

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Method**

This research method uses descriptive case study, the present study aims at depicting detailed and contextualized pictures of a particular phenomenon, it is used to describe a phenomenon and contexts that occur in real life (Yin, 2018). Moreover, the research uses a descriptive case study because it describes the students' perceptions on doing peer feedback in English Speaking at public speaking classrooms.

#### **3.2. Setting and Participants**

This research is conducted in one of the universities, in Tasikmalaya, West Java, Indonesia because of consideration; the researcher and the participants are the students in the university. The participants consist of two participants, the reasons for choosing two participants are: (1) students who often provide feedback to peers during public speaking classroom, (2) students who receive feedback from peers during public speaking classroom. The participants of the study were students of the English Education Study Program who took Public Speaking in the academic year 2016/2017.

#### **3.3. Data Collection**

The data collection of this research used semi-structured interviews, these interviews are intended to get participants' personal description. Brown & Danaheer (2017) stated that a semi-structured interview allows the interviewer to

develop the questions planned in order to deepen information for the study. It will be focused on perceptions of learning in the class. The data on interviews were recorded using cell phones to produce more contextual data and to collect richer data. The participants will be interviewed by some questions asking and answering questions regarding their perceptions on peer feedback in English speaking at public speaking classrooms.

### **3.4. Data Analysis**

The data were analysed using thematic analysis (Braun & Clarke, 2006). Braun & Clarke (2006) stated that thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data.

The data collected were analysed in six steps:

#### **3.4.1. Familiarizing with the data**

This step required the researcher to be familiar with the data by listening to audio recording from interviews and re-read the transcription to avoid mismatch data.

#### **3.4.2. Generating Initial Codes**

The researcher highlighted the data related to the aim of this research and then categorized the data into initial codes coloured to ease the researcher to analyse the data.

**Table 3.1 Generating Initial Codes**

P : Iya, sebenarnya saya suka melakukan dua-duanya seperti memberikan sama menerima feedback. Hanya saja kebetulan saya itu lebih suka atau lebih sering menerima feedback, karena	Students' Improvement in Speaking Motivation
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<p>buat saya itu ketika saya menerima feedback lebih termotivasi untuk selalu lebih baik gitu dari sebelumnya seperti misalkan dari feedback itu sendiri kan banyak manfaatnya menurut saya.</p>	
<p>I : Iya jadi tau kekurangan kita itu dimana</p>	
<p>P : Iya jadi lebih baik bisa kaya gimana sih memperbaikinya itu gitu kaya motivasi sih sebenarnya saya lebih suka menerima peer feedback itu karena motivasinya dari teman saya itu besar sekali gitu untuk memperbaiki itu teh harus gimana gitu.</p>	<p>Learning Autonomy in Speaking Learning</p> <p>The Benefits of Peer Feedback</p>

### 3.4.3. Searching for the themes

The researcher grouped the data into possibly in the same themes from the data that has been categorized and highlighted earlier in the second step.

**Table 3.2 Grouping the Codes**

1. The Benefits of Peer Feedback	5 13	2. Encouragement of the Students' Speaking Learning	10
		<b>The Improvement of Students' Motivation in Speaking</b>	
3. Learner Autonomy in Speaking Learning	17	4. Students' Improvement in Speaking Motivation	10
		5. Students' Attitudes Towards Peer Feedback	8

		6. Increasing Students' Self-Confidence	5
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#### **3.4.4. Reviewing potential themes**

The researcher reviewed all data for each theme in order to make sure it has been grouped in the right place and re-check whether or not there is a theme or code that needs to be replaced to avoid placement errors that can cause misleading data.

### 3.4.5. Defining and naming themes

The researcher defines what the theme is for each data that has been highlighted.

**Table 3.3 Defining and naming themes**

Sub themes	Themes
	The Benefits of Peer Feedback
	Encouragement of the Students' of Speaking Learning
	Learners Autonomy in Speaking Learning
1. Students' Improvement in Speaking Motivation	The Improvement of Students Motivation in Speaking
2. Students' Attitudes Towards Peer Feedback	
3. Increasing Students' Self-Confidence	

### 3.4.6. Producing the report

The researcher reported what has been gained from this research.

### 3.5. Research Schedule

Table 1 *Research Schedule*

Description	October 2019	November- January 2020	March 2020	July 2020	August- December 2020	January 2021	February 2021
Submission of Tentative							
Tentative Approval							
Writing a Research Proposal							
Proposal Approval							
Seminar Proposal Examination							
Conducting the Research							
Writing the Report							
Komprehensif Examination							
Final Thesis Examination							