CHAPTER 3
RESEARCH METHODOLOGY

This chapter describes the methodology used in the current study. For a more detailed explanation, the chapter is divided into five sections, namely research design, research setting and participant, data collection technique, data analysis technique, and research schedule.

3.1   Research Design

This study employed a descriptive case study design. Yin (2018) defines a descriptive case study as a case study that aims to describe a phenomenon in its real-world context. This design was chosen since the researcher found a unique phenomenon in an English learning center setting, where there was a class consisting of students with various English proficiency levels. Therefore, the researcher wanted to investigate how these multilevel students perceived oral corrective feedback and how they preferred to be corrected. Yin (2018) also stated that case studies prove to be particularly valuable when there is a need to gain a comprehensive understanding of a problem or situation. Thus, employing a descriptive case study enabled the researcher to gain an in-depth understanding of the students' oral corrective feedback perceptions and preferences in a multilevel English conversation class.

3.2   Research Setting and Participants

This study was conducted at an English learning center in Tasikmalaya, specifically in a junior conversation class. This class focuses on improving students' oral communication skills in English. Thus, the teaching and learning activities usually include many interactive activities such as discussions, role-plays, and conversations, which encourage students to communicate actively in English. Consequently, in the pre-observation, the researcher found many occurrences of students' oral errors during the teaching and learning process, and the teacher often reacted to those errors by giving the students different oral corrective feedback strategies. Furthermore, this class comprises students with different English proficiency levels, including A1, A2, and B1 levels of CEFR. The leveling is based on the result of the placement test conducted by the institution when the students

registered to study there. This phenomenon is quite rare in English learning center settings, in which learners are usually grouped according to their level of proficiency. Therefore, the diversity of this class and the extensive exposure the students get to the teacher's oral corrective feedback became the basis for selecting this class as the site for conducting this study.

This study involved 3 (three) students who were selected to participate. All participants are female students, and the details are as follows.

(i) The first participant, 12 years old, is an elementary school student with a B1 level of English proficiency. She has been studying at the institution for over 3 years (further identified as P-B1).

(ii) The second participant, 14 years old, is a junior high school student with an A2 level of English proficiency. She has been studying at the institution for 1.5 years (further identified as P-A2).

(iii) The third participant, 16 years old, is a senior high school student with an A1 level of English proficiency. She has been studying at the institution for 1 year (further identified as P-B1).

These students were purposely chosen for the following reasons: (1) they are the members of the multilevel English conversation class, (2) they have different English proficiency levels, and (3) they frequently received oral corrective feedback during the lessons compared to other students. Since all participants are former students who continue studying at the institution, the leveling was not determined by placement tests but by the results of their studies at the institution from the previous semester which indicate their English proficiency level proven by the certificates attached in enclosures of this thesis. These criteria ensure that the voices of students from each level of proficiency in the multilevel English conversation class are represented.

3.3   Data Collection

Prior to data collection, the researcher prepared consent forms that contained the study's description and procedures to ensure participants were fully informed about the study. After the participants confirmed their willingness to participate, the researcher proceeded with data collection. As Yin (2018) suggested,

case study evidence can be obtained from six different sources: documents, archival records, interviews, direct observations, participant observation, and physical artifacts. For this study, the researcher utilized the interview to collect the necessary data. The semi-structured approach was chosen for its flexibility, which allows researchers to extend and adapt questions based on participants' responses. It enabled the researcher to get specific information and collect rich data.

Before conducting the interviews, the interview questions were sent to the participants to ensure they had enough time to understand the questions and prepare their answers. During the interviews, the researcher used Indonesian, the participants' first language, to prevent confusion and miscommunication. After transcribing the data, participants were asked to review and verify if the researcher accurately captured their ideas in the interview transcript. The researcher also clarified some ambiguous or unclear parts of participants' responses. These steps were done to ensure the validity of the data.

3.4 Data Analysis

Data gained from the interview were analyzed using thematic analysis. proposed by Braun and Clarke (2006). Thematic analysis is a method for identifying, analyzing, and interpreting themes within the data. Thematic analysis can be employed to identify patterns within and across data in relation to participants' lived experiences, views and perspectives, and behavior and practices (Clarke & Braun, 2017). Therefore, this technique was chosen as it aligns with the objective of the study, which is to reveal students' perceptions and preferences of oral corrective feedback.

There are 6 stages in thematic analysis, which are summarized in the table below.

Table 3. 1 Steps of Thematic Analysis

Phase	Description of the process
1. Familiarizing yourself with your data	Transcribing data (if necessary), reading and re-reading the data, and noting down initial ideas.

2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.	
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.	
4. Reviewing themes	Checking if the themes work in relation to the coded extracts (level 1) and the entire data set (level 2), generating a thematic 'map' of the analysis.	
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.	
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, the final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.	

3.4.1 Familiarizing with the data

During this phase, the researcher engaged in activities to familiarize self with the data. First, the interview data was transcribed. Then, the researcher read through the data multiple times to gain a thorough understanding of its content. While reading, the researcher also noted initial ideas about patterns and interesting points within the data.

3.4.2 Generating Initial Codes

At this stage, the researcher produced initial codes to identify relevant parts of the data. Each code was assigned a different color, and relevant data was highlighted accordingly. This method helped the researcher easily collate data with the same code. Table 3.2 below presents how the researcher generated initial codes.

Table 3. 2 Generating Initial Codes

Utterances	Initial Code
Ya, sangat perlu karena dengan guru mengkoreksi yang salah, **kedepannya nanti jadi bener, gak salah lagi.** *Emm.. Karena itu membantu aku memahami kesalahannya dan cara yang tepatnya gimana, jadi aku bisa belajar dan* **gak mengulangi kesalahan di masa depan**.	Prevent committing the same error
Emm... karena **koreksi lisan membantu siswa memahami dan memperbaiki kesalahan secara langsung**, *yang bisa mempercepat proses pembelajaran.* *Memberikan penjelasan yang baik, ya berguna lah,* **jadi ngerti kesalahannya di mana**. *Emm..* **Karena itu membantu aku memahami kesalahannya dan cara yang tepatnya gimana**, *jadi aku bisa belajar dan gak mengulangi kesalahan di masa depan.*	Assist in understanding the error
...koreksi yang diberikan guru langsung masuk ke dalam memori dan dapat langsung diingat **sehingga kedepannya dapat membantu siswa--dapat membantu kemampuan siswa dalam berbicara.** *Jadi.. Jadi bener, jadi bener gitu bicaranya.* *Ya, and* **it makes fluently too**. *Setelah diperbaiki itu, koreksiannya kan nerap ke otak, habis itu besok-besoknya dipraktikkin lagi tuh jadi lebih fluently, jadi gak salah kayak kemarin gitu.* *Ada sedikit, lumayan.* *Manfaatnya yaitu* **dari pelafalannya**, *terus dari cara berbicaranya,* **dari gimana intonasinya**, *itu bermanfaat banget.* **Kalau dari cara berbicaranya diperbaiki, dari pelafalannya bisa lebih baik, dari intonasinya juga**. **Pelafalannya ya lebih lumayan baik enggak kayak sebelumnya.**	Improving speaking skill
Iya, terus koreksi lisan juga bermanfaat karena **koreksi yang diberikan guru langsung masuk ke dalam memori dan dapat langsung diingat**... *Setelah diperbaiki itu,* **koreksiannya kan nerap ke otak,** *habis itu besok-besoknya dipraktikkan lagi tuh jadi lebih fluently,* **jadi gak salah kayak kemarin gitu.**	Internalizing correct form
Emm.. I think **nothing**? *menurut aku koreksi lisan yang diberikan guru itu udah sangat membantu.* *Menurut pendapat aku pribadi tidak ada karena mengoreksi lisan itu sangat bermanfaat, jadi* **gak ada**	Absence of negative effect

dampak negatif *karena bertujuan untuk.. untuk membenarkan hal yang salah menjadi lebih baik dan lebih benar.* *Emm..* ***enggak***	
Bicaranya pelan-pelan dan mudah untuk dipahami, jelas untuk didengarkan dan dipahami oleh murid. *...terus yang kedua,* **cara Ms Lala ngejelasinnya gak terlalu cepet atau sedeng, jadi kayak aku bisa ngerti dan paham apa yang diucapin Ms Lala.**	Speaking clarity
Yang pertama, Ms Lala **gak membuat siswa merasa takut atau tertekan.** **Menyampaikannya enjoy, cara menyampaikan dengan tersenyum.** **Terus yang ketiga dari cara pendekatannya memberikan koreksi,** *jadi kita merasa dihargai.* *Iya, betul sekali.* **Sangat merasa lebih baik saat diberi pujian oleh guru.** *Iya. Jadi jadi nambah semangat lagi.* *Ya ngerasa lebih baik. Lebih pede lagi.* *Nyaman* *Emm.. merasa nyaman* *Enggak ada sih Miss, enjoy-enjoy aja.*	Positive delivery
Yang aku suka dari cara mengoreksi Ms Lala adalah ketika aku salah, misalnya salah dalam materi, aku tuh salah nyebut ini, atau misalnya aku salah dalam hal apa aja ya, **Ms Lala itu kalo ngoreksi itu bisa sampai ke akar-akarnya dibenerinnya tuh**, *so I can get a lot of new knowledge.* **Terus Ms Lala itu kalo ngoreksi itu suka sampai ya itu tuh sampe bener-bener murid paham. Suka meminta murid untuk mengulang kosa kata yang salah sampai benar** *sesuai dengan yang diperbaiki oleh guru, mengoreksi dengan* **dijelaskan lebih lengkap lagi,** *mengoreksi dengan dijelaskan--***ditulis di papan tulis beserta penjelasannya dan letak salahnya di mana.** **Memberikan penjelasan yang kayak spesifik gitu tentang kesalahannya di mana** *gitu, udah.*	Thorough correction
Ada. Jadi **kalau Ms nya lagi kurang--lagi gak mood atau misalnya lagi emos**i *dan dibawa-bawa ke kelas itu tuh ngaruh juga, gak masuk gitu, dan gak nyaman banget.*	Correcting with anger
Terus yang membuat aku tidak nyaman tu ketika di eee.. Aku salah, cuman dikoreksinya tuh semuanya gitu. So, **gak dikasih kesempatan buat memperbaiki kesalahan aku.**	No self-correction opportunity
Koreksi yang gak jelas atau yang gak ngasih penjelasan kenapa sesuatu itu salah. *Itu bisa bikin bingung dan frustasi.*	Unclear explanation of the error

*Kalau **koreksinya terlalu sering atau kasar**, bisa menurunkan motivasi untuk belajar dan berpartisipasi di kelas*	Too much and harsh correction
***Langsung**. Jadi biar kedenger, terus langsung di.. Apa? Di.. Dikoreksi, dan langsung diucapkan. Jadi biar keinget terus, soalnya aku pelupa.* *Yang dikoreksinya langsung maupun setelah percakapan berakhir, **suka-suka aja dua-duanya**, Miss. Karena kan emang tujuannya buat memperbaiki gitu, Miss. Jadi enggak ada yang enggak suka, jadi dua-duanya suka-suka aja. **Kalau kesalahannya di pemilihan kata dan pengucapan lebih suka dikoreksi langsung**, tapi kalau yang salahnya grammar lebih suka dikoreksi nanti* ***Lebih suka langsung** karena ya.. ehe, nyaman aja, takut lupa juga kalo di akhir.*	Prefer immediate feedback
*Yang dikoreksinya langsung maupun setelah percakapan berakhir, **suka-suka aja dua-duanya**, Miss. Karena kan emang tujuannya buat memperbaiki gitu, Miss. Jadi enggak ada yang enggak suka, jadi dua-duanya suka-suka aja. Kalau kesalahannya di pemilihan kata dan pengucapan lebih suka dikoreksi langsung, tapi **kalau yang salahnya grammar lebih suka dikoreksi nanti***	Prefer delayed feedback
*Eee... Sebenarnya kalau dikoreksi sendiri itu kadang-kadang, meskipun dikoreksi eee.. mau seberapa kalipun, eee.. suka sering banget salah kan, jadi lebih baik dikasih tau langsung, gitu. Kalau sama sendiri mah, kalau aku tuh sering banget salah, tetep salah, gitu. **Jadi, lebih suka langsung diberi tahu yang benarnya gimana**. Karena guru kan lebih tahu intonasinya, pelafalannya, gimana cara bicaranya, gitu kan. Kalau dari sendiri mah, dari pribadi aku kan emang masih pemula, belum banyak tahu juga, jadi lebih baik langsung aja.* ***Langsung diberi tahu benarnya gimana**. Emm.. Karena itu membantu aku memahami kesalahannya dan cara yang tepatnya gimana, jadi aku bisa belajar dan gak mengulangi kesalahan di masa depan.*	Prefer reformulation feedback
Well, actually, ***aku lebih suka dikasih clue terlebih dahulu, lalu berusaha untuk memperbaiki diri sendiri dulu**. Tapi jika terus gagal, lebih baik langsung dikoreksi salahnya di mana, dan diberi tahu.*	Prefer prompt feedback
*Bahasa Inggris tuh ada yang gak ngerti sedikit. Kalau Bahasa Indonesia kan ngerti semua. **Overall suka dua-***	Prefer to be corrected in Indonesian

duanya, tapi lebih ke Indonesia aja, *karena kan ngerti semua. Aku tuh masih pemula dan belum tahu semua bahasa Inggris. Bahasa Inggris juga kan banyak, aku belum semua tahu. Jadi kalau ada yang ngomong pakai bahasa Inggris tuh suka ada beberapa kata yang aku gak ngerti. Tapi, eee.. aku bisa menyambungkan dari kata-kata yang aku mengerti, gitu.*	
Bahasa Indonesia *hehe, karena kayak ngerti aja, karena Inggris belum ngerti banget.*	
English. Because it is an English class, so I feel more comfortable to be corrected in English.	Prefer to be corrected in English

The interview data uncovered several aspects of information regarding students' perceptions and preferences for oral corrective feedback. In total, the researcher identified 18 initial codes representing each aspect, which are listed below, along with their frequencies.

Table 3. 3 List of Initial Codes and Their Frequency

No	Initial Code	Frequency
1.	Prevent committing the same error	2
2.	Assist in understanding the error	3
3.	Improving speaking skill	6
4.	Internalizing correct form	2
5.	Absence of negative effect	3
6.	Speaking clarity	2
7.	Positive delivery	9
8.	Thorough correction	3
9.	Correcting with anger	1
10.	No self-correction opportunity	1
11.	Unclear explanation of the error	1
12.	Too much and harsh correction	1
13.	Prefer immediate feedback	3
14.	Prefer delayed feedback	1
15.	Prefer reformulation feedback	2

16.	Prefer prompt feedback	1
17.	Prefer to be corrected in Indonesian	2
18.	Prefer to be corrected in English	1

3.4.3 Searching for Themes

The next step is searching for themes. The goal here is to identify patterns within the data. During this stage, the researcher analyzed the codes and grouped them into broader themes.

Table 3. 4 Searching for Themes

Initial Code	Potential Theme
Prevent committing the same error Assist in understanding the error	Oral corrective feedback for activating students' awareness of error
Improving speaking skill Internalizing correct form	Oral corrective feedback to improve student's English speaking skills
Speaking clarity Positive delivery Thorough correction	Effective oral corrective feedback
Correcting with anger No self-correction opportunity Unclear explanation of the error Too much and harsh correction	Unfavorable ways of teacher's oral corrective feedback delivery
Prefer immediate feedback Prefer delayed feedback	Students' feedback-timing preferences
Prefer reformulation feedback Prefer prompt feedback	Students' feedback-type preferences
Prefer to be corrected in Indonesian Prefer to be corrected in English	Students' language of feedback preferences

3.4.4 Reviewing Themes

The next step was reviewing the potential themes. The researcher ensured that they accurately reflected the data and did not overlap with other themes. Some adjustments were made, including combining and separating themes, until the coherent thematic map was achieved.

Table 3. 5 Reviewing Themes

Theme	Sub-theme
Students' perceptions of teacher's oral corrective feedback	Oral corrective feedback for activating students' awareness of error
	Oral corrective feedback to improve student's English speaking skills
	Effective oral corrective feedback
	Unfavorable ways of teacher's oral corrective feedback delivery
Students preferences of oral corrective feedback across proficiency levels	Students' feedback-timing preferences
	Students' feedback-type preferences
	Students' language of feedback preferences

3.4.5 Defining and Naming Themes

At this point, the researcher analyzed the data within each theme to understand its essence further and determine what aspect of the data each theme captures and represents. Finally, the themes were defined and named in a way that captured their essence and distinguished them from other themes.

Table 3. 6 Defining and Naming Themes

Theme	Sub-theme	Description
Students' Perceptions of Teacher's Oral Corrective Feedback	Oral Corrective Feedback for Activating Students' Awareness of Error	The students' perceptions on the role of oral corrective feedback in helping them become aware of their language errors
	Oral Corrective	The students' perceptions on the

	Feedback to Improve Students' English-Speaking Skills	benefit of oral corrective feedback to their English-speaking skills
	Effective Oral Corrective Feedback	The students' perceptions of the teacher's techniques in providing oral corrective feedback that leads to positive learning outcomes
	Unfavorable Ways of Teacher's Oral Corrective Feedback Delivery	The students' perceptions of the teacher's techniques in delivering oral corrective feedback that make them feel uncomfortable
Students' Preferences of Oral Corrective Feedback Across Proficiency Levels	Students' Feedback-Timing Preferences	The students' choices between immediate and delayed feedback
	Students' Feedback-Type Preferences	The students' choices between reformulation and prompt feedback
	Students' Language of Feedback Preferences	The students' choices between L1 and L2 as the medium to deliver feedback

3.4.6 Producing the report

In this final stage, the researcher compiled the result of the analysis and selected participants' excerpts that vividly illustrate the themes. The relationship between the analysis and the research question, as well as existing literature, was also presented.

3.5 Research Schedule

This research was implemented in the following period.

Table 3. 7 Research Schedule

Description	Sep/ 2023	Oct/ 2023	Nov/ 2023	Dec/ 2023	Jan/ 2024	May/ 2024	Jun/ 2024	Jul/ 2024
Research proposal writing	▓	▓	▓					
Research proposal examination				▓				
Post-proposal seminar revision					▓	▓		
Data collection							▓	
Data analysis							▓	
Report							▓	▓
Thesis result seminar								▓
Thesis examination								▓