

CHAPTER III

RESEARCH METHOD

This chapter focuses in the area of the study that involves research design, participants, instruments and data collection, and data analysis.

3.1 Research Design

This study adopted a mixed methods research design, combining quantitative and qualitative approaches. Mixed methods meant using theory in a quantitative study to provide an explanation or prediction about the relationship among variables in the study and qualitative inquirers employed theory as a broad explanation (Creswell & Clark, 2017). The quantitative aspect involved the use of structured questionnaires to assess the self perception teacher feedback literacy. The qualitative component involved semi structured interviews to explore how feedback was actually practiced and to gain deeper insights into the perceptions of novice and experienced teachers.

The explanatory sequential design was a mixed methods design in which the researcher began by conducting a quantitative phase and followed up on specific results with a subsequent qualitative phase to help explain the quantitative results. This design appealed to quantitative researchers because it often began with a strong quantitative orientation. The final report could be written with a quantitative section followed by a qualitative section, making it straightforward to write and providing a clear delineation for readers. This design lent itself to emergent approaches in which the second phase could be designed based on what was learned from the initial quantitative phase (Creswell & Clark, 2017).

Mixed methods sequential explanatory study, which involved the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. The qualitative phase was implemented for the purpose of explaining the initial results in more depth, and the name of the design explanatory reflected how the qualitative data helped explain the quantitative results. The primary intent of this design was to use a qualitative strand to explain initial quantitative results. This was because the quantitative

results pointed toward specific results that needed to be further explained through qualitative questioning and suggested which individuals would be best able to explain the results (Creswell & Clark, 2017). By combining quantitative and qualitative data from teachers, we gained additional understanding of the teacher feedback literacy and types of feedback they used. The explanatory sequential design can be seen in the Diagram 1.

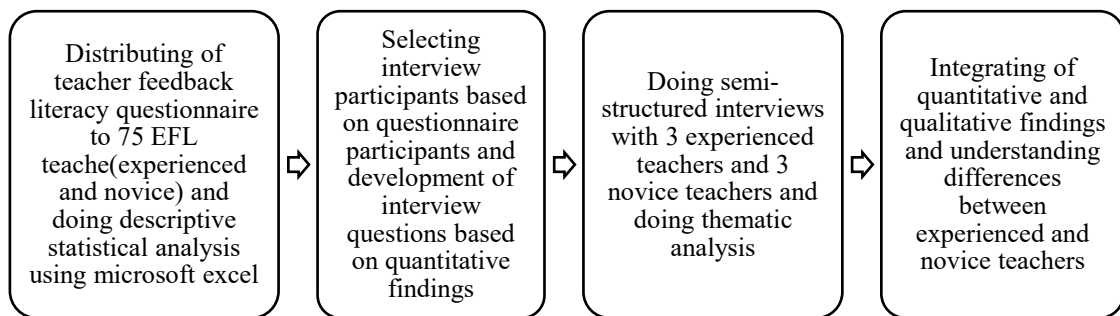


Diagram 1 Sequential Explanatory Mixed Methods Design of the Study

There were four procedural steps in implementing explanatory design. During the first step, the researcher designed and implemented a quantitative phase that included collecting and analyzing quantitative data. In the second step, the researcher connected to a second phase the point of integration for mixing by identifying specific quantitative results that called for additional explanation and used these results to guide the development of the qualitative strand. Specifically, the researcher developed or refined the qualitative research questions, purposeful sampling procedures, and data collection protocols so they followed from the quantitative results. As such, the qualitative phase was connected to and depended on the quantitative results. In the third step, the researcher implemented the qualitative phase by collecting and analyzing qualitative data. Finally, the researcher interpreted to what extent and in what ways the qualitative results explained and added insight into the quantitative results and what overall was learned in response to the study's purpose (Creswell & Clark, 2017).

3.2 Participants

The participants of this study were selected through purposive sampling. Purposive sampling was employed to select participants who possessed specific characteristics relevant to the research objectives. According to Creswell (2018), purposive sampling enables researchers to intentionally choose individuals who can provide in-depth understanding of the central phenomenon under investigation. It means criterion sampling works well when all individuals studied represent people who have experienced the phenomenon.

The population of the study was member of East Java MGMP English teachers. A total of population were 300 English teachers. The sample of this study were 75 English teachers. It consisted of 54 experienced EFL teachers and 21 novice EFL teachers. The number of population and sample was taken according to Arikunto as cited in Hendrajaya and Lestari (2022) who argue that if the number of subjects is less than 100, the entire population should be used as the research sample. However, if the number of subjects exceeds 100, the researcher may take 10–15% or 15–25% of the population as the sample. Based on this definition, the calculation of the research sample was $300 \times 25\% = 75$ participants. The researcher selected 75 English teachers as the sample because the total population consisted of 300 teachers, which was considered sufficiently large to require representative sampling rather than involving the entire population. By taking 25% of the population, the sample was expected to adequately represent the characteristics and perspectives of both experienced and novice EFL teachers while still being manageable in terms of time, data collection, analysis, and enabling the researcher to obtain representative data while maintaining the feasibility and effectiveness of the research process.

This study conducted in East Java because the areas were accessible for taking data. The study conducted with teachers at junior high school and Islamic junior high school institutions, both state and private schools in East Java, Indonesia that join in East Java MGMP group. The MGMP was chosen because it was an active professional forum that provides efficient access to both experienced and novice teachers across different school contexts.

The selection criteria for EFL teachers in this study were experienced and novice teachers determined based on Graham et al. (2020) who stated that experienced EFL teachers who had more than three years of teaching experience and novice EFL teachers who had three years or less of teaching experience. This study especially classifies teachers with four to six years and more than six years of teaching experience were classified as experienced teachers (ETs) while the teachers who had less than one year and one to three years of teaching experience were classified as novice teachers (NTs). This categorization was used to facilitate comparisons between teachers at different stages of professional experience and was employed to provide a clear distinction between teachers who were still in the early stages of professional development and those who had accumulated more extensive teaching experience, thereby facilitating meaningful comparisons between the two groups. In addition, this categorization was considered appropriate because it is in line with the questionnaire that grouped teaching experience into non-overlapping categories and allowing all participants to be clearly assigned to either the experienced or novice teacher group.

For the quantitative data, the researcher shared the questionnaires that were distributed through the WhatsApp groups of MGMP English teachers in East Java. The group were selected because it represented active professional forums where teachers frequently engaged in academic discussions, shared teaching practices, and accessed information relevant to English field. WhatsApp was chosen to share the questionnaires because it offered several advantages such as being easily accessible and user-friendly. It ensured that both experienced and novice teachers were effectively reached, thereby supporting the representativeness and practicality of the data collection process. Then, the quantitative results were used purposefully to identify the participants for the qualitative phase (Creswell & Clark, 2017). The questionnaires had been validated to expert and were tried out before they were distributed. The validation result could be seen in the Appendix 2.

Furthermore, for the qualitative phase, the participants for the interview were conducted with English teachers who were members of the East Java

MGMP WhatsApp groups. The interview participants in this study were selected from those who had completed the questionnaire and indicated their willingness to participate in a follow-up interview. A random sampling technique was employed to select participants from the Jombang and Ngajuk regions. These areas were chosen because they were easily accessible, making it feasible to conduct in-depth interviews within the available time and resource constraints. It was conducted with 3 EFL experienced and 3 novice teachers of junior high schools and Islamic junior high schools, both state and private schools in East Java, Indonesia because they shared a similar professional context and possessed relevant experience in EFL teaching. The six participants were selected for in-depth interviews which prioritizes depth of understanding and to provide deeper explanations of the quantitative findings. Additionally, the interview participants were selected from two groups that differed in the statistical results. Creswell & Clark (2017) stated that selecting participants for the qualitative phase from information arising from the quantitative data analysis helped the researcher achieve more meaningful explanation because the larger the number of people, the less detail that typically can emerge from any one individual.

In this study, the participants were chosen from two different groups which is experienced group and novice group in a subgroup of MGMP. Creswell & Clark (2017) argued that selecting participants from groups that differed in their statistic results would permit an analysis as to why groups differed by asking the same questions in all of the groups to learn how they differed. The participants were selected based on the several categories. For experienced EFL teachers, the interview conducted with certified teachers and they were civil servants (PNS) and had taught more than four years. These criteria were used because certification and longer teaching experience indicate greater exposure to classroom practices, professional development activities, and feedback implementation. Such teachers are more likely to have developed established pedagogical knowledge and feedback literacy through sustained teaching practice. While for novice teachers, the researcher conducted interviews with fresh graduate EFL teachers who were uncertified and had taught for less than

three years. These criteria were chosen because novice teachers are generally at the early stage of their professional careers and are still developing their pedagogical competencies and feedback practices. The inclusion of both groups enabled the researcher to compare feedback literacy across different levels of teaching experience and professional development.

The purposive sampling technique was used to ensure participants met the experience criteria and were actively teaching in EFL settings. The participants of this study were chosen based on the following demographic characteristics: name, gender, background of education, length of teaching, and types of institution. It is in line with Creswell & Clark (2017) who state that the criteria used to maximize differences among participants vary depending on the focus of the study and may include factors such as race, gender, educational background, or other characteristics that distinguish individuals. By intentionally selecting participants with diverse characteristics, the researcher can obtain various perspectives that provide a richer and more comprehensive understanding of the phenomenon being investigated. Graham et al., (2020) argued that criteria of experienced teachers were teachers who had been teaching for more than 3 years (>3 years) because the most significant professional growth and adaptation to classroom demands occur during the first three years of teaching. After this initial phase, teachers generally demonstrate greater pedagogical stability and professional competence. While, the novice teachers were teachers who had been teaching for 3 years or less (<3 years) because they are still in the early-career stage, where they are developing instructional practices, classroom management skills, and professional confidence.

This study categorized experienced and novice teachers based on Graham et al. (2020). Following the categorization, participants were divided into two groups based on their teaching experience. Data on teaching experience were obtained through four response categories: less than one year, one to three years, four to six years, and more than six years. Teachers reporting four years of teaching experience or more were categorized as experienced teachers reporting whereas those three years of teaching experience or less were categorized as

novice teachers,. This categorization was chosen to facilitate comparisons between teachers at different stages of professional experience and to examine potential differences in their perceptions of teacher feedback literacy. The use of non-overlapping experience categories ensured a clear classification of all participants into one of the two groups. By maintaining a clear separation between the two groups, the study aimed to enhance the validity of comparisons regarding teachers' feedback literacy perceptions and practices. The categorization of participants could be seen in the Table 2.

Table 1 Demographic Information of the participants

Name	Demographic Information				Teacher categories	
	Gender	Background of Education	Length of Teaching	Institution (State/private)	Experienced (4- >6 years)	Novice (<1-3 years)
T1	Male	S2	>6 tahun	MTsN	Experienced	
T2	Female	S1	<1 tahun	MTsS		Novice
T3	Male	S1	4-6 tahun	MTsS	Experienced	
T4	Male	Professional Certification	>6 tahun	SMPN	Experienced	
T5	Female	S1	1-3 tahun	MTsS		Novice
T6	Female	S1	1-3 tahun	MTsS		Novice
T7	Female	S1	1-3 tahun	MTsS		Novice
T8	Female	S2	>6 tahun	MTsN	Experienced	
T9	Female	S2	>6 tahun	MTsN	Experienced	
T10	Female	S2	>6 tahun	MTsN	Experienced	
T11	Male	S2	>6 tahun	MTsN	Experienced	
T12	Male	Professional Certification	>6 tahun	MTsN	Experienced	
T13	Male	S1	>6 tahun	MTsN	Experienced	
T14	Male	Professional Certification	>6 tahun	MTsN	Experienced	
T15	Female	S1	>6 tahun	MTsN	Experienced	
T16	Female	S1	1-3 tahun	SMPS		Novice
T17	Female	S1	1-3 tahun	MTsS		Novice
T18	Female	S1	1-3 tahun	SMPS		Novice
T19	Male	S1	1-3 tahun	MTsS		Novice
T20	Female	S1	>6 tahun	SMPN	Experienced	
T21	Female	S2	>6 tahun	SMPN	Experienced	
T22	Male	S1	>6 tahun	SMPN	Experienced	
T23	Female	S2	>6 tahun	MTsN	Experienced	
T24	Female	S1	>6 tahun	SMPN	Experienced	

T25	Female	S2	>6 tahun	MTsN	Experienced	
T26	Female	S1	>6 tahun	MTsS	Experienced	
T27	Male	S2	>6 tahun	MTsN	Experienced	
T28	Female	S2	>6 tahun	MTsN	Experienced	
T29	Female	S1	>6 tahun	MTsS	Experienced	
T30	Female	S2	>6 tahun	MTsN	Experienced	
T31	Female	S2	>6 tahun	MTsS	Experienced	
T32	Male	S1	>6 tahun	MTsS	Experienced	
T33	Female	S2	>6 tahun	MTsN	Experienced	
T34	Female	S2	>6 tahun	MTsN	Experienced	
T35	Female	S2	>6 tahun	MTsN	Experienced	
T36	Male	Professional Certification	>6 tahun	MTsS	Experienced	
T37	Female	S1	>6 tahun	MTsN	Experienced	
T38	Female	S1	>6 tahun	MTsN	Experienced	
T39	Female	S1	>6 tahun	MTsS	Experienced	
T40	Female	S1	>6 tahun	MTsS	Experienced	
T41	Female	S1	>6 tahun	MTsN	Experienced	
T42	Female	S1	<1 tahun	MTsS		Novice
T43	Female	S1	>6 tahun	MTsN	Experienced	
T44	Female	Professional Certification	>6 tahun	SMPS	Experienced	
T45	Female	S1	>6 tahun	MTsS	Experienced	
T46	Male	S1	<1 tahun	MTsS		Novice
T47	Female	S1	<1 tahun	MTsS		Novice
T48	Female	S1	4-6 tahun	MTsS	Experienced	
T49	Female	S2	1-3 tahun	SMPS		Novice
T50	Male	Professional Certification	>6 tahun	SMPN	Experienced	
T51	Male	S1	>6 tahun	MTsN	Experienced	
T52	Female	S1	>6 tahun	MTsN	Experienced	
T53	Female	S1	>6 tahun	MTsN	Experienced	
T54	Male	S1	>6 tahun	SMPN	Experienced	
T55	Female	S1	1-3 tahun	SMPS		Novice
T56	Male	S1	>6 tahun	MTsN	Experienced	
T57	Female	S1	>6 tahun	SMPN	Experienced	
T58	Female	S1	1-3 tahun	SMPS		Novice
T59	Female	S1	4-6 tahun	SMPS	Experienced	
T60	Female	S1	1-3 tahun	SMPS		Novice
T61	Female	S1	1-3 tahun	SMPS		Novice
T62	Female	Professional Certification	1-3 tahun	SMPS		Novice
T63	Male	S1	4-6 tahun	SMPN	Experienced	
T64	Female	S1	1-3 tahun	SMPN		Novice
T65	Female	S1	>6 tahun	SMPN	Experienced	

T66	Female	S1	>6 tahun	SMPN	Experienced	
T67	Female	S1	1-3 tahun	SMPS		Novice
T68	Female	S1	>6 tahun	SMPN	Experienced	
T69	Female	S1	>6 tahun	SMPN	Experienced	
T70	Female	S2	>6 tahun	SMPN	Experienced	
T71	Female	S1	>6 tahun	SMPN	Experienced	
T72	Male	S1	4-6 tahun	SMPN	Experienced	
T73	Female	S2	>6 tahun	SMPS	Experienced	
T74	Female	S2	1-3 tahun	MTsS		Novice
T75	Male	S1	1-3 tahun	MTsS		Novice

The study involved 75 EFL teachers, consisting of 54 experienced teachers and 21 novice teachers. Experienced teachers were defined as those with four or more years of teaching experience, while novice teachers had less than one to three years of teaching experience. Regarding educational background, the majority of participants held a Bachelor's degree (S1) ($n = 49$), followed by a Master's degree (S2) ($n = 19$), while seven teachers possessed professional certification and none held a doctoral degree (S3). In terms of institutional affiliation, the participants were drawn from various public and private schools, including 25 teachers from MTsN, 21 teachers from MTsS, 17 teachers from SMPN, and 12 teachers from SMPS. This diversity of participants provided a broad representation of EFL teachers across different educational backgrounds, teaching experiences, and institutional contexts.

3.3 Instruments

In collecting the data, this study used questionnaire and interview guidelines. A structured feedback literacy questionnaire was developed based on the conceptual framework from Carless and Winstone (2020). The framework consisted of three dimensions of teacher feedback literacy, such as design dimension, relational dimension, and pragmatic dimension. The design dimension was dimension that evaluated teachers' ability to plan and structure effective feedback processes. The relational dimension assessed how teachers fostered positive and trust-based feedback relationships with students, and the pragmatic dimension measured the clarity, timeliness, and applicability of feedback practices. The questionnaire consisted of two sections. The first section

gathered participants' demographic information, including gender, educational background, teaching experience, and institutional affiliation. The second section comprised 35 items designed to investigate teachers' perceptions of feedback literacy, feedback types, and feedback literacy practices. Specifically, 8 items (Q1-Q8) measured teachers' perceptions of feedback literacy, 2 items (Q9-Q10) examined the types of feedback commonly used by teachers, 8 items (Q11-Q18) measured the design dimension, 7 items (Q19-Q25) measured the relational dimension, and 10 items (Q26-Q35) measured the pragmatic dimension. Each item in the questionnaire was carefully designed to measure self-perceptions and frequency of practices related to these three dimensions.

The questionnaires were collected using a Likert scale format and were delivered using Indonesian language to make the respondents easier to answer the questions. It was structured using the four-point scale which rated as follows: 1= strongly disagree, 2= disagree, 3= agree, and 4= strongly agree. The blueprint of questionnaire could be seen on table 3. Before distributed, the questionnaires have been validated by expert respectively to receive their opinions about the quality of questions as to their relevance to the research questions (İstencioğlu, 2022). The validation sheet can be seen on Appendix 2.

Meanwhile, the interview explored teachers' self-perceptions of their feedback practices based on Carless and Winstone's (2020) framework. Semi-structured were conducted with EFL teachers both experienced and novice teacher. Sample guiding questions were included in teacher interview guideline. The interview guideline consisted of teachers' feedback literacy development based on Carless and Winstone's (2020) conceptual framework. Interviews were audio recorded, transcribed, and thematically analyzed. The blueprint of interview guideline could be seen on table 4.

Table 2 Blueprint of Questionnaire

Section	Indicator	Aspect	Feature	Number of Items
1	Teacher's identity	Name		1
		Institution		2
		Gender		3

		Teaching experience		4
		Educational background		5
2	Explore teachers' perceptions of their feedback literacy	Self-Perceptions of Feedback Literacy		1-4
	Explore teachers' beliefs about feedback literacy in EFL classrooms.	Beliefs About Feedback Literacy		5-8
	Find out types of feedback used	Types of feedback used		9-11
3	Assess teachers' ability to strategically design feedback processes for student uptake	Design dimension	Design assessment and feedback processes to encourage student uptake	1-2
			Support students in making evaluative judgments	3
			Use timely guidance and intrinsic feedback to make expectations clear	4-6
			Deploy technology to facilitate feedback uptake	7-8
	Evaluate interpersonal skills in fostering trust and dialogue	Relational dimension	Showing supportiveness, approachability and sensitivity to how feedback is shared	9-10
			Envisage feedback process as partnerships between teachers and students	11-14
			Deploy technology to	15

			strengthen the relational dimension of feedback	
	Measure teachers' management of practical constraints	Pragmatic dimension	Navigate tensions between different functions of feedback	16-17
			Manage disciplinary factors in feedback processes	18-19
			Deploy technology for timeliness, efficiency, and portability	20-22
			Balance teacher workload devoted to feedback with what is useful to students	23-25

Table 3 Blueprint of Interview Guideline

Aspects	Features	Selected Implementation Strategies	Number of Items
Teacher perception and believe in feedback literacy			1
Types of feedback used			2
Design dimension	Design assessment and feedback processes to encourage student uptake	Teachers design sequences of linked assessment tasks, opportunities for students to develop skills in using feedback	3-4
	Support students in making evaluative judgment	Students discuss and evaluate exemplars of different standards; students are involved in composing and receiving peer feedback	

	Use timely guidance and intrinsic feedback to make expectation clear	Teachers provide clear and timely assessment task guidance; teachers incorporate intrinsic feedback within learning activities so students have opportunities to clarify meanings and expectations	
	Deploy technology to facilitate feedback uptake	Students are enabled to store, access, and use previous feedback; teaching teams use learning analytical for individualized feedback at scale	
Relational dimension	Show supportiveness, approachability and sensitivity to how feedback is shared	Teachers provide honest, critical feedback in supportive ways; teachers share and model their own experiences of receiving and responding to critical feedback	5-6
	Envisage feedback processes as partnerships between teachers and students	Teachers and students negotiate shared responsibilities for making feedback processes effective; teachers cede some power and students take increased responsibilities	
	Deploy technology to strengthen the relational dimension of feedback	Teachers use audio feedback for nuance and rapport, and video feedback to enhance social presence	
Pragmatic dimension	Navigate tensions between different functions of feedback	Teachers strive to overcome multiple functions of feedback processes by focusing squarely on feedback for student learning	7
	Manage disciplinary factors in feedback processes	Teaching teams build on and adapt existing feedback practices carried out within disciplines	
	Deploy technology for timeliness, efficiency and portability	Teaching teams use technology to implement time-saving measures and reduce ineffective marking methods	
	Balance teacher workload devoted to feedback with what is useful to students	Teachers strive to design feedback processes that are useful for students and satisfying for teachers; teaching teams strategically reduce end of module comments that cannot be taken up	

3.4 Data Collection Method

The data collection process in this study was conducted through two main instruments, there were a structured questionnaire and semi-structured interviews. These instruments were selected to align with the mixed methods design of the research, enabling a comprehensive exploration of both the quantitative and qualitative aspects of teacher feedback literacy among experienced and novice EFL teachers.

The data collection began with the administration of the feedback literacy questionnaire. The questionnaires were subjected to expert validation. After checking validation to the expert, the researcher conducted trial of the instrument and then checked the validity to ensure the content validity. Validity refers to the extent to which an instrument measures what it is intended to measure and how accurately the interpretation of the results reflects the actual construct being studied. According to Sudaryono et al. (2019), validity which means the extent of the determination and accuracy of a measuring instrument in performing its measuring function. The questionnaires of the study have been validated by expert, trial, and checked the validity used SPSS 16 software for measurements adopting a significance level of $(\alpha) = 0.05$, which is commonly deemed representative and widely employed in research.

Based on the validity result, the valid item was 35 from 40 questions and the 5 invalid items eliminated. This validation was carried out based on data obtained from the trial or tryout of the questionnaire before the instrument was used in the main study. An item is considered valid if its calculated r-value is greater than the r-table value at a significance level of 0.05, meaning the item is capable of measuring what it is intended to measure. Based on the results of the expert validation and the validity test analysis, it indicated that the instruments can be used for further analysis and the valid questionnaire items were used in the next stage of the study, as they met the requirement of $r\text{-calculated} > r\text{-table}$ at a significance level of 0.05.

After conducting the validity test, the reliability test was conducted for the questionnaires instrument to check and confirm questionnaire items consistency. A reliability test evaluates whether a research instrument such as

survey or questionnaire or a software product consistently produces the same results over time under identical conditions, ensuring stability, dependability, and freedom from random errors. It is in line with Carmines & Zeller (2011) who state that the tendency toward consistency found in repeated measurements of the same phenomenon is referred to as reliability. In this study, reliability was assessed using Cronbach's Alpha because it is a commonly applied statistical measure for determining the internal consistency of questionnaire items. Cronbach's Alpha is appropriate for this study on teacher feedback literacy because the study uses questionnaire items to measure abstract constructs such as teachers' beliefs, practices, and perceptions regarding feedback. The use of Cronbach's Alpha helps ensure that all questionnaire items consistently measure the same underlying construct, thereby increasing the reliability and credibility of the research findings. An instrument is considered reliable when the reliability coefficient reaches a minimum value of 0.6. Therefore, if the overall Cronbach's Alpha coefficient is greater than 0.6, the instrument can be classified as reliable. The reliability of instrument result can be seen below.

Table 4 Reliability Result

Cronbach's Alpha	N of Items
.946	35

Based on the reliability test results presented in table 6, the questionnaire items achieved a Cronbach's Alpha coefficient of 0.946. Since this value exceeds the commonly recommended threshold of 0.70, the instrument can be categorized as highly reliable with strong internal consistency. These findings indicate that the questionnaire items consistently assess the intended construct and are appropriate for use in further analysis.

After the instruments were declared valid and reliable, the questionnaires were distributed to the participants through WhatsApp groups of MGMP English teachers in East java, Indonesia. Participants were chosen using purposive sampling, ensuring they met the criteria adapted from Graham et.al (2020) who stated that experienced EFL teachers who had more than three years

of teaching experience and novice EFL teachers who had three years or less of teaching experience. The questionnaire was developed based on the framework Carless and Winstone's (2020) and assessed the three dimensions of feedback literacy which is design, relational, and pragmatic through Likert-scale items.

Questions gauged teachers' ability to design iterative feedback cycles (design dimension), foster trust during feedback exchanges (relational dimension), and manage workload constraints (pragmatic dimension). The questionnaire was distributed digitally using google forms to maximize participation. The google form was delivered by WhatsApp groups of MGMP English teachers in East Java, Indonesia. Responses were anonymized to ensure confidentiality and encourage candid answers. Responses were collected using a Likert scale format to facilitate quantitative analysis. The completed questionnaires were subsequently coded and analyzed using descriptive statistics to identify patterns and trends in feedback literacy levels between the two teacher groups. The quantitative data collection conducted for a month in May, 2026.

The second step in collecting the data involved interviews to get in depth information and support the questionnaire result. In the qualitative phase, semi structured interviews were conducted with a subset of 6 teachers. In this case, the interviewed conducted with 3 experienced teachers and 3 novice teachers who were selected from the questionnaire respondents based on the several categories. The researcher chosen six interview participants because it is in line with Creswell and Clark (2017) who state that one good option for researcher conducted mixed method is for the two samples to have different sizes, with the size of the qualitative sample being much smaller than the quantitative sample. This helps the researcher obtain a rigorous, in-depth qualitative exploration and a rigorous, high-power quantitative examination of the topic. For experienced EFL teachers, the researcher conducted interview with certified teachers and they were civil servants (PNS) and had been teaching more than four years. While for novice teachers, the researcher conducted interview with fresh

graduate EFL teachers who were uncertified and had been teaching for less than three years.

These interviews aimed to contextualize the quantitative findings by exploring teachers' lived experiences and beliefs about feedback literacy. The interview guide aligned with the framework of feedback literacy by Carless and Winstone (2020) because the framework provides comprehensive dimensions for understanding teachers' knowledge, beliefs, and practices related to feedback processes. Similarly, the questionnaire items were constructed using the same theoretical framework to ensure consistency between the quantitative and qualitative instruments, thereby enabling the study to examine teacher feedback literacy in a systematic and theoretically grounded manner. Before conducting interview, the interview guideline was reviewed by experts to establish validity and clarity. The interviews were conducted with open ended questions and to delve deeper into the participants' personal experiences, beliefs, types of feedback, and how the feedback practices were implemented in EFL classrooms. The questions of interview guide were designed to elicit detailed responses about how teachers conceptualized and applied feedback, how they interacted with students during the feedback process, and how contextual factors influenced their practices. The interviews were conducted in Indonesian to ensure clarity and comfort and were audio recorded with informed consent. Each interview were subsequently transcribed for analysis. In this study, the interview conducted for about two weeks in May, 2026 using face to face and online meeting via google meet because distance and time limitations make direct face-to-face interaction difficult to conduct.

This multifaceted data collection approach enabled the researcher to triangulate findings, comparing self perceived feedback literacy from the questionnaire with actual feedback practices and perceptions shared during interviews. This process not only strengthened the validity of the findings but also provided a nuanced understanding of the similarities and differences in feedback literacy between experienced and novice EFL teachers.

3.5 Data Analysis

In analyzing the data, this study used a descriptive statistic to analyze quantitative data from the questionnaires on novice and experienced teachers. The quantitative data were collected from the questionnaires administered to novice and experienced teachers. Specifically, mean scores and standard deviations were calculated for each item and dimension of the questionnaire to summarize the teachers' self-reported feedback literacy levels. The mean scores and standard deviations of the two groups (experienced and novice teachers) were then compared to provide a comprehensive description of the differences and similarities in their feedback literacy profiles.

To facilitate the interpretation of teachers' feedback literacy levels, the mean scores were further categorized into three levels: low, moderate, and high. The categorization followed the class interval approach proposed by Alkharusi (2022), which recommends dividing the possible score range into equal intervals for meaningful interpretation of Likert-scale data. Since the questionnaire employed a four-point Likert scale ranging from 1 to 4, the interval width was calculated by dividing the score range ($4 - 1 = 3$) by the number of categories (3). So, the resulting categories were 1.00–2.00 (low), 2.01–3.00 (moderate), and 3.01–4.00 (high). The class interval was calculated using the following formula:

$$\text{Class Interval} = \frac{\text{Highest score} - \text{Lowest score}}{\text{Number of Categories}}$$

Since this study employed a four-point Likert scale ranging from 1 to 4 and classified the scores into three categories (low, moderate, and high), the interval width was calculated as follows:

$$\text{Class Interval} = \frac{4 - 1}{3}$$

$$\text{Class Interval} = 1.00$$

Based on this calculation, the mean scores were interpreted according to the categories presented in Table 6.

Table 5 Categories of Teacher Feedback Literacy Level

Mean Score Range	Interpretation
------------------	----------------

1.00–2.00	Low
2.01–3.00	Moderate
3.01–4.00	High

This level classification enabled a more systematic evaluation of teachers' feedback literacy across the design, relational, and pragmatic dimensions by identifying the extent to which teachers demonstrated the knowledge, skills, and dispositions associated with effective feedback practices.

The qualitative data were used to support and explain the quantitative findings. Consistent with the explanatory sequential mixed-methods design, the interview data served to provide deeper explanations of the statistical results related to teachers' perceptions, feedback types, and feedback literacy practices. The qualitative findings were interpreted in relation to the teacher feedback literacy framework proposed by Carless and Winstone (2020), particularly the design, relational, and pragmatic dimensions. Through this process, the researcher was able to examine how teachers' experiences and classroom practices supported or clarified the quantitative patterns observed in the questionnaire data. The integration of both datasets contributed to a more comprehensive understanding of teacher feedback literacy among novice and experienced EFL teachers.

The qualitative data from interviews were analyzed using thematic analysis developed by Braun & Clarke (2006) to identify emerging patterns related to feedback literacy dimensions between experienced and novice teachers. The data were subjected to deductive thematic analysis, following the transcription of the interviews. The interview data were identified, analyzed, and reported in pattern using codes and themes systematically. Finally, the representation of the data referred to generating a theoretical narrative that described the teacher feedback literacy between experienced and novice teachers. Then the representative of data analysis was presented as the findings of the study.

