CHAPTER III

RESEARCH METHODOLOGY

This chapter provides how this study was conducted along with a brief description of the research. The main focus of this study is to examine the written feedback employed by the teachers in online learning to improve students' writing skills along with the challenges faced in delivering feedback. This chapter consists of five sub-chapter, which are research design, site and participants, data collection, data collecting procedures, and data analysis.

3.1 Research Design

The study was conducted using a qualitative case study. The method suits this study because it allows the researcher to use several data instruments as the evidence to identify a broader issue of this study (Kohlbacher, 2006). A case study can provide an in-depth understanding of the cases (Cresswell, 1998) which would possibly gain the research data in detail. Since the case study was explored in a real life which happens contemporary in the context (Yin, 2014), this was in line with the research problems on how the teachers employed online written feedback on students' writing and their challenges in delivering feedback. Therefore, this study investigated which types of written feedback are barely given to the students. Thus, a detailed understanding of this study was needed in order to cover the research problems.

To identify mechanisms or linkages, this study analyzed the classroom activities by joining the online classroom and collecting students' writing works. Further explanation towards the phenomenon in this study was also analyzed and identified in order to clarify the findings. According to Suter (2012), a case study is one of the appropriate research designs in education settings. The characteristics of a case study which consist of describing, finding, and understanding (Patton, 2002) are beneficial to this study to enrich the information regarding the written feedback employed by the teachers and the challenges they faced in online learning.

3.2 Site and Participants

This study investigated two English teachers in West Java who have practiced online written feedback within online learning since this study aimed to investigate how teachers employed online written feedback on students' writing and their challenges in delivering online written feedback. The participants are listed below in table 3.1.

Table 3.1 List of participants

Participants	School level	Code
Teacher 1	Senior high school	T1
Teacher 2	Junior high school	T2

As listed in Table 3.1 above, the two English teachers teach at different levels of school. They also have different periods of time in their teaching experiences, ranging from five to twelve years. In order to simplify the coding process, the two participants were labeled as T1 and T2. Thus, samples from students' written works were gathered to identify how they employed online written feedback. Both teachers have conducted the same learning materials, specifically report text. T1 conducted the teaching and learning process for 10th grader students, while T2 for the 9th grader students. Hence, the study was conducted in the second semester of school. It suited the aims of the study which was to investigate the written feedback employed by the teachers in online learning to improve students' writing skills along with the challenges faced in delivering feedback.

3.3 Data Collection

In order to answer the research questions of the study, this study gathered three data instruments which are online learning observation, teachers' interviews, and documents from students' written works. Further descriptions of each instrument were mentioned below.

3.3.1 Online Learning Observation

Observation is defined as the firsthand information gathered by observing people and places at the site of the research (Creswell, 2012). Observation also helped this study to gain information that occurs on the research site, such as the actual behavior experienced by the English teachers in implementing online written feedback. Therefore, online learning observation helped this study to gain former information regarding how English teachers employed written feedback in online learning. the observational role that is used in this study is a role of a nonparticipant observer who only observes the research site without becoming involved in the online learning process (Cresswell, 2012). Because the learning activities were conducted online, the observation process coincided with the documents from students' written works. The data administered from observation is also written along with the documents obtained.

3.3.2 Students' Written Works

As mentioned earlier, documents from students' written works were also collected to enrich the instrument data in this study. Documents are categorized as one of the valuable sources of information in the qualitative study since it helped to understand the central phenomena (Creswell, 2012). By conducting online learning observation which was referring to the documents, it was identified in which way English teachers usually employed feedback. In other words, the documents were also taken within the time during the observation. Despite how the students produced their written works, this instrument also helped this study to investigate some information regarding teachers' online written feedback such as the feedback types and online platforms used by the teachers. The documents revealed the two English teachers with a different way of assisting students' writing. While collecting students' written works, it was no intervention from this study which means all the teaching and learning activities were conducted by the teachers. Students' written works were chosen from 10th and 9th grader students which have achieved written feedback from their teachers which consisted of students' drafts and students' final works and the teachers' written

feedback as well. Hence, the data taken from this instrument allowed this study to evaluate and validate the teachers' perceptions or statements in the interview.

3.3.3 Teachers' Interview

Much further, the data collection of this study was also conducted with the interview section. The interviews were conducted after the documents from students' written works were collected. Driscool (2011) once stated that an interview is a good way to collect data or information in-depth from one or more participants of the research. Its purpose is to ensure the observation. The teachers' understanding of the online written feedback given can also be ensured. However, the interviews were conducted in a semi-structured form in which the teachers were given several guiding questions that can be followed by spontaneous questions if there are intended purposes that are not written in the list of interview questions. The interviews were also recorded to probe more information and discussions which are not included in the prepared interview guide. This allowed the study to conclude the interpretation of teachers' perceptions toward how they implement online written feedback and their challenges.

Hence, to answer the two research questions regarding the implementation of teachers' online written feedback on students' writing and their challenges in delivering online written feedback, the data taken from interviews also can be validated by looking at the observation and documents provided. In order to reinforce the data from both observation and documents, the data taken from the interview consists of thirteen questions relating to the implementation of teachers' online written feedback to improve students' writing skills along with the teachers' challenges faced as well. Then, to be specific, the interviews allowed this study to gather in-depth teachers' perceptions and information on the implementation and their challenges in online written feedback. The set of interview questions was modified from several process questions terms by Kvale (1996, as cited from Cohen, 2007). The framework interview session is listed below:

Table 3.2: Interview framework

Categories	Indicators
Online written feedback implementation	Teachers' practice of online writing feedback
	Teachers' beliefs in employing and assessing online written feedback to students
Online written feedback challenges	Teachers' previous research regarding the implementation of online written feedback
	Teachers' challenges in implementing online written feedback

The four indicators above have a different amount of questions depending on each indicator. The first indicator was in three questions, the questions were about the teachers' period of time in employing written feedback, which leads to the question on how they employed it and their perceptions of whether it was suitable or not. The second indicator had three questions, such as the benefits of employing online written feedback, the indicators to measure students' writing, and the chosen online platforms to provide feedback for students. The third indicator consisted of four questions regarding the given instruction about the online written feedback process, the revision time for students and their responses toward online written feedback given, and also the beliefs and expectations after giving online written feedback. Then, for the last indicator, there were three questions about the teachers' research on how to deliver online written feedback, the challenges they faced during implementing online written feedback, and the coping mechanism as well. Moreover, the total amounts of interview questions were thirteen.

3.4 Data Collecting Procedures

This study employed several steps in conducting the data, which follows:

1. Observing the teaching and learning process

   In this step, the study conducted an observation of the teaching and learning process to recognize in which way the English teachers have employed written feedback in online learning.

2. Collecting students' written works

   In this step, the study collected students' written drafts which contain written feedback to find out how it was given.

3. Analyzing students' written drafts

   In this step, the study has analyzed the document of students' written works in order to generate in which way the written feedback is employed.

4. Conducting interview

   In this step, the study conducted an interview with two English teachers in order to collect in-depth information regarding the online written feedback employed and the challenges they faced. While conducting an interview, a voice recording was also taken and transcribed into the data analysis.

5. Analyzing the interview

   In this step, the study analyzed the voice recording of the English teachers' interviews along with the observation and documents to confirm the data gathered through this. Much further, the voice recording helped this study in describing the result of the study.

6. Presenting the result of the study

   In this step, the study gathered all the data from three instruments and interpreted the data in the form of thematic analysis.

3.5 Data Analysis

The data taken from online learning observations are analyzed using thematic analysis concurrently with the documents and the interview. Thematic analysis is a systematic method for identifying, organizing, and offering insight into the patterns of

meaning throughout the dataset (Braun & Clarke, 2006). In this study, thematic analysis was able to identify the important needs in relation to the research questions being explored. Thematic analysis helped this study to investigate and interpret the data in depth by classifying the findings with codes and themes that emerged in the data instruments. The process of coding and mapping is needed because it helped the interpretation of the data. The interview questions became apparent through this analysis in order to identify the relevant answers. By using thematic analysis, this study was focused on analyzing meaning across the dataset in-depth understanding. This was related to the study because it had no control to investigate the natural setting, such as online learning conditions that happened when the written feedback was employed.

After observing online learning activities and collecting documents from students' written works and teachers' interviews, this study adapted the six collecting and analyzing data from Braun and Clarke (2006). The six steps are: (1) familiarizing the data, (2) generating initial codes of the data, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the data. Based on the steps of thematic analysis, the study will employ several steps to analyze and interpret the data as follows:

1. Familiarizing the data

   This study has conducted an observation of online learning where an English teacher employed online written feedback. Afterward, this study collected all the documents from students' written works and the interview with two English teachers.

2. Generating initial codes

   By collecting students' written works and conducting an interview with two English teachers, this study got the codes involved in those two data instruments.

3. Searching for themes

   All of the themes found in the students' written works and teachers' interviews depend on the codes.

4. Reviewing themes

By discovering the themes that were related to teachers' written feedback in online learning, this study conducted a further review of the themes in order to add, combine, or eliminate some themes that seem not related to the study.

5. Defining themes

After reviewing the themes, this study identified the essence of what each theme is about and how it is related.

6. Producing the data

This was the last step of data collecting procedures in which the data will be validated by the accuracy of the findings. Hence, the data gathered from documents and interviews drew conclusions as the result of the study.

After conducting several steps of thematic analysis, The figure 3.1 shows the two main themes which emerged from the data regarding the teachers' online written feedback. This figure illustrated the final stages of the data analysis in this study. In order to investigate the teachers' perceptions of the use and the challenges of teachers' online written feedback, there are lists of the key sub-themes under the themes which are relevant to the overall aims of the study.

Figure 3.1 Thematic map illustrating the emergent themes from the data analysis
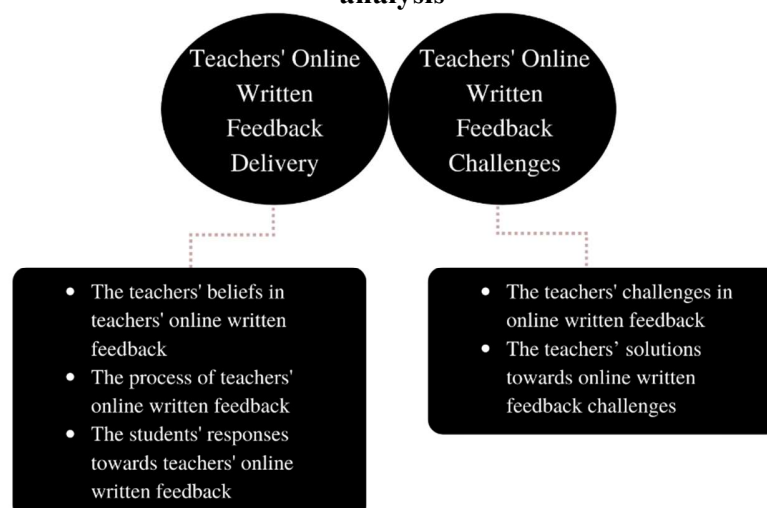
The first theme is teachers' online written feedback delivery. This theme has three sub-themes; the teachers' beliefs in teachers' online written feedback, the process of teachers' online written feedback, and the students' responses towards teachers' online written feedback. The first sub-theme shows teachers' beliefs and concern that online written feedback could assist students' writing. The second sub-theme elaborates detailed information on how teachers deliver online written feedback. The third sub-theme presents how students respond to the online written feedback provided.

The second theme is teachers' online written feedback challenges which indicates the teachers' challenges in online written feedback and the teachers' solution toward online written feedback challenges. The first sub-theme explains some challenges faced by the teachers in the online written feedback delivery. While the second sub-theme elaborates on the come-up solution they made in online written feedback challenges. Much further, all of these sub-themes present in the findings of the study.

3.6 Concluding Remarks

This chapter has presented the methodological aspects of conducting the study along with the description of the research procedure in order to find out the findings. This chapter also has elaborated on several parts of the study which are research design, site and participants, data collection, data collecting procedures, and data analysis.