

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the methodology employed to conduct this study. It describes seven parts or research procedures, namely research design, setting and participant, data collection, data analysis, step of the research, and research schedule.

A. Research Design

The research design in this study uses a descriptive case study with a qualitative approach. According to Yin (2018), a descriptive case study is to thoroughly "describe" a phenomenon within its actual environment. Moreover, the case study examines a current phenomenon (the "case") in detail and in the context of the real world, mainly when it may not always be easy to distinguish between the two Yin (2018). The phenomenon in this study is the use of peer tutoring in the Critical Discourse Analysis class. In the class, there are tutoring activities to prepare students for the final project in the class. Then, it is further divided into two student tutors in the class, and the class is divided into two groups. Then in the group, there is one student tutor who will discuss the final project one by one with each student. The approach used in qualitative case studies was selected to find the students' perception of peer tutoring in the Critical Discourse Analysis class. Then, the result of this study was presented in descriptive form.

B. Research Setting and Participants

The research was conducted at one of the universities in Tasikmalaya, West Java, Indonesia, that uses the peer tutoring method in a course. In one of the university's departments, the English Education Department, there is a course called Critical Discourse Analysis in which the final project is to analyze discourse. In the CDA class, the lecturer shows her professionalism by acts as a teacher, facilitator, and monitor of class conditions. In the first meeting until the middle of the semester, lectures are conducted using the lecture method carried

out by the lecturer. In the middle of the semester, the lecturer facilitates two student tutors in the CDA class which is intended to support the development of student understanding in the CDA class. In the concept of peer tutoring carried out by students with student tutors, of course the lecturer conceptualizes the activities that take place in the classroom. In addition, when providing student tutors in class, lecturers have an important role in monitoring student discussion activities with their tutors in class, continue to participate in the peer tutoring method, and providing reflection after the end of the class.

The participants in this study consisted of three participants from English Education students. The three participants were English Education students who had taken the Critical Discourse Analysis class in the 2022/2023 academic year. At that time, the students who took the course were 2021 or 4th semester students. Currently, the participants of this study have entered the 7th semester. The participants selected in this study are participants who are approximately 21 to 22 years old with the gender of two men and one woman, to see how their perceptions of the peer tutor method, with the following criteria, have taken CDA courses, have experience learning with tutors during CDA courses, and has an output that is text analysis using the critical discourse analysis method. In addition, the selected participants could provide enough information to answer the research questions.

Participants were given a comprehensive explanation of what, why, and how the research is being conducted, including ethical considerations. It was clear to them that filling out and signing the consent form was a formal agreement to participate in data collection. Throughout the procedure, they guaranteed their anonymity, confidentiality, and ability to leave the research at any time. The participants' names were P1, P2, P3. Furthermore, the date and time for participating in the interview were arranged in advance with the participant.

C. Data Collection

The data collection method used in this research is an open-ended semi-structured interview. Semi-structured interviews are flexible and can balance the limitations of utilizing them in statistical analysis. A semi-structured interview allows the interviewer to guide and direct the interviewee (the word "structured") while also allowing the interviewee to elaborate on certain topics and follow up on noteworthy developments (the word "semi-") (Dornyei, 2007).

In arranging interview guidelines, the researcher used Walgito (2010) about cognitive and affective perceptions. The interview was conducted in the participant's first language, Indonesian. This allowed the participants to express their thoughts freely without possible language barriers and prevented confusion and miscommunication. Therefore, the interview was carried out face-to-face and recorded during the interview.

D. Data Analysis

This research uses the thematic analysis method to analyze the data. Thematic analysis is a technique for identifying, examining, and interpreting patterns (themes) in data (Braun & Clarke, 2006). Due to its adaptability, thematic analysis makes the data description rich, detailed, and complicated. The thematic analysis includes six steps that assist the researcher in examining the data as follows:

1. Familiarizing with the Data

The researcher transcribes the data in the form of an audio recording into written text which entails becoming fully immersed in the data via reading and rereading textual material.

2. Generating initial codes

At this point, the researcher starts the coding process by determining and emphasizing the interview result using different colors.

Table 1. Sample of Generating Initial Codes

	Data	Initial Codes
	I feel more casual or relaxed in the learning process.	Casual in learning
	Peer tutoring was done in class at that time, but there were some times when I didn't meet the tutor directly, so I went through chat	Conditioning the meeting
	I also still ask my friends and one of my seniors who is an expert.	Continuously
	I think it's fun because it's relaxed and comfortable to ask questions, very helpful, and very insightful.	Feeling helpful in gaining knowledge
	The benefits of peer tutoring in my opinion, that it is very helpful to discuss the material, especially because at that time I did not really understand the material, especially with CDA it was new to me. So, with the tutor, it trained me to better understand what CDA is and what it is, like what the theories in CDA are.	Helping in material stages

	Because Alhamdulillah I got a good score. Then I also feel more interested in the material.	Learning Achievement
	With a tutor giving us advice, giving us corrections is also a form of support.	Supporting in learning evaluation
	The language used by the tutor is not very high, rarely using complicated technicalities or anything like that. So, the tutor is more able to adjust to our level of weakness.	Understandable and flexible in learning.

Table 2. List of Initial Codes and Their Frequency

No	Initial Codes	Frequency
1.	Asking question frequently	2
2.	Casual in learning	8
3.	Conditioning the meeting	3
4.	Continuously	5
5.	Easy to understanding the material	2
6.	Feeling helpful in gaining knowledge	6
7.	Helping in material stages	6
8.	Learning achievement	3
9.	Level of peer tutoring	2
10	Listening to the tutor	2

11.	Motivating to contribute in peer tutoring	2
12.	Same age learning	2
13.	Supporting in learning evaluation	2
14.	Understandable and flexible in learning	3
15.	Understanding of peer tutoring	2

3. Searching for the themes

The researcher analyzed and coordinated the data and then created codes that gathered all related data for each theme into relevant themes.

Table 3. Process of Searching for The Potential Themes

Initial Codes	Potential Themes
Casual in learning	Flexibility in learning
Understandable and flexible	
Conditioning the meeting	Students' Strategies in Peer Tutoring
Ask questions frequently	
Listening to the tutor and making notes	
Feeling helpful in gaining knowledge	The effect of peer tutoring
Helping in material stages	
Supporting in learning evaluation	
Easy to understanding the material	

Learning achievement	Achievement and motivation
Motivating to contribute in peer tutoring	
Continuously	
Level of peer tutoring	The level of peer tutoring
Same age learning	
Understanding of peer tutoring	Students understanding of peer tutoring

4. Reviewing potential themes

The researcher reads all the data for each theme to determine the suitability and compatibility of the data.

5. Defining and naming theme

In this step, the researcher defines the themes as the answer to the research question.

Table 4. Defining and Naming Themes

Sub-Themes	Themes
Students Understanding of Peer Tutoring in CDA Class	Peer Tutoring is Helpful
Improving Students' Understanding of CDA	
Level of Peer Tutoring	Peer Tutoring Gives Flexibility
Conditioning the meeting	
Students' Strategies in Peer Tutoring	

Flexibility in Learning	
Achievement and Motivation	Enhancing Students Achievement and Motivation

6. Producing the report

In this final step, after the researcher gets the theme. The researcher creates a report on the research findings.

E. Research Schedule

This research was conducted from September 2024 to March 2025 in one of the universities in Tasikmalaya, with three students as participants with the research schedule as follows:

Table 5. Research Schedule

Description		Sept/ 2024	Oct/ 2024	Nov/ 2024	Dec/ 2024	Jan/ 2025	Feb/ 2025	Apr/ 2025
Research writing	Proposal							
Research Examination	Proposal							
Data Collection								
Data Analysis								
Report								
Thesis Result Seminar								

Thesis Examination

