

## **CHAPTER III**

### **RESEARCH PROCEDURES**

#### **3.1 Research Method**

The research method in this present study is a descriptive case study. It facilitates the exploration of a phenomenon within its context using a variety of data sources (Baxter Pamela & Jack, 1990). This method is chosen because a descriptive case study is often used to describe phenomena in a real-life context, and this study described students' experiences when they use peer assessment in the oral presentation in an ESP classroom.

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

The study was taken place in one of the public universities in Indonesia, in the English Specific Purposes (ESP) Class of the English Department. It was chosen because there is an ESP class that uses a peer assessment as an assessment method to assess students in oral presentation as a formative assessment.

In the first meeting of the ESP class, the students were divided into several groups, each group chose the materials that they would present in front of the class, and at every meeting, there was a group that present the materials that they had chosen before and while one group was presenting the materials, the other group were assigned the presenting group use peer assessment rubric given by the lecturer. For example, group A was the assessee that have a chance to present the materials for week 2 and the other groups (B, C, D, E, F, and G) as the assessor for group A, they were given rubric assessment by the lecturer, the components that should be evaluated by the assessor to the assessee there are knowledge, multimedia information management, articulating ideas around an appropriate organizational pattern, and grammar.

In this research, the participants are 3 students of the English Department in one of the public universities in Tasikmalaya that had conducted peer

assessment in an oral presentation at ESP class, and they have become assessees and assessors. they are chosen as participants by their willingness to join as participants after researchers ask for join in this research and based on the final course grade that they got from ESP classes to represent the level of achievement also participant 1 is a student who got an A grade and outstanding student, participant 2 is a student who got a B grade that was taken a higher course, and the participant 3 is a student who got C grade that was orally presented in twice. So, researchers investigate the experience of students' challenges and opportunities of peer assessment in the oral presentation.

### **3.3 Data Collection**

In this research, the data was collected by using a semi-structured interview to investigate the challenges and opportunities of peer assessment in the oral presentation. semi-structured interviews were used to explore participants' thoughts, feelings, and beliefs about a particular topic (DeJonckheere & Vaughn, 2019). Also, a semi-structured interview refers to open-ended questions because this method allows the interviewer to arise new questions from the answers given by interviewers to gain more depth information. semi-structured interviews allow the interviewees a degree of freedom to explain their thoughts and to highlight areas of particular interest and expertise that they felt they had, as well as to enable certain responses to be questioned in greater depth, and in particular to bring out and resolve apparent contradictions (Humphrey & Lee, 2004). In practice, the researcher conducted the interview based on some steps. Firstly, the researcher make an interview protocol to gain information about students' challenges and opportunities of peer assessment in oral presentation and an interview protocol was designed with several numbers of topics for posing questions adapted from Vu & Dall'Alba (2007), there consisting of students' views, students feeling, challenges, fairness, benefits, feedback. Secondly, the researcher confirms the willingness and availability of the participants through WhatsApp. Thirdly, the researchers give a consent form to be filled out by the participants. and the last,

the researcher conducted semi-structured interviews through voice recording using WhatsApp for all participants based on participants' willingness to face a pandemic situation that appeared as a social distancing policy in Indonesia. The online interview is conducted in a secure space where only related people are allowed into the vicinity of the online interview (Chia, Ghavifekr, Zabidi, & Abdul, 2020). The interview process was designed by asking several topics that relate to experiences of students' challenges and opportunities of using peer assessment in the oral presentation.

### **3.4 Data Analysis**

After collecting the data, the next step is to analyze the data. The researcher analyzed the data that was collected through semi-structured interviews. The data analyzed referred to several aspects in the questions adapted from Vu & Dall'Alba (2007): students' views, students' feelings, challenges, fairness, benefits, and feedback. Also, thematic analysis was used as the data analysis of this study. Javadi & Zarea (2016) said that thematic analysis is a method for the detection, analysis, and reporting of the themes in data. Braun & Clarke (2006) support that "It is the method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set" (p. 57). Thematic analysis is a flexible research tool that is also useful and can do data calculations in a potentially rich way with details and even with complexities (Javadi & Zarea, 2016). There are 6 phases of thematic analysis proposed by Braun and Clarke (2006) as follows;

#### **3.4.1 Familiarizing with data**

The researcher felt and was familiar with the data by reading it multiple times. In this process, the data has been read and seen by a researcher at least twice so that the researcher understood the whole data intimately. In this research, the data were in a semi-structured interview and then interviews were transcribed, after that the researcher read the data until familiar with the data.

### 3.4.2 Generating initial codes

After reading the data and becoming familiar. The researcher organized the data into significant groups and made initial codes that related to the aim of the research. In this process, the researcher needs to pay attention to identify the important aspect of the data that relate to the aim of the research or not and the researcher found that 20 aspects appeared in the data and the researcher used a coloured method to identify the different aspects that appeared in the data. Here is an example of reflection and the initial codes generated from the data.

**Table 3.1 Generating Initial Codes**

| Utterance  | Initial code                      |
|--|-----------------------------------|
| <i>menurut aku dosennya smart juga karena ini loh nilai yang saya berikan itu bukan hanya berdasarkan hasil euuu sudut pandang saya saja tetapi teman-teman kalian juga membantu menilai, jadi kalau kata aku sih lebih fair.</i>  | <b>Building a fair assessment</b> |
| <i>membantulah meningkatkan pemahaman belajar aku gitu sangat menolong karena disitu kita ya aku ngerasa awalnya aku dituntut untuk mengerti dan memahami materi tersebut.</i>   | <b>Understanding materials</b>    |
| <i>bener-bener perhatian jangan sampai nggak fokus gitu karena kan aku ibarat kata mau kasih mau skoring gitu ya mau nilai orang kan ya sudah gitu harus benar-bener perhatiin dari awal sampai akhir gitu dari cara penyampaiannya dia gesturnya terus eh susunan kalimatnya. Kata-katanya bisa diterima apa enggak gitu.</i> | <b>Multi-tasking involvement</b>  |
| <i>benar-bener melatih kerja sama tim yang itu tadi aku bilang yang di mana ketika kita mengerti kita enggak boleh ngerti sendirian tapi teman-teman kita sebagai pemateri juga harus sama-sama mengerti.</i>  | <b>Collaborative learning</b>     |

|   |                       |
|---|-----------------------|
| <i>saya kan mahasiswa semester empat yang bergabung bersama mahasiswa semester enam terkadang saya bingung dengan nama-namanya kadang terkadang ketuker gitu the.</i>   | Feeling confused      |
| <i>cuman terkadang aku kayak takut gitu ada kepikiran gimana kalau mereka kecewa sama hasil penilaian aku, gimana kalau mereka jadi kesal sama aku gara-gara aku nilainya ngasih nilainya segitu gitu kan.</i>    | Feeling afraid        |
| <i>dalam memberikan penilaian jangan sampai misal presentasinya kenyataannya kurang bagus tetapi pas dikasih penilaiannya bagus kayak gitu jadi sekali sekalian melatih mental kejujuran kita sih sebenarnya.</i> | Learning to be honest |
| <i>setiap beres presentasi dosennya suka ngasih feedback mmm kayak misalnya ini sudah bagus ya cuman tadi mmm di vintari penyampaiannya kurang</i>  | Getting feedback      |

20 codes represent different aspects reflected by the participants based on their interviews. Based on the data, the frequency of each code varied from 7 emergence as the highest to 1 emergence as the lowest.

Here is the list of codes

**Table 3.2 List Initial Codes**

| Initial codes              | Participant 1 | Participant 2 | Participant 3 | Total |
|----------------------------|---------------|---------------|---------------|-------|
| Building a fair assessment | 3             | 2             | 2             | 7     |
| Understanding materials    | 4             | 0             | 0             | 4     |
| Multi-tasking involvement  | 1             | 1             | 0             | 2     |
| Collaborative learning     | 3             | 0             | 0             | 3     |
| Sharing materials          | 1             | 0             | 0             | 1     |

|                             |   |   |   |   |
|-----------------------------|---|---|---|---|
| Learning to be responsible  | 1 | 0 | 0 | 1 |
| Unfair assessment           | 0 | 2 | 0 | 2 |
| Feeling afraid              | 0 | 1 | 1 | 2 |
| Losing focus                | 0 | 1 | 0 | 1 |
| Motivate to be better       | 0 | 1 | 0 | 1 |
| Learning to be honest       | 0 | 0 | 5 | 5 |
| Effective peer assessment   | 0 | 0 | 1 | 1 |
| Ineffective peer assessment | 0 | 0 | 1 | 1 |
| Learning to reflect         | 0 | 0 | 1 | 1 |
| Allowing assessment rubric  | 0 | 1 | 1 | 2 |
| Feeling confused            | 0 | 1 | 1 | 2 |
| Distracting focus           | 0 | 2 | 0 | 2 |
| Learning to be a teacher    | 1 | 0 | 0 | 1 |
| Giving feedback             | 0 | 1 | 0 | 1 |
| Suggestions for improvement | 1 | 1 | 1 | 3 |

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### 3.4.3 Searching for themes

After generating initial codes the next process is to select the data to find something interesting from the codes which are called the theme. The themes appear from the data codes and usually, a theme is in the form of a pattern which has an important meaning that is related to a research question. In grouping those data, the researcher has found 2 themes from several of the codes that have appeared in the data.

Here is the search for a theme

**Table 3.3 Searching For Themes**

| Themes  | Codes   |
|---------|---|
| Theme 1 | Feeling confused, Feeling afraid, Multi-tasking involvement.  |
| Theme 2 | Getting feedback, Understanding materials, Learning to be honest, Building a fair assessment, and Collaborative learning. |

### 3.4.4 Reviewing potential themes

In this step theme that has been found before, was reviewed and checked again which is related to coded data and the whole of the data and then the researchers checked the theme identified about students' challenges and opportunities of peer assessment in oral presentations to ensure the placement of the codes has been grouped into the appropriate theme.

### 3.4.5 Defining and naming themes

In this part, researchers decide which theme is used to represent the aspect of students' experience during peer assessment. The researcher concluded there are two themes which represent the aspects of exploring students' experience of peer assessment in oral presentations Those are, (1) Peer assessment challenges, and (2) Peer assessment opportunities.

**Table 3.4 Defining and naming themes**

| Themes                        | Codes   |
|-------------------------------|---|
| Peer assessment challenges    | Feeling confused, Feeling afraid, Multi-tasking involvement.  |
| Peer assessment opportunities | Getting feedback, Understanding materials, Learning to be honest, Building a fair assessment, and Collaborative learning. |

### **3.4.6 Producing the final report**

The researcher provides a compelling story which is coherent, logical and valid about the data based on the analysis. In this phase, the researcher reported the final data within the themes that related to the aim of the research.

### 3.5 Research Schedule

**Table 3.5 Thesis Schedule**

| No | Description                   | Nov-Dec<br>2019 | Jan<br>2020 | Feb<br>2020 | Mar- Aug<br>2020 | Sep-Dec<br>2022 | Jan-July<br>2023 |
|----|-------------------------------|-----------------|-------------|-------------|------------------|-----------------|------------------|
| 1  | Research proposal writing     | █               |             |             |                  |                 |                  |
| 2  | Research proposal examination |                 | █           |             |                  |                 |                  |
| 4  | Research Proposal Revision    |                 |             | █           |                  |                 |                  |
| 5  | Data collection               |                 |             |             | █                |                 |                  |
| 6  | Data analysis                 |                 |             |             |                  | █               |                  |
| 7  | Report                        |                 |             |             |                  |                 | █                |
| 8  | Thesis Examination            |                 |             |             |                  |                 | █                |