participants had no experience of using Google Docs prior to the beginning of writing their undergraduate thesis. Seventh-semester students who met the criteria stated previously were chosen so that the responses would be accurate and equal. Prior to involving them in this research, a consent form was provided.

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

In collecting the data, the researcher used a semi-structured interview with each participant. The interview was conducted two times: the first interview and the follow-up interview. The first interview was conducted according to the interview guideline, and the follow-up interview was conducted to obtain clarity of vague responses. This semi-structured interview was used to get in-depth responses as well as unexpected interview development and further provided more flexibility both for the researcher and participant (Richards, 2009). The interview was conducted using internet-based real-time communication because the COVID-19

pandemic outbreak is still widely spreading. In practice, the four participants were contacted via personal chat (WhatsApp). Afterward, they were confirmed about their current supervisory activity media being used. Once confirmed, they were asked to be involved in this research by filling out a consent form. The consent form was sent in the form of a digital document. Subsequently, the researcher and participants negotiated an appointment on the time and date of the interview. Particularly, WhatsApp voice calls, voice notes, and/or chats were used to interview the participants. The interview topic was about the participants' cognitive perceptions towards online written feedback provided by supervisor(s) and was done in two sessions; the first interview and the follow-up interview. The cognitive perceptions include discriminating, chaining, concepting, rule-using, and problem-solving; and these points were used to measure the participants' intellectual skills regarding feedback-giving practices through Google Docs.

### 3.5 Technique of Analyzing the Data

The fetched data were analyzed using Braun and Clarke's (2006) thematic analysis (TA) and following Nicole Lee Fong Yee's (2020) thematic analysis procedure. TA was used because it is good for analyzing and interpreting people's opinions, views, and experiences through sorting the data into broad themes (Braun & Clarke, 2006; Nowell et al., 2017). Taking into account its flexibility and its ease for beginner researchers, TA is appropriate for the current study. The platforms used for the data analysis were Google Sheets and Google Docs. By following Nicole Lee Fong Yee's (2020) Thematic Analysis procedure available on her YouTube channel, the data analysis for this study was done in Google Docs and Google Sheets as shown in Figure 3.1 and Table 3.1.

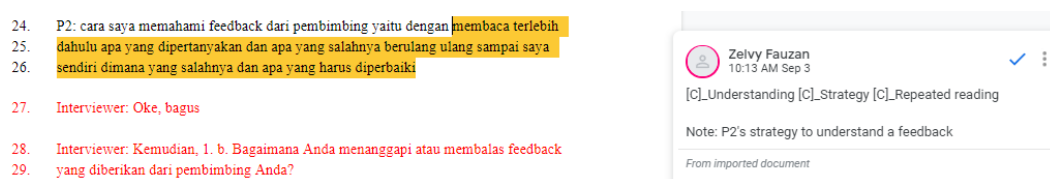


Figure 3.1 Coding in Google Docs

Table 3.1 Analyzed Sample Data

Thematic Analysis					
Line No.	Participant	Codes (Category)	Themes (Parent Category)	Excerpt	Remarks
24-26	P2	Understanding	Discriminating	<i>membaca terlebih dahulu apa yang dipertanyakan dan apa yang salahnya berulang ulang sampai saya sendiri dimana yang salahnya dan apa yang harus diperbaiki</i>	

The following are the stages of thematic analysis using Google Docs and Google Sheets:

- 1) Familiarizing with the data: The researcher read and understood the contents of the participants' interview result over and over so that the researcher had familiarized with the data. In addition, the interview result documents were inserted line numbers as shown in Figure 3.2 below.

INTERVIEW TRANSCRIPT	
Title	: Google Docs: Students' Perceptions on Supervisor's Online Written Feedback in Undergraduate Thesis Writing
Media	: WhatsApp Chat
Time	: 8:25 PM–9:20 PM (Western Indonesian Time)
Date	: 31, July 2021
Recording device/tool	: WhatsApp Export Chat feature

1. Interviewer: Assalamualaikum, Halo, P2. Gimana kabarnya?
2. P2: Wa'alaikumussalam, alhamdulillah baik. kalo [kamu] gmna kabarnya?
3. Interviewer: Alhamdulillah, aku juga baik
4. Interviewer: Aku lagi mengerjakan tugas akhir skripsi nih, judul penelitian aku: Google
5. Docs: Students' Perceptions on Supervisor's Online Written Feedback in Undergraduate
6. Thesis Writing. Kebetulan aku butuh partisipan buat data penelitian aku dan P2 cocok
7. untuk diikutsertakan dalam penelitian aku ini

Figure 3.2 Familiarizing the Data

- 2) Generating initial codes: The researcher began by making initial codes in the data interview related to the purpose of this study. The initial codes were determined by what the researcher think was interesting. It made the researcher easy in analyzing the data.

Table 3.2 Generating Initial Codes

<b>Codes</b>		
Understanding	Defense	Support
Same mistake	Thoroughly	Providing evidence
Complete feature	Writing mechanics	Elaborating reason
Written feedback	Content	Credible sources
Oral feedback	Google Docs	Repeated reading
Comment	Frequency	Discussion
Zoom meeting	Opinion	Revision
WhatsApp	Internet connection	Preference
Effectivity	File format	Helpful
Confused	Editing	Grammar check
Feedback	Technological understanding	User Interface
Platform	Simultaneous editing	Obstacle
Disadvantage(s)	Peer edit	Orderly
Convenient	Responsiveness	Online
Interesting	Rarely used	Advantage(s)
Strategy	Response time	Emphasize
Inexperience	Clear	Collaboration
Supervision activity	Effect	Thesis writing
Peer review	Commonly used	Review
Upperclassman	Auto-save	Anticipation
Easier	Sending file	Asking supervisor
Asking friend	Secure	Familiar
Supervisor	Organized	
Accessibility	Privacy	

- 3) Searching for themes: In this phase, the researcher made codes group to the same theme. The researcher picked the code that appears most often in order to determine potential code groups.

Table 3.3 Searching for Themes

<b>Potential code groups</b>	
Discriminating	<ul style="list-style-type: none"> <li>- Understanding</li> <li>- Same mistake</li> </ul>
Concepting	<ul style="list-style-type: none"> <li>- Strategy</li> <li>- Thoroughly</li> <li>- Strategy</li> <li>- Asking friend</li> <li>- Revision</li> <li>- Understanding</li> <li>- Repeated reading</li> <li>- Peer review</li> <li>- Upperclassman</li> <li>- Feedback</li> </ul>
Problem-solving	<ul style="list-style-type: none"> <li>- Credible source</li> <li>- Providing evidence</li> <li>- Elaborating reason</li> <li>- Understanding</li> </ul>
Google Docs	<ul style="list-style-type: none"> <li>- Accessibility</li> <li>- User Interface</li> <li>- Helpful</li> <li>- Easier</li> <li>- Interesting</li> <li>- Disadvantage(s)</li> <li>- Convenient</li> <li>- Grammar check</li> <li>- Complete feature</li> <li>- Comment</li> <li>- Privacy</li> <li>- Discussion</li> <li>- Effectivity</li> <li>- Response time</li> <li>- Rarely used</li> <li>- Responsiveness</li> <li>- Peer edits</li> <li>- Simultaneous editing</li> <li>- Thesis writing</li> <li>- Technological understanding</li> <li>- File format</li> <li>- Secure</li> <li>- Preference</li> <li>- Advantage(s)</li> <li>- Frequency</li> <li>- Sending file</li> <li>- Online</li> <li>- Auto-save</li> </ul>

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	- Supervision activity
	- Internet connection
	- Feedback
	- Understanding
	- Organized
	- Orderly
	- Emphasize
	- Peer review
Supervision activity	- Platform
	- Feedback
	- WhatsApp
	- Zoom meeting
	- Comment
	- Understanding
	- Asking supervisor
	- Oral feedback
	- Written feedback
	- Defense
	- Writing mechanics
Zoom meeting	- Supervisor
	- Frequency
	- Discussion
WhatsApp	- Confused
	- Defense
	- Response time
	- Preference
	- Discussion
	- Effectiveness
	- Commonly used
Technological Understanding	- Inexperience
Supervisor	- Support
	- Supervision activity
	- Asking supervisor
	- Feedback
	- Discussion
	- Clear
Microsoft Word	- File format
	- Familiar
	- Thesis writing
	- Preference
Internet	- Obstacle
System	- Anticipation
Peer review	- Collaboration
	- Grammar check

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- 4) Reviewing potential themes: The researcher reviewed the results of the grouping of codes, whether they were appropriate or not. If not, continue by replacing the inappropriate codes or deleting them.

Table 3.4 Reviewing the potential themes

Potential Themes	Themes
- Discriminating	Discriminating
- Technological Understanding	
- Google Docs	Chaining
- Microsoft Word	
- Internet	
- Concepting	Concepting
- Peer review	
- Supervision activity	
- System	Rule-using
- Zoom meeting	
- Problem-solving	Problem-solving
- WhatsApp	
- Supervisor	

- 5) Defining and naming themes: The researcher named the group codes according to what the code contains.
- a. Students' Comprehension
  - b. Google Docs for Online Supervision Activity
  - c. Students' Problem-Solving
- 6) Producing the report: In the last phase of analysis, the researcher reported the analysis result.

### 3.6 Steps of the Research

This study went through several steps starting from the preparation of a research proposal until writing a research report. The chronological steps were as follows:

- 1) The first phase was writing up a tentative research plan and research proposal in order to establish how the research will be carried out.



- 2) Participants were selected by what platform they use in undergoing their undergraduate thesis writing supervision.
- 3) Once the potential participants were decided, they were asked through WhatsApp whether they are ready to participate in this research or not by filling out the consent form provided.
- 4) Afterward, the participants were provided the information about the topic of this research and how their perceptions would be obtained and studied.
- 5) Then, the interviews were conducted on the WhatsApp Messenger platform using call, voice note, or chat up to the participants' convenience.
- 6) Once all the data had been collected, the data were organized and analyzed using Braun and Clarke's (2006) thematic analysis in Google Sheets and Google Docs. In addition, this study's data analysis steps followed the workflow demonstrated by Nicole Lee Fong Yee (2020) which is available on her YouTube channel.
- 7) As soon as the data are analyzed, the results of the research were reported objectively in the undergraduate thesis.

### 3.7. Time and Place of the Research

The research was carried out in a university at Tasikmalaya. To be precise, it is located at Jl. Siliwangi, No. 24, Kota Tasikmalaya, 46115, West Java.

Table 3.5 Research Time

No	Description	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	
1	Research Proposal Writing	█													
2	Research Proposal Examination					█									
3	Data Collection						█	█							
4	Data Analysis								█	█					
5	Report										█	█			
6	Thesis Examination												█	█	