

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

This study used qualitative research with a descriptive case study method. According to Nassaji (2020), qualitative research aims to thoroughly understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, etc., using various natural methods in natural contexts. According to Hendryadi et al. (2019), qualitative research is naturalistic.

Case studies are empirical investigations investigating contemporary phenomena in real-life contexts (Yin, 2018). Martinsuo and Huemann (2021) stated that case studies, in their true essence, explore and investigate contemporary real-life phenomena through detailed contextual analysis of a limited number of events or conditions and their relationships. A descriptive case study is a method used to examine the status of groups, people, objects, a set of conditions, a system of thought, or a class of events in the present.

This research is suitable for this method because it allows the researcher to investigate the phenomenon that happens in the nearest environment, namely to investigate peer feedback in the public speaking course. By thoroughly investigating a given case, the researcher can get insights into the underlying mechanisms and processes that are invisible using other research approaches.

3.2 Focus of the Research

The focus of this research was to reveal the types of peer feedback that can motivate students to conduct speaking performances in a public speaking course.

3.3 Setting and Participants

A research setting is a place related to research targets or problems and a type of data source the researcher can utilize. This research was conducted in one public speaking class at one of the universities in West Java, Indonesia. The public speaking class has applied peer feedback techniques to evaluate students' public speaking practice. The students made short speeches on different topics, and then

they were given feedback by their peers, who had been determined in advance by the lecturer. They were also given a special format that must be filled in when giving feedback.

Participants in this study were three EFL students who have experienced getting peer feedback in their public speaking course. They are three English Education Department students in the same class from the 2020 academic year who are around 21 years old. They took a public speaking course that provided peer feedback practice to evaluate their public speaking performance in the previous semester.

Three abbreviations indicate each participant, namely P1 is the first participant, P2 is the second participant, and P3 is the third participant. Before determining the participants, the researcher conducted a pre-interview with around fifteen students about the use of peer feedback that had been implemented in public speaking classes in the previous semester because they were considered to know the information and problems in depth based on their experience so that the data source was reliable. There were several participants selected based on the scores obtained including low, middle and high scores. Apart from that, some of these students still remember well how peer feedback was implemented in the public speaking class in the previous semester. Then three students were selected who were willing to become participants, namely two students who got middle scores and one student who got low score.

3.4 Technique of Collecting Data

The researcher used a semi-structured interview consisting of open-ended questions as the technique to collect the data. The researcher used Chi's concept (1996) regarding the types of peer feedback as interview guidelines, namely: (1) corrective feedback, (2) reinforcing feedback, (3) didactic feedback, and (4) suggestive feedback.

The interview process began by agreeing with the participants regarding the time needed to conduct the interview. The researcher then asked several questions in the interview guide and added several questions beyond the questions

in the interview guide to further deepen the research. To be more flexible in determining time with participants, interviews were conducted online via voice notes on the WhatsApp platform. The researcher then transcribed the recordings for further analysis.

3.5 Technique of Analyzing Data

This study used an interactive analysis method based on Miles, Huberman, and Saldana (2014) to analyze interview data. According to Miles, Huberman, and Saldana (2014), in qualitative data analysis, there are three steps of data analysis activities: data condensation, data display, and conclusion drawing/verification.

3.5.1 Data Condensation

After the data is collected and transcribed, then data condensation is created. Data condensation refers to selecting, simplifying, and transforming data that approaches the entirety of written field notes, interview transcripts, documents, and other empirical materials. The processes are selecting, focusing, simplifying, and transforming the data that appears in the transcription of information obtained from data collection to select relevant and meaningful data, focusing data that leads to discovery, and answering research questions. Only data findings related to the research problem are analyzed in the data condensation process. In contrast, data irrelevant or unrelated to the research themes and questions is not used.

Table 3.1 Data Condensation

Original Data	Condensed Data
Personally, not me. Because the purpose of this feedback is to improve my speaking performance, I never feel a loss of motivation, even if the feedback I receive is mostly about my shortcomings, which means that my speaking performance still has much to improve. Being explained one by one	For me, peer feedback does not demotivate me from learning, even though the feedback I receive will focus on my weaknesses. Explaining in detail my public speaking performance, such as the weaknesses and strengths of my performance,

by friends, such as why my interaction with the audience is still lacking, how my gestures look nervous and lacking in confidence, can make me understand my shortcomings and why they are still called lacking. So, I was motivated to improve and learn more from my friend's explanations. motivated me to perform better in the future by trying to learn again.

For me, suggestions from friends increase my motivation to study. I am more motivated to fix it because I was given several alternatives. Moreover, my friends gave exciting suggestions on how to improve my English skills and public speaking performance, as well as how to use sophisticated technology that is easily accessible. In my opinion, giving suggestions from friends can increase my motivation to study. This is because my friend gave me alternative ways to correct mistakes and efforts to improve my appearance to make it better. My friends will usually give varied suggestions that involve sophisticated technology that is easily accessible.

Yes, this praise affects motivation. It increases my motivation to study because it indirectly gives me positive energy. I became enthusiastic because I had done something good, so I was given good feedback from other people regarding my performance, which they thought was good. Apart from that, I also became motivated to learn to improve on other shortcomings. The positive energy from praise influences my mood so that when I receive peer Praise given by friends can increase my motivation to study through the positive energy it provides. Appreciation for the strengths of my appearance puts me in a better mood and more motivated to improve the shortcomings that I still have in my public speaking appearance.

feedback, I think about corrections and praise for my strengths, which makes me optimistic that I can do it and increases my motivation to learn.

The transcribed data is initialized into codes by interpreting and grouping the data into categories. This is needed to help the researcher see the answers to their research questions from the large pile of interview data. Therefore, a method is needed to conduct qualitative analysis to produce a rich analysis. A code can be presented with a word or short phrase describing the meaning of a data group. Most codes were developed from the same participants' responses. This shows that the participants' responses used the same code. Examples of code initialization are shown in the table below.

Table 3.2 Initialing Codes

Data	Initial Codes
<p>I received feedback about what I should learn more from my mistakes in my performance. For example, my friend mentioned parts of my grammar mistakes and the correct grammar, which encouraged me to study better.</p>	<ul style="list-style-type: none"> ● Grammar correction
<p>My friend also corrected my pronunciation of English words, which were still inaccurate and had wrong intonation. He mentioned my mistake and suggested checking several applications I could practice on. Thus, I am more enthusiastic about learning public speaking better.</p>	<ul style="list-style-type: none"> ● Pronunciation and intonation correction

During my public speaking performance, I had a weakness in that my body gestures looked monotonous and unrelaxing. According to my friends, I still looked nervous and made a lot of unnecessary movements. Having corrections from friends motivated me to learn more and improve my shortcomings.

- Gesture correction

When my friend said he agreed with my choice of topics appropriate to the audience's age, I felt appreciated for my efforts in choosing exciting topics. Apart from some shortcomings in my appearance, I also have advantages, which motivates me to study again because I believe I can.

- Agreement

This feedback is in the form of a compliment given by a friend to the strengths of my performance, which makes me happy because it means there is something I have done well so that my friend gives me praise. So, I was even more motivated to continue trying to deliver speeches in other ways that were not

- praise

boring either because my friend praised my speech delivery skills.

Being explained individually by friends, such as why my interaction with the audience is still lacking and how my gestures look nervous and lack confidence, can help me understand my shortcomings and why they are still lacking. So, I was motivated to improve and learn more from my friends' explanations.

- Lengthy explanation

My friend gave me suggestions for improving my English skills and my public speaking performance, as well as using sophisticated technology that is easily accessible. So, I can be more motivated to fix it because I was given several alternatives.

- Suggestion

After initializing the data into code, the next step is pattern coding. A conceptual framework was used to classify codes based on Chi's (1996) concept of four types of peer feedback: corrective feedback, reinforcing feedback, didactic feedback, and suggestive feedback.

Table 3.3 Generating Pattern Codes

Corrective Feedback
<ul style="list-style-type: none"> ● Grammar correction ● Pronunciation and intonation correction ● Gesture correction
Reinforcing Feedback
<ul style="list-style-type: none"> ● Agreement ● Praise
Didactic Feedback
<ul style="list-style-type: none"> ● Lengthy explanation
Suggestive Feedback
<ul style="list-style-type: none"> ● Suggestion

The coding pattern is based on initializing similar codes from all participants, which are then classified into a conceptual framework according to each code's theme.

3.5.2 Data Display

The next step after data condensation is data display. Data display is the organization and unification of information that allows conclusions. Data display helps to understand what is happening and to do something, including deeper analysis or taking action based on understanding. Data display can be in writing or words, images, graphs, and tables. The purpose of presenting data is to combine information to illustrate the circumstances that occurred. In this case, so that researchers do not have difficulty

In mastering information, either as a whole or certain parts of the research results, the researcher must create narratives, matrices, or graphs to make it easier to master the information or data. The researcher presented data in tabular form adapted to codes and conceptual frameworks in this study. Data display can help the researcher understand the importance of the data. An example of a data display is shown in the table below. This is to present the data set briefly.

Table 3.4 Data Display

Indicator	P1	P2	P3
Corrective Feedback	I receive feedback about what I need to learn more from mistakes in my performance; for example, my friend points out parts of my pronunciation mistakes and practices the correct pronunciation.	My friend mentioned pronunciation and grammar mistakes and then told me how they were correct, so I knew where my mistakes were, the shortcomings of my public speaking performance, and what were the correct ones, which then increased my motivation to learn to correct my shortcomings. I became motivated to learn more from my friend's feedback.	During my public speaking appearance, I had a weakness in that my body gestures looked monotonous and unrelaxing. According to my friends, I still looked nervous and made a lot of unnecessary movements. Having corrections from friends motivated me to learn more and improve my shortcomings.
Reinforcing Feedback	My friend agreed with my choice of topics suitable for the audience's age, and I felt appreciated for	The feedback is in the form of a compliment from a friend on the strengths of my appearance, which	Good feedback from friends regarding my performance, which they considered to be

	<p>every effort I made in choosing an interesting topic. Apart from some shortcomings in my appearance, I also have advantages, and that motivates me to study again because I believe I can.</p>	<p>makes me happy because it means there is something I have done well, so my friend gives me praise. So, I was even more motivated to continue trying to deliver speeches in other ways that were not boring either because my friend praised my speech delivery skills.</p>	<p>good, made me optimistic that I could do it, and I became motivated again to learn to improve my shortcomings.</p>
Didactic Feedback	<p>Being explained one by one by friends, such as why my interaction with the audience is still lacking, how my gestures look nervous and lack confidence, can help me understand my shortcomings and why they are still called lacking. So, I was</p>	<p>When my friend mentioned my pronunciation mistakes and told me what was correct, I learned my mistakes, where my public speaking performance was lacking, and what was proper. Then, for grammar, the correct use of grammar for different situations was explained,</p>	<p>Yes, because they usually also explain why I am wrong in grammar. My friends explain the reasons as clearly as possible so that I can understand them, which impacts my understanding and encourages me to want to perform even better in the future.</p>

	<p>motivated to which increased my improve and learn motivation to learn more from my to correct my friends' shortcomings. My explanations. friend also suggested that I learn more pronunciation and grammar. I became motivated to learn more from my friend's feedback.</p>
<p>Suggestive Feedback</p>	<p>My friend gave me exciting suggestions. As I said before, they were easy to try, namely practicing alone in front of the mirror. I became more motivated to learn more and be even better.</p> <p>My friend gave me suggestions for improving my English skills and public speaking performance and using sophisticated, easily accessible technology. Thus, I am more motivated to fix it because I was given several alternatives.</p> <p>Oh, yes. My friend made suggestions to improve my public speaking, such as practicing speaking in front of many people more often. I applied these suggestions to my practice and was more motivated to learn to perform better.</p>

3.5.3 Conclusion Drawing/Verification

The third important analysis activity is concluding and verifying them. From the beginning of data collection, a qualitative researcher looks for the meaning of the data, noting explanatory regularities, possible configurations, cause-and-effect flows, and propositions. Conclusions may not emerge until the end of data collection, depending on the size of the collection of field notes, their coding, storage, and retrieval methods used, and the researcher's skill. Conclusions can be drawn based on the research results carried out and existing by taking into account the results of interviews, observations, and documentation in the form of initial data that is not yet ready to be used in the analysis; after the data is available, it is reduced and presented. Concluding is also a step to summarise data in the form of conclusions so that researchers can see what the data is obtained and can support their research and answer an initial problem that has been formulated.

3.6 Time and Place of the Research

The research was conducted in the English Education Department, Faculty of Educational Sciences and Teachers Training, at one of the universities in West Java, Indonesia.

Table 3.5 Research Schedule

No	Description	Oct	Nov	Dec	Jun	Jul	Aug	Sep	Nov
		2023	2023	2023	2024	2024	2024	2024	2024
1	Research proposal writing								
	Research proposal examination								
3	Data collection								
4	Data analysis								
5	Report								
6	Thesis Examination								