

CHAPTER III

RESEARCH PROCEDURES

This chapter discusses procedures of the research that the researcher applies. It includes method of the research, research setting and participant, data collection and procedure, technique of analyzing the data, and the time and place of the research.

A. Method of the Research

This qualitative research applied classroom research as the design. Fundamentally, Widodo (2013, p.16) explained that “this research design tries to look at classroom phenomena without providing any pedagogical treatments in the classroom.” Since this research examined naturally occurring phenomenon in the writing class in which a lecturer lectures writing by implementing peer tutoring to his students as the tutees and tutors in writing class, the design was appropriate to observe it.

B. Research Setting and Participants

This research was conducted in one of the universities located in West Java, Indonesia. It was chosen because the research phenomenon was found there. Additionally, it provided easy access for the researcher to research since the researcher is a student in the university. A male lecturer, whose name (pseudonyms) is YS, was taken as the research participant. He is 38 years old lecturer who has been lecturing English since 2009. He also often lectures writing using peer tutoring and has been written 2 research articles about peer tutoring in a writing context. Considering his experience, expertise of the

research topic, and agreement of participant willingness form, he was the appropriate participant in the research.

C. Data Collection and Procedure

Data of the research were collected by using classroom observation. The technique was chosen since it enabled the researcher capture actual activities of how the participant implements peer tutoring to his students in writing class. Additionally, the researcher acted as a non-participant observer who did not interfere the process of lecturing. During the observation, the researcher recorded the teaching process from the beginning to the end of it by using a video digital recorder and conducted a semi-structured interview by the audio recorder to explain his activities in the classroom. After having the recording, the researcher transcribed it for analysis purpose.

D. Technique of Analysing the Data

Having the transcripts of the video classroom observation and audio recording, the researcher analyzed it by using ‘thematic analysis’ of Braun and Clarke (2006). It was chosen to help the researcher find patterns within the data. It is affirmed that it aims to classify meanings based on themes; it is an analytical tool for identifying, analysing, and reporting patterns (themes) within data (Braun and Clarke 2006, p. 79). Moreover, to generate good analysis results, six stages of the analysis were done, as follows:

a. Familiarization with Data

To get familiarized with data of the research, the researcher read and re-read the video transcription to get understanding what the data were about and what information it carried.

Time	P	Utterances
06:55	L	Ok, any problem?
07:00	S3	Attaching is fronting, grammar, punctuation, and for the word position.
07:56	L	How are your discussion?
07:57	S5	(She explain the discussion assignment inaudibly) Announcement the order and order word, so I recognize email so I ordered restorage email, so I think is last.
08:28	L	Is this the problem of report?
08:29	S5	Yes
08:32	L	May be is next of ideas?
08:34	S5	Yes

Figure 3.1 Video Transcription

Time	Utterances
58:15	Ir : What did you do during the tutors' evaluation?
58:22	Ie : I accommodate their aspirations by listening.
01:00:10	Ir : What did the tutors evaluate about?
01:00:13	Ie : They evaluated their work, the way they convey, maybe the delivery is poorly understood, what to do, they asked for the tutee(s).

Figure 3.1.a Audio Interview Transcription

b. Generating codes

In this stage, the researcher generated codes by highlighting information found in the previous stage. Each different information was highlighted by using different colours in order to ease the researcher identify and sort them for the next stage of analysis. Also for table of audio interview transcription as supporting data was elected and highlighted by using bold.

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06:55	L	Ok, any problem?
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08:28	L	Is this the problem of report?
08:29	S5	Yes
08:32	L	May be is next of ideas?
08:34	S5	Yes

Figure 3.2 Coloring the codes

Time	Utterances
58:15	Ir : What did you do during the tutors' evaluation?
58:22	Ie : I accommodate their aspirations by listening.
01:00:10	Ir : What did the tutors evaluate about?
01:00:13	Ie : They evaluated their work, the way they convey, maybe the delivery is poorly understood, what to do, they asked for the tutee(s).

Figure 3.2.b Bolding the codes

c. Searching for Themes

In searching for themes, the researcher sorted the generated codes into a table. Each column of the table consisted of some relevant codes which formed a candidate theme of the research.

Giving the Students Syllabus Explanation	Using smartphones as reference	Finding and generating idea through smartphones as reference	Using Smartphones in writing activity	Presenting the students final work
1. Stimulating Students 2. Lecturer explain the materials discussion	1. Informing students about media used 2. Ask the students to show their references 3. Giving task to the students	1. Ask to observe group discussion 2. Selecting tutors 3. Peer tutoring explanation	1. Pre-writing 2. Drafting 3. Editing	1. Checking students' work 2. Peer assesment 3. Tutor evaluation

Figure 3.3 Searching for themes

d. Reviewing Themes

After finding candidate themes of the research, the researcher reviewed it by re-reading the codes in each theme to find which one was relevant. When irrelevant ones were found, they were removed from the table. This stage produced the final themes of the research.

Applying Small Groups Discussion in writing activity	Presenting the students work
1. Pre-writing	1. Checking students' work
2. Drafting	2. Tutor evaluation
3. Editing	

Figure 3.4 Reviewing the themes

e. Defining and naming themes

In deciding the themes of the research, it was necessary for the researcher to define what the themes are about and name them based on the codes and information within them.

f. Producing the final report

The results of the analysis were reported by the researcher in the form of a thesis. It included findings statements of the research, some data displays as the evidence of the findings, and some supporting theories which made the findings of the research valid.

E. Research Schedule

This research has been conducted by following the research schedule.

Table 3.5 Research schedule

No.	Activities	Date						
		Jun. 2020	July. 2020	Aug. 2020	Sept. 2020	Oct. 2020	Dec 2020	Jan 2021
1	Chapter 1	■						
2	Chapter 2		■					
3	Chapter 3			■				
4	Conducting the Research			■	■			
5	Chapter 4					■		
6	Chapter 5					■		
7	Comprehensive Review						■	
8	Thesis Examination							■