

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

The research design in this study used a case study method with a qualitative approach. According to Yin (2018), a case study defines the setting and time frame as a phenomenon within a limited context. Yin (2018) states that a descriptive case study aims to provide an in-depth description of a phenomenon within its natural setting. The approach is chosen because it allows for a more natural and in-depth exploration, so the study focuses on portraying young students' perceptions of teachers' written feedback in English language learning, especially in writing skills.

B. Research Setting and Participant

This study was conducted at a junior high school in Tasikmalaya, West Java, Indonesia, which implements teacher-led feedback in English lessons. Throughout one semester of English learning, students participated in four writing-focused meetings focused on “descriptive text” with themes “My Online Class”, “My Study Habit”, “My Routine Diary”, and “My Extracurricular Activity.” In the first meeting, students arranged words into sentences and created interrogative sentences using the modals “can and could.” The second meeting focused on essay writing, emphasizing the accurate use of positive and negative sentences. In the third meeting, students wrote diary entries describing their daily routines, highlighting the use of “adverbs of frequency.” Finally, in the fourth meeting, they wrote a descriptive text about extracurricular activities at their school. The teacher provided written feedback by marking students' errors, adding explanatory notes that clarified why each error occurred and how to solve it, and including encouraging comments to motivate them.

The participants in this study were three seventh-grade students in the second semester of 2025. They were selected from the same class to ensure consistency in learning context, the teacher in charge, and the type and pattern of written feedback provided. Thus, their experience with teacher feedback was in a similar academic environment. The participants were selected based on having the lowest initial

writing scores but showing noticeable improvement after receiving several rounds of teacher-written feedback. To ensure the validity of these criteria, the researcher referred to the teacher's grade recapitulation document for the second semester of the 2025 academic year (see enclosure 2). Participants are required to have attended the seventh-grade English course and received written feedback at least four times. Demographically, participants are students aged between 13 and 15, comprising three students. These participants provided meaningful insights into their perceptions of the teacher's written feedback method. Participants were given a full explanation of what, why, and how the research was being conducted. They were informed that filling out and signing the consent form would constitute a formal agreement to participate in data collection. During the research process, they were guaranteed anonymity, confidentiality, and the right to withdraw from the study at any time. The names of participants are P1, P2, and P3.

C. Data Collection

The data in this study were collected through semi-structured interviews by bringing examples from student worksheets that the teacher has given feedback on, to make it easier for students to remember which feedback is meant. According to Dörnyei (2007), this type of interview allows the researcher to guide the discussion with prepared questions while still giving participants the freedom to elaborate on their thoughts and experiences. Moreover, semi-structured interviews are flexible and can balance the limitations of their use in statistical analysis.

In developing the interview guidelines, the researcher used Walgito's (2010) work on perceptions that include cognitive, affective, and conative aspects, and Hattie and Clarke's (2018) level feedback theory. The interviews were conducted face-to-face in the participants' first language, which is Indonesian, so that participants can express their thoughts freely without language barriers and prevent confusion and misunderstanding among participants. The interviews were conducted at least twice, or until the data reached a point of saturation, to reinforce the consistency of the participants' answers, and they were recorded during the interview process.

D. Data Analysis

The procedures of data analysis used the thematic analysis method, as outlined by Braun and Clarke (2019). This method serves to recognize, analyse, and report themes in data. Thematic analysis was chosen for its flexibility, which allows for comprehensive, rich, detailed, and complex descriptions of data. To analyse the data and answer the research question, this study used deductive analysis, which referred to the perception theory by Walgito (2010). This analysis process is carried out in six sequential stages:

1. Familiarizing with the Data

The researcher begins by transcribing the data from audio recordings into written text and reads them repeatedly to gain an in-depth understanding of the data.

2. Generating Initial Codes

In the second step, the researcher began to identify and label the segments of data that were relevant to the research questions. At this stage, the researcher begins coding by determining the type of situation and highlighting it using different colours.

Table 1

Generating Initial Codes

	Interview Data	Codes
P1	Aku ngerasa puas, bukan cuma karena nilai, tapi karena aku benar-bener ngerasa skill writing aku jadi lebih meningkat gitu, Miss hehehe. Juga yang bikin aku puas itu karena aku jadi lebih ngerti cara nulis yang benar, lebih rapi, dan lebih percaya diri juga waktu ngerjain tugas-tugas dari Miss gitu. jadi ngga cuma dapet nilai, tapi juga dapet improvement hehehe	Improved writing skill self-confidence impact

P2	Aku karena gurunya yang santai itu, aku teh jadi lebih suka bahasa Inggris, terus sampai aku ikut les bahasa Inggris.	English becomes more interesting
P3	Bedanya tuh kalo yang ada catatannya tuh jadi lebih ngerasa dihargai gitu. Dan harus bener-bener paham juga. Kalo yang “salah” “salah” aja mah kayak “yaudah terserah” gitu hehe	Feeling appreciated Increased motivation
P1	Kalau misalnya ada yang bener... Miss juga kayak kasih apresiasi gitu. Walaupun singkat. Tapi itu menurutku... Cukup bermakna ya Miss. Kayak ngerasa diapresiasi gitu. Aku tuh ngerasa diapresiasi karena di feedback-nya engga cuma bahas kesalahan aku aja, tapi juga ada bagian yang dihargainya, kayak aku jadi ngerasa usaha aku diperhatiin sama Miss.	Feeling appreciated
P2	Kalau lagi ujian, aku sering baca-baca, ya, yang kayak kertas-kertas sebelumnya yang latihan. Nah, aku baca-baca. Yang salahnya aku benerin. Terus adi pas ujian lebih meningkat.	Feedback as a self-study tool
P3	Jadi aku pas mau ngumpulin tuh jadi lebih berhati-hati lagi mau ngisi jawabannya, terus dicek-cek lagi sebelum ngumpulin. Kayak gitu	Increased carefulness

The participants' interview transcription showed that 20 initial codes represented different aspects. Here is the list of them:

Table 2

List of Initial Codes and their Frequency

No.	Initial Codes	Total
1.	Improved understanding	4

2.	Knowing the error location	8
3.	Red pen enhances clarity	4
4.	Feedback as a self-study tool	7
5.	Feedback is clear and easy to understand	5
6.	Unique feedback	2
7.	Feeling appreciated	5
8.	Increased motivation	9
9.	Feedback as a self-evaluation tool	3
10.	Improved writing skill	5
11.	Improved score	3
12.	Boosts enthusiasm	8
13.	Feeling comfortable	2
14.	Preventing repeated errors	5
15.	Increased carefulness	6
16.	Correction delivered kindly	1
17.	Stimulate curiosity	1
18.	English becomes more interesting	1
19.	Feedback is memorable	1
20.	self-confidence impact	2

3. Searching for themes

In this step, the researcher analyses the codes that have been created and then groups them into potential themes that represent broader patterns of meaning.

Table 3

Searching for Themes

No.	Codes	Potential Themes
1.	Improved understanding Knowing the error location Red pen enhances clarity Feedback is clear and easy to understand Improved writing skill Improved score	Cognitive (29)
2.	Feeling comfortable Correction delivered kindly English becomes more interesting Feeling appreciated Increased motivation Boosts enthusiasm Feedback is memorable self-confidence impact Unique feedback	Affective (31)

3.	Increased carefulness Feedback as a self-study tool Feedback as a self-evaluation tool Preventing repeated errors Stimulate curiosity	Conative (22)
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4. Reviewing potential themes

In this step, the researcher has assessed the relevance and coherence of each theme in relation to the data as a whole.

5. Defining and naming the themes

The researcher clarified the essence of each theme in response to the research question and assigned each an appropriate name.

Table 4

Defining the Theme

Theme	Definition
Cognitive	This theme describes the cognitive impact that students experience from the written feedback provided by their teacher. It reflects how students process and understand this feedback, including their ability to identify where mistakes have been made, understand the teacher's explanations, and make use of visual supports (red pen) for clarity. This theme also covers improvements in writing skills and marks, as cognitive learning outcomes resulting from this feedback.
Affective	This theme captures the emotional impact students experience from their teacher's written feedback. It reflects responses such as feeling valued, comfortable, proud, motivated, and enthusiastic. It also encompasses feelings of being valued through unique and memorable feedback, increased self-confidence, and a growing interest in learning English.
Conative	This theme reflects the conative impact that students experience as a result of the written feedback. It reflects the

specific actions and behavioural intentions that arise after receiving such feedback, as well as the ability to use feedback as a tool for self-evaluation and independent learning, to learn from mistakes and prevent them from repeating, to improve accuracy when completing tasks, and to stimulate curiosity to seek further clarification.

6. Produce the report

The researcher presented the findings, organized into these themes, as a systematic research point. There are some excerpts taken from interview data in the discussion chapter. To translate the interview excerpts, the researcher used DeepL as an initial tool. Then, to ensure the accuracy of the meaning, the researcher conducted manual checks and adjustments. Furthermore, the original Indonesian transcripts are also enclosed to ensure transparency and verification.

E. Research Schedule

This research was conducted from September 2025 to July 2026. The research schedule is as follows:

Table 5

Research Schedule

Description	Sept /2025	Oct /2025	Nov /2025	April /2026	May /2026	June /2026	July /2026
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							