

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Research Design**

This research used a case study method, which aims to involve in-depth research and study of individuals or groups (Kowalczyk, 2015). Yin (2008) stated that “Case study methods require the researcher to understand the case in context where information about the case and its context is collected over considerable time and following considerable engagement” (p.59). The specific method for this research is descriptive case study, which aims only to present a detailed, contextualized picture of a particular phenomenon (Yin, 2003). Descriptive case study has been chosen to support the research that related with the phenomenon in EFL students whereas speaking English fluently is a challenge for EFL students and they need corrective feedback from the lecturer to correct the erroneous utterances in using foreign language. In this case, the researcher has investigated the students’ perception on oral corrective feedback given from the lecturer.

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

This research was conducted in one of the universities located in Tasikmalaya, West Java Indonesia. The participants were three students in English Education Department who have taken a Public Speaking course in the second semester class of 2019 who have the ability to speak English from upper-basic level until intermediate level. The participants consist of

three females aged 18 – 20 years old who are enrolled in a Public Speaking course. Based on the preliminary study the participants were chosen because they often get oral corrective feedback from the lecturer during the learning process in public speaking class. The participants are also recruited because they are willing to be interviewed by filling the consent form that has been given before conducting the interview

### **3.3 Data Collection**

In collecting the data, the researcher used semi-structured interviews to know about the students' perception on lecturer's oral corrective feedback in EFL public speaking class. Adams (2015) stated, "Semi-structured interviews are suited for a number of valuable tasks, particularly when more than a few open-ended questions require follow-up queries." Therefore, this kind of interview was appropriate to the design of this research (descriptive case study) in which it was intended to present a detailed into what the participants feel and think. The interview was conducted two times via Whatsapp voice call to get richer information. The questions which adapted from Lyster and Ranta (1997) were delivered in *Bahasa Indonesia* to avoid misunderstanding and to ease the participants in answering the questions. The interview was recorded, transcribed, translated and analyzed.

### 3.4 Data Analysis

In this research for data analysis, thematic analysis was used by the researcher. Braun & Clark (2006) stated, “Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail.” This method is simply used for those who are new to qualitative research. The explanations of each phase are present below:

#### 1. Familiarizing yourself with your data

In this phase, the researcher listened and transcribed the recordings of interviews with the participants. Then, the researcher repeated reading the transcripts to make the researcher more understand the data.

Table 3.1. Familiarizing the data

Profile	Data Item
R	“Ok, so I am Anita Noviana Dewi from English Education Department 2016, is it true that you are Leni?”
P2	“Yes. Should I introduce myself too?”
R	“Oh yes, sure”
P2	“Alright, I am Leni from class A 2019”
R	“Ok, so here I would like to do an interview with you about your perception of oral corrective feedback that you got in public speaking class.”
P2	“Okay”
R	“So, do you often get feedback from your lecturer in public speaking class?”

## 2. Generating initial codes

In this phase, the researcher coded the data into the students' perception on lecturer's oral corrective feedback in EFL public speaking class. In this phase, the researcher coded the data in different colors to signify possibility patterns that appear interesting to the analyst.

Table 3.2 Generating Initial Codes

Profile	Data Item	Initial Code
R	“Then what Leni feels when getting that kind of feedback?”	
P2	“I am fine. It (explicit correction) makes me know how the right answer is. Then I looked it up in the dictionary and yes it is true, so the word that I spell it's been wrong all this time and just found out now. So it is really useful. It makes me know how the right pronunciation.”	Positive emotion : enjoyment in receiving ocf  Positive impact for students' pronunciation and grammar
R	“So, what do you think about this kind of feedback for the students?”	
P2	“In my point, I like the lecturer who gave us direct feedback. So it is very good for us in the future too. So we pay more attention to pronouncing an English words well”	Self-awareness in using English

The totals there are 8 initial codes which represented different aspects reflected from all the participants through the interview. The frequency of each code

varied from two emergences as the lowest to eleven emergences as the highest.

Here is the list of initial codes and their frequencies of each code.

Table 3.3 List of Initial Codes

Initial Codes	Total
Positive impact for students' pronunciation and grammar	10
Positive impact : Build self-confidence	8
Awaken student to control volume and intonation	2
Positive emotion : enjoyment in receiving ocf	6
Positive emotion : happy in receiving ocf	9
Negative emotion : Anxiety – nervous, embarrassed and shock	6
Self-awareness in using English	4
Aware to do self-correction	11

### 3. Searching for themes

In this phase, the researcher constructed themes for the coded data and collating all the relevant coded data extracts within the identified themes.

Table 3.4 Grouping the Highlighted Data

Themes	Codes
Oral Corrective Feedback (OCF) Contribution on Speaking skill Linguistically and Non-Linguistically	Positive impact for students' pronunciation and grammar, Positive impact : Build self-confidence, Awaken student to control volume and intonation
Oral Corrective Feedback Generates Students' Dynamic Emotion	Positive emotion : enjoyment in receiving ocf, Positive emotion : happy in receiving ocf, Negative emotion : Anxiety – nervous, embarrassed and shocked

#### 4. Reviewing themes

In this phase, the researcher reviewed the themes that have been constructed to get the fixed ones. The researcher checked the usefulness, sufficiency, and coherence of the theme before it was chosen as the final theme.

#### 5. Defining and naming themes

In this phase, the researcher identified the essence of each theme and constructed a concise and clear name for each theme. In the end, the researcher decided on the three themes that were selected and compatible with the results of the analysis. Those themes are (1) Oral Corrective Feedback (OCF) Contribution on Speaking skill Linguistically and Non-Linguistically, (2) Oral Corrective Feedback Generate Students' Dynamic Emotion, (3) Oral Corrective Feedback as Mediation to Build Students' Self-Awareness.

#### 6. Producing the report

This is the last phase for researchers to analyze the data using thematic analysis. The researcher reported the thesis about the research results supported by the relevant theories.

