CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

A descriptive case study was conducted in this research. A descriptive case study aims to examine and describe the data within a specific context of a phenomenon. As Tight et al. (2016) stated case study "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used" (p. 23). Single-case design is the design of this research, where single-case design focuses on a specific event, in other words, events are limited to a single occurrence.

In this research, the researcher choose descriptive case study, because descriptive case studies set to describe the natural phenomenon which occurs within the data in question and also to describe the data when they occur. The descriptive case study is usually in the form of a narrative that tells or describes a phenomenon. Thus, descriptive case studies may be in a narrative form (Tight et al., 2016). Therefore, the descriptive case study was selected to investigate students' perception toward peer assessment in the classroom activity. Furthermore, using the descriptive case study allow the researcher to describe student's perception towards the use of PA.

3.2 Focus of the Research

The focus of this study is on the student's perception of the usefulness of conducting peer assessment in speaking class. The student's perception will contribute to the development on their learning process in the form of written assessment. If the students recognize their weaknesses and limitations of their learning, it helps the teacher find the appropriate method for learning activity based on the student's skill. As White (2009) argued that students possessed a strong view of assessment method and perceptions play a significant role in how they approach

learning. Hence, students need to be active in the assessment process to develop their learning progress and then also for the teacher in the teaching-learning process.

3.3 Setting and Participants

The participants in this research are the students of the English Education Department, in one of University in West Java, Indonesia. There are six final year students (8th semester) who have taken Professional Listening and Speaking course in the 4th semester who got an A as their final score in the above-mentioned subject. This research used methodological triangulation, where this methodological triangulation involved the use of multiple qualitative and or/ quantitative methods to study the program. The researcher interviewed participants based on their final score in Professional Listening and Speaking courses and then used another method by observation. From the observation, they were an active students and higher achievers in class that got highest score. Initially, peer assessment was applied after midterm test in this course. The students were divided into 5 large groups consisting of 10 people from each group. Each group choose 5 themes from different lecturers, then each group performed every week to act out the theme the lecturer gave, for example, one group plays EDSA (English Department Students' Association) organization which is in a meeting to make an event for the department at Siliwangi University, each member will wear Edsa's uniform and they will be divided according to their duties, some become chairman, secretary, treasurer, coordinator, members. So, all groups must play a real role in the theme and the clothes they use.

The peer assessment process occurred when one group is performing and another group that is randomly shuffled will assess each member in the group that performed individually. The group that assessed will be given an assessment sheet which contained speaking rubric (fluency, content – argument /idea and idea organization, use of lexico-grammar, intelligibility (pronunciation + accent), and group performance) of each member who finished their performance.

3.4 Technique of Collecting the Data

As the ethical code in doing research, the researcher gave a consent form for the participants. In the process of collecting the data, the researcher conducts an interview and used audio recorder for the instrument to get the data. Interview defined as a conversation, whose purpose to gather the descriptions of the (life world) of the interviewee concerning the interpretation of the meanings of the 'described phenomena (Alshenqeeti, 2014). The researcher interviewed participants based on achievement scores in Professional Listening and Speaking course. In the first interview, the researcher interviewed participants to validate the score results, which must be worth an A (4.00). Next, the researcher conducted a second interview which is the main research data collection process. The researcher asked the participants more deeply based on the interview guidelines that have been made previously.

The interview process was conducted in the form of online interaction through the *WhatsApp*. The researcher used semi-structured interview, because in this type the interviewer and interviewee were free and flexible to express the opinion but still in line with the topic of this research. As Alshenqeeti (2014) argued that it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses. Furthermore, the result of the interview will be transcribed to find out the statement that focuses on the research question of the study.

3.5 Technique of Analysing the Data

The data will be analyzed using Braun and Clarke's (2006) thematic analysis (TA). The aim of thematic analysis is to identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). This thematic analysis is contained in a few steps, in such way:

1. Familiarizing the data

The researcher listens and reads the interview data. Then, the result of the data interview will be transcribed. After that, the researcher reread and marked the data to get initial codes.

2. Generating initial codes

The researcher will draw a code in the transcribed, and result is related to the interview question. The researcher gives symbols to the codes that can potentially answer the questions in the research question then also validate that the data are relevant. There are 15 codes found as follows.

Table 3. 1 Generating Initial Codes

Data Items	Codes
I get new knowledge from peer assessment in speaking class, especially in some aspects such as when I get an assessment from my friend, I know what my shortcomings are from which aspect, then I know what I have to improve in the next meeting. (R4)	**Speaking Assessment Aspects**
"if I was giving feedback or when I was reading, I know the feedback that my peer gave me so I can find out what I'm lacking". (R4)	**Feedback**
"from observing a friend's performance such as from accuracy, pronunciation, grammar, intonation like that. In	**Observing Friend's Performance**

seeing someone appear like that's his activity". (R2)	
"After getting peer assessment feedback from friends, I also pay attention to what to pay attention to in speaking and also make myself confident in next performance". (R2)	**Improvement in Speaking Performance**
"Motivating from the feedback from friends that I get, it motivates me to keep learning even harder". (R5)	**Motivation from Feedback**
"Peer assessment that is motivating because there are aspects of speaking. These aspects can motivate me to learn more about speaking and until now it's also like that because my speaking is still low so I still have to learn". (R3)	**Motivation from Speaking Assessment Rubric**
"Peer assessment activities motivate me to continue learning how to improve my speaking when I see my friends' performances are very good (whether it's from pronunciation, grammar, accent, also from the content of their	**Motivation from Watching Good Performance**

speech which is understandable)". (R5)	
"The collaboration that was built became more interactive, so we became more active in asking and explaining, we can also know more deeply about where our mistakes are". (R2)	**Interactive Communication**
"Of course, so that I don't forget to take notes, I will review the notes again when I perform". (R1)	**Note Taking**
"I am used as an evaluation first. I see what is wrong with me and what I need to improve then what kind of improvement should I make accordingly. After that I will try to apply it as best as possible". (R6)	**Reflection**
"I discuss it with my peers first so that the information conveyed is clear and there is no ambiguity, after it is clear then I try to fix it as it should". (R5)	**Discussion with Peer**
"I don't know in detail how to do a good peer assessment, so it was a bit difficult at that time to do it". (R5)	Knowledge how to be a good assessor

"If you judge friends, sometimes you feel awkward because you are afraid that we will be wrong, let alone give an assessment to people who we think have better abilities than us".	**Uncomfortable being assessor**

3. Searching for themes

After the code search process, the next stage is an analysis of the text using the list to find the themes. The codes will be separated with potential themes. The researcher makes a classification for the data, to make it the researcher easy in analyzing the result of the transcribed interview.

Table 3. 2 Searching for themes

No	Data Items	Codes	Theme
1	I get new knowledge from peer assessment in speaking class, especially in some aspects such as when I get an assessment from my friend, I know what my shortcomings are from which aspect, then I know what I have to improve in the next meeting. (R4)	**Speaking Assessment Aspects**	Knowledge of Speaking Assessment
2	"The activity that was very influential for me in gaining new knowledge was from the feedback given from friends, because from that feedback I got a lot of information, especially things I had to improve on my speaking performance". (R5)	**Feedback**	Useful Activity of Peer Assessment

3	"After entering this peer assessment activity, my performance has become more focused (because of the guidance, namely the rubric that must be considered), the content of the conversation / speaking that I talk about is more structured, including grammar which is more concerned". (R5)	**Improvement in Speaking Performance**	Speaking Proficiency
	"The collaboration that was built became more interactive, so we became more active in asking and explaining, we can also know more deeply about where our mistakes are". (R2)	**Interactive Communication**	

4	"Peer assessment activities motivate me to continue learning how to improve my speaking when I see my friends' performances are very good (whether it's from pronunciation, grammar, accent, also from the content of their speech which is understandable)". (R5)	**Motivation from Watching Good Performance**	Motivation in Speaking
5	"I am used as an evaluation first. I see what is wrong with me and what I need to improve then what kind of improvement should I make accordingly. After that I will try to apply it as best as possible". (R6)	**Reflection**	Strategy of learning speaking

6	"I don't know in detail how to do a good peer assessment, so it was a bit difficult at that time to do it". (R5)	Knowledge how to be a good assessor	Difficulties doing Peer Assessment
	"If you judge friends, sometimes you feel awkward because you are afraid that we will be wrong, let alone give an assessment to people who we think have better abilities than us". (R6)	Objectivity	
	"Internal relationship its effect on score, as I explained earlier. If a person has more power, he tends to get good judgment from his friends because these friends are reluctant". (R3)		

4. Reviewing Theme

This step is the process of developing or modifying the themes that have been identified in the previous step. The researcher re-examined the themes that have been identified about students' perspective of peer assessment in speaking

courses to ensure the placement of the code has been grouped into the appropriate theme.

Table 3. 3 Reviewing themes

Codes	Theme
Speaking Assessment Aspects	Knowledge of Speaking Assessment
Feedback	Useful Activity in Peer Assessment
Observing Peer's Performance	
Improvement in Speaking Performance	Speaking Proficiency
Improvement in Interaction	
Motivation from Feedback	Motivation in Speaking
Motivation from Speaking Assessment Aspects	
Motivation from Watching Good Performance	
Note Taking	Strategy of Learning Speaking
Self- evaluation/Reflection	
Discussion	
Knowledge how to assess	Difficulties doing Peer Assessment
Being Ratter and Rated	

The Influence of Internal Relationship on Feedback	

5. Defining and naming theme

        The process of identifying the essence of what each theme is about. The researcher determined and gave the name of the theme based on the data obtained. The themes obtained are reality, knowledge, and learning.

6. Producing the report

        The researcher will dispatch what has been done in this study about students' perception of peer assessment in the speaking courses.

3.6 Steps of the Research

        The steps of this research are:

1. Explore problems and develop a detailed understanding of a phenomenon.

2. Conducting a literature review.

3. Determine the objectives and research question in general based on the experience of research participants.

4. Select participants according to research needs and ask their permission.

5. Collect data based on information from several individuals so that the views of research participants are obtained.

6. Analyze the data to determine the description and theme of the data by using text analysis and interpreting the larger meaning of the findings.

7. Write reports using flexible, structured, and evaluative criteria, and include elements of reflexivity, subjectivity, and bias from the researcher.

3.7 Research Schedule

Table 3. 4 Steps of the Research

No	Study Activities	Jan. 2020	Feb. 2021	Mar. 2021	Apr. 2021	May - Oct	Oct- Jan	Feb 2022

						2021	2022	
1.	Planning the Proposal	■						
2.	Submission of Research Topic		■					
3.	Research Topic Approval		■					
4.	Writing Up the Proposal		■	■				
5.	Proposal Approval				■			
6.	Seminar Proposal Examination				■			
7.	Conducting the Research					■		
8.	Writing Up the Thesis						■	
9.	Final Thesis Examination							■