

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1. Method of the Research**

The researcher used a descriptive case study as a research design in this study. The reason for choosing a case study is because it is a comprehensive description of an individual case and its analysis. In addition, a case study facilitates the researcher to examine the result of the phenomenon from the various perspectives that came from many data sources (Baxter & Jack, 2008). Yin (2003) demonstrated that a descriptive case study describes a phenomenon that occurred in a real-life context. Furthermore, this approach is appropriate for conducting the research, which can present a comprehensive outcome in exploring students' perceptions in speaking class using corrective feedback.

#### **3.2. Focus of the Research**

This present study investigated the students' perceptions on the enforcement of corrective feedback in speaking class at one university in Tasikmalaya, significantly to help the students' problems in learning speaking that are overcome errors in grammar and pronunciation. The result was taken from an interview with participants from the English Education Department at the University in Tasikmalaya.

#### **3.3. Setting and Participants**

This study was conducted in the English Education Department at the University in Tasikmalaya. It was conducted from April to July 2023 to collect and analyze the data. The University was chosen as a place to conduct this research because the phenomenon usually occurs at the university level, and the researcher found a few studies about corrective feedback taking place in this University, but they were still limited, in different contexts, and outdated. Further, corrective feedback usually occurs in the practices or speaking activities for student to participate in and show off their speaking skills in the classroom. Inevitably, students may face difficulties like grammar or pronunciation errors. During that process, teachers responded by delivering

corrective feedback to fix their errors to improve students' speaking proficiency and awareness.

This study's participants were four EED students' ranging from 21 to 23 years old from the 6<sup>th</sup> semester. They were selected because they were enrolled in several speaking classes such as Academic Listening and Speaking, Survival English, and Pronunciation class, which gives them sufficient experience toward teachers' corrective feedback. The researcher did a pre-interview via WhatsApp with the participants to explain briefly about corrective feedback along with the context of its use in the speaking classes to ensure the participants remembered the experience and were able to answer the questions appropriately at the main interview. Since the participants remembered having experience with corrective feedback in speaking class and agreed to be interviewed, a consent form for each participant is provided to fulfill ethical research. Finally, the researcher and participants arranged the interview date.

### **3.4. Technique of Collecting Data**

The data were collected through an interview to provide in-depth information on participants' experiences and viewpoints on a particular topic (Turner, 2010). A semi-structured interview was chosen to be used in collecting the data because semi-structured interviews can deeply explore the participants' experience and interpretation in casual conversation (Hatch, 2002). The researcher provided eight questions formulated by Mulyani et al. (2022) about students' perceptions toward corrective feedback in speaking class and provided follow-up questions (if required) for clarity and to dig deeper for information.

The interview was held one-on-one between the researcher and participants (4 times in total) using Zoom (online). It used *Bahasa Indonesia* to avoid miscommunication and confusion among the participants in answering the questions. In avoiding problems during the interview via Zoom, the researcher used WhatsApp as a secondary option. Further, the interview was recorded to avoid misunderstanding and misconception of the interview result.

The researcher estimated 45 minutes maximum of time in the interview for each participant and done in 3 days due to participant schedules and conditions. After the data were collected, the researcher transformed the interview files into interview transcriptions to be analyzed conveniently.

### 3.5. Technique of Analysing the Data

The data from the interview result is processed with a popular analysis tool, which is thematic analysis. Thematic analysis is seen as an ideal combination alongside qualitative study research. The thematic analysis is adapted from Braun and Clarke (2006). They argued that thematic analysis is a valuable method for examining the perspectives of different research participants, highlighting similarities and differences, and generating valuable insights. The steps to analyse qualitative research data using thematic analysis according to Braun and Clarke (2006):

1) Familiarize yourself with the data

Re-read the data immersively to extract the meaning, patterns and more. Taking note of any critical ideas is necessary to develop an understanding of the data.

2) Generate the initial codes

The researcher explores the data and coding of essential data using a colour or anything to mark the segment that helps the researcher identified the patterns and classified ideas in analysis. The color is varied to differentiate each idea from the participants and generating an initial code.

**Table 3.1 Generating Initial Codes**

Generating initial codes

Des	Transcription	Initial Codes
Y	Nah, untuk sekarang mungkin pertanyaannya lebih kek kekurangan nih yang dirasain selama dapetin corrective feedback dari dosen itu kira kira apa aja yang aghnia alamin?	

Des	Transcription	Initial Codes
P4	<p>Kalo... di kelas aku gituya dikelas maksudnya dikelas yang aku ambil belum ada sih a, belum ada kekurangannya selebihnya kaya lebih banyak manfaatnya tapi kalau in general in my opinion mungkin eee kekurangannya kan banyak gitu ya dosen tuh ngasih feedback tuh dengan berbagai cara itu ada yang caranya pakai reformulation ada juga yang prompt gitu kan, eee mungkin kalau misalkan kekurangannya dosen tuh cara ngasihnya beda-beda tidak sesuai dengan karakteristik eee mahasiswa gitu. Jadi, ada yang misalnya ngasihnya kayak gini terus mahasiswanya kaya gini, ya si tujuan dari feedback tersebut nggak tersampaikan dengan baik gitu malah nggak ngerti gitu apa ya yang di feed yang dikasih dikoreksi sama dosen tu apa gitu mahasiswanya gak ngerti. Juga kadang mungkin berkaitan dengan karakteristik gitu ya ada siswa yang pundungan mungkin kalo misalkan dikasih feedback dari dosen gitu mungkin kayak ah pundung gitu malu atau kayak gimana gitu sih pendapat aku, tapi selama ini aku ngikutin kelas speaking belum belum nemu sih kekurangannya.</p>	<p>Didn't find the corrective feedback limitation</p> <p>Types of corrective feedback in class</p> <p>Inappropriate corrections</p> <p>Make students embarrassed</p> <p>Didn't find the corrective feedback limitation</p>
Y	<p>Itu yang pundung gitu biasanya yang bikin malu tuh gimana sih cara dosen nyampeinnya?</p>	
P4	<p>kan ada macam-macam dosen yang kayak ih kamu salah ini kayak gitu gitu. Kamu kenapa nggak bisa ini aja nggak bisa, mungkin lebih ke situ kan ada dosen yang keras cara menyampaikannya.</p>	<p>Make students embarrassed</p> <p>Aggressive in delivering corrective feedback</p>

*Note.* As shown in Table 3.1 (Sample of Interview Transcription) the idea of the participant is to colorize using a different color to give initial codes.

Then, the research counts the total amount of initial codes, as presented in table 3.2 below.

**Table 3.2 List of Initial Codes and Their Frequency**

List of initial codes and their frequency

Code	Frequency	Source
Awareness of errors	9	Obtained from interview participants' transcriptions
Speaking Improvement	8	
Unaware of errors	3	
Enhance vocabulary	1	
Correcting errors	3	
Expected to reduce the errors	3	
Always corrected	4	
Corrected occasionally	3	
Focus on the speaking flow	3	
Corrective feedback is essential	6	
Corrective feedback is effective	3	
Correcting Grammar	4	
Correcting Pronunciation	4	
Content correction	3	
Self-correction isn't enough	2	
Remembering the correction	4	
Didn't find the corrective feedback limitation	2	
Types of corrective feedback	1	
Inappropriate corrections	4	
Make students embarrassed	5	
Aggressive in delivering corrective feedback	3	
Friendly in delivery	4	
Complicated corrections	4	
Mention the errors straightly	3	
Using clarification request	2	
Limited grammar comprehension	1	
Correcting without explaining	1	
Correcting by providing an example	2	
Prevent making the same errors	4	
Write the errors	1	
Private correction	1	

Code	Frequency	Source
Avoid misunderstanding	4	
Understand the correction	1	
Expected to improve speaking	4	
Expected to be motivated	2	
Beneficial for daily life	1	
Prioritise correcting fatal errors	2	
Corrected at the end	7	
Lose focus and get distracted when being corrected	7	
Unconfident	2	
Overthinking	6	
Hesitation	1	
Speak too fast	1	
Limited time problem	2	
Lack of practices	1	
Know the level of proficiency	3	
A high standard level of speaking	3	
Students' different mental conditions	1	
Balance timing of correction	1	

### 3) Searching for themes

The researcher examined the codes into potential themes that related to research questions. The researcher also removed irrelevant codes to sort pertinent themes. The sub-themes are also created to categorize the codes to be organized and easily analyzed.

**Table 3.3 Searching for Themes**

Searching for the themes and Sub-themes

Initial Codes	Sub-Themes	Themes
Correcting error	Corrective Feedback as an Approach for Correcting Pronunciation and Grammar Errors	Corrective Feedback to Promote Students' Speaking Proficiency and Self-Awareness of Errors
Correcting Grammar		
Correcting Pronunciation		
Awareness of errors	Corrective feedback to Activate Students'	
Speaking improvement		

Initial Codes	Sub-Themes	Themes
Prevent making the same error	Awareness of Errors in Speaking	
Avoid misunderstanding		
Remembering the correction		
Corrective feedback is essential		
Corrective feedback is effective		
Inappropriate corrections	The Inappropriate Way of Teachers in Delivering Corrective Feedback	The Inappropriate Corrective Feedback Delivery and Its Impact to The Students'
Make students embarrassed		
Aggressive in delivering corrective feedback		
Complicated correction		
Lose focus and get distracted when being corrected		
Hesitation	The Negative Impact of Inappropriate Way of Delivering Corrective Feedback	
Unconfident		
Overthinking		
Students' different mental conditions		
Friendly in delivery	The Appropriate Way of Teachers' Delivering Corrective Feedback	The Alignment of Appropriate Corrective Feedback with Students' Expectations to Improve Speaking Proficiency
Mention the error straightly		
Prioritise the fatal error		
Correcting by providing an example	The Preferred Timing for Delivering Corrective Feedback	
Corrected at the end		
Focus on the speaking flow	The expected Result of Corrective Feedback on Their Speaking Learning	
Expected to be motivated		
Expected to reduce errors		
Expected to improve speaking		

4) Reviewing themes

The researcher reviewed the themes coded in the previous step, and discovered each theme's coherences, and modified the themes before heading to the final themes.

5) Defining and naming themes

Define and refine the theme with a name that can answer the research question with the details of each theme.

**Table 3.4 Defining and Naming Themes**

Defining themes and describing each theme

<b>Theme</b>	<b>Sub-Themes</b>	<b>Description</b>
Corrective Feedback to Promote Students' Speaking Proficiency and Self-Awareness of Errors	Corrective Feedback as an Approach for Correcting Pronunciation and Grammar Errors	The students' perceptions on the use of corrective feedback to help the students repair their errors in pronunciation and grammar in speaking
	Corrective Feedback to Activate Students' Awareness of Error in Speaking	The students' perceptions that corrective feedback can activate their error awareness in speaking
The Inappropriate Corrective Feedback Delivery and Its Impact to The Students'	The Inappropriate Way of Teachers in Delivering Corrective Feedback	The students' perceptions on the problems they face when teachers deliver corrective feedback inappropriately
	The Negative Impact of Inappropriate Way of Delivering Corrective Feedback	The students' perceptions of inappropriate teachers' corrective feedback impact their feelings and emotions when being corrected



The Alignment of Appropriate Corrective Feedback with Students' Expectations to Improve Speaking Proficiency	The Appropriate Way of Teachers' Delivering Corrective Feedback	The students' perceptions of how the corrective feedback delivered appropriately
	The Preferred Timing for Delivering Corrective Feedback	The students' perceptions on the timing of teachers' corrective feedback delivery
	The Expected Result of Corrective Feedback on Their Speaking Learning	The students' perceptions on their expectation toward the enforcement of corrective feedback to help them in learning acquisition to achieve speaking proficiency

6) Writing the report

In this final stage, the researcher wrote the report on the research at the research findings section.

**3.6. Steps of the Research**

Here are the steps of a research process:

1. Determine the research topic or phenomenon
2. Exploring the relevant study/research
3. Finding the research gap and formulating the research question
4. Creating and reviewing the literature
5. Determining research design
6. The process of writing the research proposal
7. Selecting the research participants
8. Data Collection
9. Analysing the data
10. Interpreting the result and findings

### 3.7. Time and Place of the Research

The research was conducted from April to July 2023 and took place in the English Education Department at a University in Tasikmalaya, West Java. It is presented in the research schedule below.

**Table 3.5 Research Schedule**

No	Description	Nov	Dec	Jan	Feb	Mar	Apr- July	Aug -Sep	Oct
		2022		2023					
1	Research Proposal								
2	Research Proposal Examination								
3	Data Collection								
4	Data Analysis								
5	Report								
6	Thesis Examination								