

CHAPTER III

RESEARCH METHOD

The research methodology section provides a detailed explanation of the research design that was employed, the research location and setting, the participant selection and characteristics, and the types of data that were gathered. The methods for data collection, such as observations or interviews, are also addressed in this section, along with the research tools that were employed to ensure the accuracy and reliability of the data. The subsequent analysis of the data in order to respond to the research questions is also described, along with the data analysis method. The objective of the present section is to provide a comprehensive explanation of the research procedure, in order to facilitate comprehension of the results.

A. Research Design

Research design can be categorised into two distinct classifications: qualitative and quantitative. This classification is in accordance with the definition of research methodology. (Yin, 2016) asserts that qualitative research is a craft approach that emphasises the importance of authenticity, openness, and groundedness in the research process. In this study, the researcher employed a qualitative approach to understand how people interpret different phenomena by observing events in their natural environment.

The present study employed narrative inquiry as the research design. (Creswell, 2018) defines narrative inquiry as a qualitative research technique that involves the collection and analysis of stories or narratives in order to comprehend specific events. This approach is employed to investigate the perspectives and experiences of individuals or groups, thereby providing insights into how they perceive the world. Thematic analysis and pattern identification is facilitated by the use of direct questions and prompts. In this particular type of research, one or more participants are invited to share their personal narratives as part of an investigation into their lives (Creswell, 2018). As Clandinin and Connelly (2000) have asserted, human experiences are shaped through stories (Finlay & dela Cruz, 2025).

This study employed narrative inquiry to investigate how students respond to feedback intended to improve their writing skills. The research steps to be taken in this study, based on Assjari (2010), are as follows:

1. Identifying the Research Problem. In this study, the experiences of students are recognized as a significant research concern, and their narratives illuminate the difficulties they encounter when editing their work. The researcher's focus is on the outcomes, the students' reactions to reader criticism, their efforts to enhance the quality of their writing, and the types of feedback they receive. The researcher must determine the elements that affect students' motivation and capacity for revision by comprehending the context, experiences, and types.

2. Selection the Participant. In the context of this research study, the recruitment of participants necessitated the identification of individuals possessing the capacity to provide comprehensive and relevant information pertaining to the study's focal topic. It was determined that students from the English Language Education Study Program class of 2022 at UIN Antasari Banjarmasin, Faculty of Tarbiyah and Teacher Training, who had successfully completed the Essay Writing and Academic Writing courses, would be eligible to participate. The objective of the present study is to obtain comprehensive insights into students' experiences with the writing and revision process, as well as their reactions to feedback, by selecting participants who meet the specified criteria.
3. Collecting Data. Assjari (2010) asserts that the most efficacious method of data collection is to request that respondents share their experiences either in person or via interview. In order to gather information, the researcher conducted interviews with six participants and recorded the interviews on audio. Furthermore, the researcher saved multiple attachments of the participants' assignment outcomes that had been reviewed by their professors.
4. Restorying. Data that includes narratives pertinent to the study's emphasis must be reviewed and presented, and it must be packaged into data using language that is objective, clear, and succinct. Presenting students' experiences, finding and classifying content into

tales, and testing unprocessed interview data are all steps in this process. Understanding the experiences that are presented in a structured and rational way is accomplished through this step.

5. Writing the narrative of the collaboration with respondents regarding their experiences. The researcher compiles and writes a narrative about the students' experiences while maintaining objectivity and avoiding the use of biased language. Collaboration with respondents is very important in this process. By actively involving respondents, researcher can build mutually beneficial relationships and improve their understanding of the data collected. This will result in a more accurate narrative that better reflects the students' experiences.
6. Validating the accuracy of the report. To ensure the accuracy of the narrative data, the researcher conducts validation from the data collection stage, namely by comparing the notes with the interview results and the feedback documents received by the students.

B. Research Setting

This research was conducted in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University, Banjarmasin, with the research subjects being students from the 2022 cohort. The 2022 cohort has already been through courses on essay writing and academic writing, which gives them more experience, especially in English.

C. Participants

The research participants were selected using a purposive sampling method. There were 6 students from the 2022 cohort majoring in English Education at Antasari State Islamic University, who have also taken the Essay Writing and Academic Writing courses in the previous semester. The researchers used purposive sampling to select six students representing three levels of final project performance: highest, average, and lowest, with each level represented by two participants. This strategy allowed for an in-depth exploration of each student's individual experience on the type and implementation of academic feedback, while comparing variations in perspective within the same level without redundancy. The selection of six participants was specifically considered optimal because it aligns with the characteristics of qualitative research, which prioritizes the depth of analysis over the quantity of data, facilitates a comprehensive investigation of the unique context of each case, and ensures the achievement of information saturation when patterns of findings across categories have demonstrated conceptual consistency, such that adding more samples is deemed unlikely to provide new insights.

D. Data and Source of Data

The data refers to the type of feedback received by students on their writing assignments, their experiences in receiving feedback from lecturers, and their responses to the feedback, including their opinions of the feedback provided. In this study, data was obtained from six students who had

experience in essay writing and academic writing courses. They had varying abilities. In this study, the researcher sought to understand the differences in students' perspectives, responses, and challenges regarding the feedback provided by instructors, as well as all the difficulties they faced, and the types of feedback received by students. The researcher sought to compare these aspects based on differences in student scores. The researcher selected two students with the highest scores, two with average scores, and two with below-average scores, with all six students receiving feedback from different lecturers. To obtain the sample, the researcher asked lecturers to provide transcripts of student scores. Then, the researcher collected data to answer the research questions by interviewing students directly to gain deeper insights. The researcher also used students' assignment results as supporting data for the feedback received by students.

E. Data Collection Techniques

In order to gather primary data for this study, the researcher conducted interviews. The interview is an invaluable tool for the acquisition of knowledge regarding an individual's experiences through the act of storytelling. In the context of qualitative research, interviews represent a fundamental method for acquiring in-depth data concerning the experiences, actions, and viewpoints of research participants. Open-ended questions that facilitate in-depth theme investigation can be employed in interviews conducted via video, telephone, or in-person (Subeci, 2025). The utilisation

of these interrogations by the researcher is conducive to the maintenance of the information gathered in accordance with the intended parameters.

F. Research Instruments

In this study, a qualitative approach was used, conducting interviews with students to gain deeper insights into their experiences and opinions regarding the feedback they received on their writing assignments. The purpose of this study was to understand the nature of the feedback received by students, their feelings about the feedback, and how the feedback was used to improve their academic and writing skills. This investigation was conducted using semi-structured interviews and voice recording devices.

The researcher developed an interview sheet consisting of three topics relevant to the research questions, containing 11 questions from several sources. The first section, adapted from Alamsyah et al. (2021), focused on feedback categories. The next section, which referred to the work of Alamsyah et al. (2021), explored how feedback was given. The third section, taken from Hassan and Mahfoodh (2017), explored students' feelings and experiences when receiving feedback. The fourth part, taken from Suci et al. (2021), explores students' responses to feedback. Finally, the last part of this text, also based on Suci et al. (2021), focuses on students' opinions of written feedback. The interview questions can be found in the appendix.

G. Data Analysis

The process commences with the collection of data through interviews and documentation, which are then methodically organised and compiled. The analysis of qualitative data is a process which can be subdivided into three distinct phases. Firstly, the data must be reduced in order to condense it into a more manageable form. Secondly, it must be presented in a way that is both clear and comprehensible. Finally, the data must be interpreted in order to draw conclusions. In this process, researcher also used various analysis techniques, such as theme analysis and domain analysis, to explore the relationships and patterns that emerge from the data. With a systematic and reflective approach, qualitative data analysis is expected to provide meaningful and in-depth insights into the research topic (Saleh, 2017).

Miles and Huberman (2014) explain that qualitative data analysis is conducted interactively and continuously until the data no longer yields new information. The analysis process consists of three steps:

1. Data Presentation

Data is organized into several categories and presented in the form of text, images, graphs, or tables. The aim is to describe the situation and help researcher understand the information better.

2. Data Reduction

This is the process of selecting and refining data by removing irrelevant information and adding necessary data. The focus is on data that helps users answer research questions.

3. Data Verification and Drawing Conclusions

This process involves understanding the meaning of the data that has been presented. Researcher record information from interviews and documentation in field notes consisting of descriptive and reflective notes. Conclusions are formulated from the research results in clear and concise sentences. Conclusions are drawn gradually, starting with preliminary conclusions and ending with final conclusions after all data has been collected.