CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Method

The research design used in this present research is a descriptive case study. As revealed by Yin (2003), cited in Hood (2009), that a descriptive case study aims only to present a detailed, contextualized picture of a particular phenomenon. This research is a descriptive case study of Higher Education in Indonesia in order to explore the students' perceptions on the benefits of peer review in teaching practices. The phenomenon for this descriptive case study is in the reflective micro-teaching class. Therefore, the researcher decided to use a descriptive case study to explore and expand the perception of peer review in teaching practices. Because this research design will describe in detail related to the students' perceptions of peer review in the teaching practices.

3.2 Focus of the Research

The scope of this research focuses on students' perceptions on the benefits of peer review in the teaching practices in the reflective micro-teaching (RMT) class with the review criteria that have been determined by the lecturer with the area focus that is structure, pacing, and variety of the practice/instruction, use of supporting resources/visual aids, general presentation skills, steps to monitor/check student learning, and generation of interest.

3.3 Setting and Participants

The current study was conducted at a university in Tasikmalaya, West Java, Indonesia. Focusing on 5th-semester students of the English Education Department who enrolled in the Reflective micro-teaching class in the 2020/2021 academic years. There are three participants who were involved in this research and were screened based on several criteria. Choosing

participants using the convenience technique sampling, according to Taherdoost (2016) convenience sampling is selecting participants because they are often ready and available. This convenience sampling was chosen because the participants were willing and met the requirements of this research. The criteria for selecting the participants are the students who passed the reflective micro-teaching class and got a grade of A in that class, in addition the students who are most active and are ready and available to interview with criteria that can be fulfiled as a requirement to be a participant in this research.

Reflective micro-teaching class was selected because in this class the students carried teaching practices and got feedback after doing teaching practices. This research focusing on feedback given by the peers that called peer review with predetermined criteria that are structure, pacing, and variety of the practice/instruction, use of supporting resources/visual aids, general presentation skills, steps to monitor/check student learning, and generation of interest, then the peer fills out the peer review form based on the results observations on teaching practice their classmate. Before collecting the data, each of the participants was asked to read, fill and sign the consent form. It is necessary to ensure that participants allow the researcher to analyze the data and to use it for publication purposes while keeping the participants' privacy.

3.4 Data Collection Technique

The researcher employed the semi-structured interview as a technique of collecting the data. As stated by Rubin & Rubin (2005), cited in Alshenqeeti (2014), a semi-structured interview, which is a more flexible version of the structured interviews as "allows depth to be achieved by providing the opportunity on the part of the interviewee's response". A semi-structured interview was applied to get perceptions on the benefits of peer review in the teaching practices in reflective micro-teaching class. To conduct semi-structured interviews, the researcher created a list of questions as a guideline including the research questions due to get greater information of students'

perception of peer review in the teaching practices. Therefore, this kind of interview is appropriate to the design of this research, which is intended to present details into the participant's perception. The interview guidelines were adapted from Canabate et al. (2019). The data was collected is one-on-one interviews with each participant using WhatsApp.

3.5 Data Analysis Technique

The data from the interview was analyzed using thematic analysis because it is focused and in-depth in accordance with the answers expected by researchers. As stated by Braun & Clarke (2006) defined it as a method for identifying, analyzing, and reporting patterns (themes) within data.

The following steps of thematic analysis:

1. Familiarizing the data: Become familiar with the data the result of a semi-structured interview the researcher read and re-read the data from the transcription report until the data are understandable.

2. Coding: The transcripted interview results were then highlighted using color-coded coding in order that the process of analysis in the next step becomes easier. Here is the example of transcriptiom and the initial codes generated from the data

Table 3.1 Generating Initial Codes

Data	Codes
katanya presentation suara saya tidak stabil kadang terdengar kadang tidak diberi saran berbicara lebih keras jadi siswa dapat mendengar suara saya	Management of activity
kurang flashcard yang aku gunakan terlalu kecil, dan mereka ada yang kasih saran menggunakan family tree nah eee dipraktek yang kedua aku coba pake family tree	Media Selection

penjelasan saya terlalu panjang dan terlalu cepat kemudian solusinya itu 15olour saran menjelaskan lebih 15olour dan lebih casual	Time Spends
metode katanya itu aku bagusnya pake yang audio lingual method jadi si kata-katanya itu drill gitu materi mengenai family dan amel aplikasikan ke praktek selanjutnya	Method Selection
Temen-temen juga memberikan Review secara pas dan saya juga faham misalnya kekurangan saya dimana ternyata temen-temen juga ngasih reviewnya disitu	Reflection
membantu saya dalam meningkatkan kemampuan praktek mengajar rizka terutama dalam bidang pemilihan media, metode, gerak tubuh, cara penyampaian	Teaching Plans
tapi kita ngerasa activitynya udah cukup tapi kita juga bisa termotivasi untuk mengganti eee activity yang telah kita lakukan di meeting selanjutnya atau dimateri yang lain, jadi cukup termotivasi juga	Motivated

3. Searching for themes: In this step, the researcher combined the relevant codes into a single theme following the research question, also refusing the codes which are irrelevant to the themes and research question.

Table 3.2 Process of Searching for Themes

Subthemes	Codes
Learning Reflection	Reflection
Teaching Media Teaching Method	Media Selection Method Selection Deductive inductive teaching
Strategy in teaching plans Classroom management	Teaching plans Time spends Management of activity
Motivated	Motivated to learn

4. Reviewing the themes: The initial themes are then reviewed to ensure its appropriateness, whether it belongs to particular themes or not. In addition, if the themes were not appropriate with the concept of teachers' professional development was omitted or replaced the themes.

Table 3.3 Review Themes

Subthemes	**Themes**
- Learning reflection	Students' learning Reflection
-Teaching method -Teaching Media	Pedagogical Content Knowledge
-Strategy in teaching plans -Classroom management	Pedagogical Knowledge

5. Defining themes: In this step, the researcher interpreted each theme to be defined as the answer to the research question.

6. Producing the report: It is the last phase in thematic analysis, after the researcher got the main theme, then the researcher created a report on the finding of the research.

3.6 Steps of the Research

This study was done through several steps starting from the preparation of the research proposal until writing the research report. The chronological steps are as follows:

1) Initially, the researcher found a phenomenon or issue in one of Higher education in Tasikmalaya. The researcher found research as well as the real-life phenomenon that was researched toward Peer Review in the teaching practice.

2) To continue obtaining further relevant information about Peer Review in the Teaching Practices, the researcher delves into several related research. Numbers of related research has been found and also focus on a similar scope.

3) The objective of this research is to find out what are Students' Perceptions on the Benefits of Peer Review in the Teaching Practices.

4) Starting to write the research proposal, including the background, literature review, and the research procedures.

5) The researcher, then, collects data from participants through an interview. A consent form is addressed before involving participants.

6) Once data has been collected, it is then analyzed using proper data analysis. This study, utilizing thematic analysis.

7) Creating a report on this thesis.

3.7 Time and Place of the Research

The research was carried out in a university at Tasikmalaya. To be precise, it is located at Jl. Siliwangi, No. 24, Kota Tasikmalaya, 46115,West Java.

Table 3.4 Time of the Research

No	Description	Jan-May 2021	May 2021	May - Oct 2021	Aug - Oct 2021	Oct-Dec 2021	Dec 2021	Jan 2022

1.	Research proposal writing	■					
2.	Research proposal examination		■				
3.	Data collection			■			
4.	Data analysis			■			
5.	Report				■		
6.	Comprehensive examination					■	
7.	Thesis examination						■