

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study. It describes six parts of research procedures: the research method, setting and participants, data collection, data analysis, and research schedule.

A. Research Design

The researcher employed a descriptive case study as the methodology for this research. A descriptive case study aims to observe and present a naturalistic account of social phenomena as they occur in real-life contexts (Yin, 2018). In this study, the social phenomenon under investigation is students' participation in English classes, particularly in relation to pronunciation instruction and their perceptions toward the corrective feedback they receive. Because this research seeks to answer "what" questions specifically, what students perceive and how they respond to oral corrective feedback, a descriptive approach is appropriate. According to Yin (2018), descriptive case studies are suitable for providing detailed, contextualized portrayals of events or behaviors as they naturally unfold. Thus, this methodology allows the researcher to produce an in-depth description of the phenomenon within its authentic classroom setting.

B. Research Setting and Participants

This research was conducted at a public senior high school in West Java, Indonesia. The participants consisted of four tenth-grade students who were actively engaged in English learning activities. They were selected using purposive sampling based on several specific criteria: (1) they actively participated in English class, (2) they had previously received oral corrective feedback from their teacher, particularly related to pronunciation errors, and (3) they were willing to participate voluntarily in this research. The participants also represented a basic to intermediate level of English proficiency, ensuring that they had sufficient exposure to classroom interactions involving pronunciation correction. This sampling technique was intentionally chosen to obtain rich and focused insights into how learners perceive

oral corrective feedback and how they interpret its role in developing their pronunciation skills.

This study also complied with essential ethical considerations throughout the research process. All participants were given a clear explanation of the research objectives, the procedures involved, and their rights as research participants. Prior to data collection, they voluntarily provided informed consent, acknowledging their willingness to participate. Their privacy and anonymity were strictly protected by assigning pseudonyms (P1, P2, P3, and P4), and they were assured that they could withdraw from the study at any time without any consequences. All data collected was processed confidentially and used solely for academic research purposes. In addition, participants were informed in advance of the interview schedule to ensure transparency and comfort during the data collection process.

C. Data Collection

In collecting the data, this study employed a semi-structured interview as the primary research instrument. This method was chosen because of its flexibility, allowing participants to express their ideas freely and highlight experiences that they considered important. Semi-structured interviews also provide rich, detailed descriptions of real-life experiences, making them suitable for exploring students' perceptions in depth (Howitt, 2016). The interview questions used in this study were adapted from Lyster and Ranta's (1997) taxonomy of oral corrective feedback, ensuring that the data collected aligned with the key types of feedback relevant to pronunciation learning.

The interviews were conducted face-to-face and, in the participants', native Indonesian language to eliminate language barriers and ensure clarity in their responses. All interviews were recorded and transcribed to capture statements that were significant to the research focus. To obtain valid and comprehensive data, the researcher conducted the interview in two sessions. The first interview gathered initial responses about students' experiences receiving oral corrective feedback. However, these responses were still general and lacked specific details regarding the impact of the feedback. Therefore, a second interview was conducted to elicit deeper and more precise explanations. In this follow-up session, participants were

able to provide clearer descriptions of how they perceived and responded to corrective feedback on their pronunciation.

To enhance the validity and credibility of the findings, several strategies were applied. Data triangulation was conducted by comparing responses across participants, ensuring consistency in the patterns identified. Member checking was also carried out by confirming the accuracy of the participants' statements after transcription. In addition, the use of Lyster and Ranta's (1997) framework to design the interview guide strengthened the reliability of the data collected. This alignment with an established theoretical model ensured that the findings were trustworthy, relevant, and closely tied to the objectives of the research.

D. Data Analysis

In analyzing the data, this study sets up a thematic analysis by Braun and Clarke (2006). According to Braun and Clarke (2006), thematic analysis is a tool for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set. While other specific analysis methods are inextricably linked to particular theories, thematic analysis can be employed with any theory such as Lyster and Ranta's (1997) Oral Corrective Feedback. Due to its adaptability, thematic analysis makes the data description rich, detailed, and complicated. Several steps are taken in conducting thematic analysis, as follows:

1. Familiarizing with the Data

In this step, the researcher familiarized herself with the data by reading it several times. Before that, the data were presented as audio recordings of interviews, so the researcher had to listen to them, transcribe them, and read the transcribed results.

2. Generating Initial Codes

In the second step, the researcher began to arrange the data by assigning codes to the data related to the study's aim. The researcher used the coloring method to differentiate each aspect indicated by participants, which generated the initial codes. Furthermore, the researcher related the data based on the aim of the research and then categorized it using initial codes (Teacher's recast correction, Teacher's elicitation, Teacher's explicit correction, etc.) that were colored (Light orange 2,

Purple, Magenta, etc.) to highlight the students' perceptions toward oral corrective feedback from English teacher on students' mispronunciation.

Table 1 Generating Initial Codes

Interview Data	Codes
P1: Jika tidak salah, beliau biasanya akan langsung mengoreksi kata yang salah diucapkan, kayak ada yang beliau langsung mengulang dengan kata yang benar tanpa menyebutkan jika itu salah, tapi ada juga yang beliau meminta pengulangan atau bertanya terlebih dahulu untuk kata yang salah itu gimana benarnya	Teacher's recast correction Teacher's elicitation
P2: Pernah, secara langsung mengoreksi saya, ketika ada kalimat yang terdengar sama atau ada kalimat yang sulit untuk diucapkan. Misalnya, saya salah dalam pengucapan kata "chaos," lalu guru saya memberi cara pengucapan yang benar dari kata tersebut, dan menyuruh saya untuk mengulangi ucapan itu "It's pronounced /keos/. The 'ch' sound like 'k'."	Teacher's explicit correction
P3: Saya lebih suka langsung dikoreksi, jadi saya tau kesalahannya dimana dan ditunjukkan cara penulisannya seperti apa.	Preferring explicit correction
P4: Pernah tehh, saat itu beliau sedang membahas tentang "structure generic" pada materi narrative text, trisna menyebut structure generic tersebut dengan "struktur generik" dan beliau bertanya "maaf, tadi trisna bilang apa?", dan trisna menyebutkan kalimat yang kurang tepat itu lagi, beliau langsung mengoreksi pengucapan trisna dengan pengucapan yang benar.	Teacher's clarification request

The participants' interview transcription showed that 18 initial codes represented different aspects. Here are the list of initial codes and their frequency.

Table 2 List of Initial Codes and their Frequency

No.	Initial Codes	Total
1.	Teacher's explicit correction-	10
2.	Teacher's recast correction-	1
3.	Teacher's elicitation-	5
4.	Feeling helped+	12
5.	Building awareness+	12
6.	Feeling embarrassed=	5
7.	Teacher's clarification request-	2

8.	Feeling satisfied+	2
9.	Causing distraction=	1
10	Reducing anxiety+	2
11.	Creating new habit+	2
12.	Gaining more confidence+	3
13.	More pronunciation correction instruction	4
14.	Feeling nervous=	2
15.	Feeling motivated+	2
16.	Teacher's metalinguistic feedback-	1
17.	Preferring explicit correction	3
18.	Teacher's repetition correction-	3

3. Searching for Themes

In this step, the study selects the transcript of the interview data and looks for anything remarkable or engaging about the data from the nine interview questions. The researcher then analyses and coordinates the data and codes all related data for each theme into relevant themes.

Table 3 Searching for Themes

No.	Initial Codes	Potential Themes
1.	Teacher's explicit correction Teacher's recast correction Teacher's elicitation Teacher's clarification request Teacher's metalinguistic feedback Teacher's repetition correction	Varieties of oral corrective feedback
2.	Building awareness Feeling satisfied Feeling motivated	Student's positive view toward explicit correction
3.	Feeling helped Creating new habit Gaining more confidence Reducing anxiety	Student's positive view toward repetition
4.	Feeling embarrassed Causing distraction Feeling nervous	Emotional challenges when receiving explicit correction
5.	More pronunciation correction instruction Preferring explicit correction	Students' preferences of feedback and instruction

4. Reviewing Themes

In this step, the researcher reads all the data for each theme to ensure the codes have been grouped into the appropriate theme. In reviewing themes, the researcher refers to learning by the model of corrective feedback and learner uptake by Lyster and Ranta (1997), which consists of: (1) explicit correction, (2) recasts, (3) clarification requests, (4) metalinguistic feedback, (5) elicitation, and (6) repetition.

Table 4 Reviewing Themes

No.	Potential Themes	Themes
1.	Varieties of oral corrective feedback	Students' Understanding of Multiple Types of Teacher's Oral Corrective Feedback
2.	Student's positive view toward explicit correction	Explicit Correction and Repetition: The Most Student's positive view toward repetition
3.	Emotional challenges when receiving explicit correction	Negative Emotional Impact of Explicit Correction
4.	Students' preference of feedback and instruction	Students' Preference for Clear and Supportive Pronunciation Feedback

5. Defining and Naming Themes

The researcher defined and named the theme based on the data obtained to answer the research question.

Table 5 Defining Themes

No.	Definition	Themes
1.	This theme describes how students are aware that their teacher uses a variety of oral corrective feedback strategies during pronunciation instruction. Students identified several feedback types aligned with Lyster and Ranta's taxonomy, such as explicit	Students' Understanding of Multiple Types of Teacher's Oral Corrective Feedback

	correction, recasts, clarification requests, elicitation, metalinguistic feedback, and repetition. Their responses reveal that learners can differentiate these feedback forms and perceive each as serving different instructional purposes. This theme shows that students do not view the teacher's feedback as a single, uniform practice but rather as a range of corrective strategies used to address mispronunciation in diverse ways.	
2.	This theme captures students' strong preference for explicit correction and repetition as the most helpful and reinforcing forms of feedback. Explicit correction provides direct clarity by supplying the correct pronunciation, enabling students to immediately understand and repair their errors. Meanwhile, repetition offers opportunities for repeated practice, helping learners internalize and retain the corrected pronunciation. Together, these feedback types are perceived as mutually supportive; explicit correction delivers the clarity, and repetition reinforces accuracy through habit formation. This theme reflects how students value feedback that is both clear and practice-oriented in developing pronunciation skills.	Explicit Correction and Repetition: The Most Reinforcing Corrective Feedback
3.	This theme reflects the emotional challenges students experience when receiving explicit corrections, especially in front of peers. Although explicit correction is viewed as effective, students reported feelings of embarrassment, nervousness, anxiety, and distraction when being corrected directly. These affective reactions show that the clarity of explicit correction can come with emotional costs, influencing students' willingness to speak and their comfort in the classroom. This theme illustrates how feedback effectiveness is intertwined with learners' emotional states, revealing the dual impact, cognitive and affective, of explicit corrective practices in pronunciation learning.	Negative Emotional Impact of Explicit Correction
4.	This theme shows that students prefer corrective feedback that is not only explicit and understandable	Students' Preference for Clear and

<p>but also delivered in a supportive and encouraging manner. Learners expressed a desire for pronunciation instruction that includes explanations, guided practice, examples, and opportunities to try again without judgment. They value feedback that clearly identifies errors while maintaining a positive learning environment. This theme highlights that students do not simply want correction; they want correction that feels helpful, constructive, and emotionally safe, underscoring the importance of teacher warmth and clarity in pronunciation pedagogy.</p>	Supportive Pronunciation Feedback
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E. Research Schedule

As shown in the table, this study was conducted from September 2023 to July 2025. It took place in one of the senior high schools in Sukabumi, where the learners study their formal education. Below is the researcher's research schedule.

Table 6
Time and Place of the Study

No	Description	Sept 2023	Oct 2023	Nov 2023	Jun 2025	Oct 2025	Nov 2025	Dec 2025
1.	Research proposal writing							
2	Research proposal examination							
3	Data collection							
4	Data analysis							
5	Thesis Result Seminar							
6	Thesis Examination							