CHAPTER III
RESEARCH PROCEDURES

This chapter illustrate the approach used in the study. This chapter outlines seven key components of the research procedure, namely research method, research focus, setting and participants, data collection technique, data analysis technique, research steps, and the place and time of the research. Each section is explained in detail to show exactly what was done and the reasons behind each step below.

A. Research Design

This study applied a qualitative descriptive case study design to explore students' perceptions of oral corrective feedback in an English-speaking course. According to Creswell (2018), a case study develops an in-depth investigation of a case, activity, or process. Similarly, Yin (2018) explained that a descriptive case study provides detailed insights into a real-life phenomenon, particularly when the boundaries between the phenomenon and its setting are not clearly defined.

This approach was selected because it allowed the researcher to examine how students interpreted and reacted to feedback within their actual classroom setting. Given the exploratory nature of the research, the case study method offered adaptability and depth, enabling a rich portrayal of participants' experiences. It also supported a contextual and holistic understanding of various variables, such as the type of feedback, delivery methodologies, and classroom interactions, which impacted students' responses to oral feedback. Focusing on a specific learning environment at a university in Indonesia, this method captured authentic student perspectives and provided detailed, contextualized insights relevant to the research question.

B. Focus of the Research

The focus of this research was to investigate students' perceptions of oral corrective feedback (OCF) in English-speaking classrooms at one Indonesian university. This means the study aimed to understand what students thought and felt about the different types of OCF used by lecturers, based on the framework of Lyster and Ranta (1997). By concentrating on students' perceptions, the study sought to explore how they viewed the use of different types of oral corrective feedback in the classroom and whether they considered such feedback appropriate and supportive for their learning. Through these insights, the research intended to offer practical guidance for lecturers in applying oral corrective feedback more effectively and contextually within their teaching practices.

C. Setting and Participants

The study was conducted at a public university in West Java, Indonesia, within a Public Speaking course designed to develop students' communicative competence, particularly their ability to express ideas clearly and confidently in English. Before determining the research site and participants, the researcher conducted a pre-survey to obtain preliminary information about the teaching and learning process in the course. The pre-survey results indicated that oral feedback was a common practice used by the lecturer to correct students' pronunciation, grammar, and delivery performance during and after classroom presentations. Such a learning context, where oral corrective feedback (OCF) naturally occurs as part of classroom interaction, was considered highly relevant to the focus of this study. Therefore, this setting provided a meaningful environment to explore how students perceive and respond to OCF in the process of improving their spoken English performance.

The participants of this study were three undergraduate students enrolled in the Public Speaking course. They were recruited using purposive sampling, as this method allows researchers to select participants who meet specific inclusion criteria relevant to the research focus. The inclusion criteria were: (1) being enrolled in the

Public Speaking course and (2) regularly experiencing oral corrective feedback during course activities. These criteria ensured that the participants had sufficient exposure to and experience with OCF to provide meaningful insights. The three participants also represented variation in gender and English proficiency levels to capture a range of perspectives within the study context.

To protect anonymity, pseudonyms in the format of "letter + number" (e.g., P1, P2, P3) were allotted to each participant. According to Wang et al. (2024), participants were allowed to approve or adjust their pseudonyms to reflect their preferences and ensure their sense of organization in the research process. This practice recognized the ethical importance of representation, particularly in language learning research where identity plays a central role. All individual information and interview transcripts were safely stored in password-protected digital files, accessible only to the researcher. Ethical procedures were carried out in agreement with regulatory standards, guaranteeing the participants' privacy, consent, and well-being throughout the study. Overall, the chosen setting and participants provided valuable, context-based insights into students' experiences with oral corrective feedback in their classroom environment.

D. Data Collection

This study used semi-structured interviews as the primary data collection method. Semi-structured interviews were used because they are flexible and encourage detailed, nuanced responses. Aligning with Ruslin and Alhabsyi (2022), semi-structured interviews do not limit the interviewer to predetermined questions, allowing new questions to develop based on participants' responses. Adams (2015) also stated that semi-structured interviews typically utilize open-ended questions, enabling participants to provide detailed and in-depth answers. The interview framework was developed based on Lyster and Ranta's (1997) model of oral corrective feedback, which categorizes different feedback types such as explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. This framework guided the construction of the interview questions to

explore students' personal experiences and perceptions of how these feedback types occurred and influenced their speaking performance.

The interviews were conducted individually and in person at the university to ensure a comfortable and quiet environment conducive to open discussion. Before each session, participants received clear information about the study's purpose, research methods, and their rights as participants. They were invited to read and sign an informed consent form as a sign of their voluntary agreement to participate. The researcher emphasized that their participation was entirely voluntary and confidential, and that they could withdraw from the study at any time without consequence.

The interviews focused on students' perceptions of oral corrective feedback (OCF), particularly regarding how they experienced, interpreted, and responded to the feedback they received in their Public Speaking course. The questions were designed to explore students' affective, cognitive, and behavioral responses to oral feedback, in line with the focus of the research. The use of semi-structured interviews allowed participants to reflect openly on their classroom experiences, providing the researcher with in-depth insights into how they perceived and reacted to OCF.

During the interviews, the researcher used a prepared interview guideline consisting of arranged questions while also allowing spontaneous follow-up questions to encourage more detailed and reflective responses. Each session lasted approximately 30 to 45 minutes and was audio-recorded with participants' consent. In addition, brief field notes were taken to capture non-verbal expressions and contextual observations relevant to the discussion. All interview recordings were later transcribed verbatim and translated where necessary to support accurate and comprehensive data analysis.

E. Data Analysis

This study utilized thematic analysis to examine the data accumulated through semi-structured interviews, following the framework by Braun and Clarke (2006). This method was chosen for its ability to identify and interpret patterns within qualitative data, making it appropriate for exploring students' perceptions of oral corrective feedback (OCF). The analysis included interpreting the interviews, reading the data different times, and coding key ideas related to students' experiences with OCF. These codes were then assembled into themes that reflected common patterns in how participants responded to feedback in their English-speaking, especially public speaking courses. The themes were reviewed and supported with selected quotes to ensure precision and clarity.

The Oral Corrective Feedback theory by Lyster and Ranta (1997) guided the analysis. These frameworks helped interpret how students understood, sincerely reacted to, and internalized different forms of feedback. Particular consideration was given to whether students viewed feedback as supportive or discouraging, and how their background affected these views. Through this approach, the study captured point-by-point insights into the cognitive and enthusiastic dimensions of feedback, offering practical implications for teachers in improving classroom feedback strategies.

Thematic analysis involved several stages, according to Braun and Clarke (2006), with the following steps outlined below:

1. Familiarizing the data

During this phase, the researcher became acquainted with the data by carefully reviewing the interview transcripts multiple times.

2. Generating Initial Codes

During this phase, the researcher initiated the organization of the data by assigning symbols or markers that aligned with the objectives of the study. The

researcher employed a coloring technique to distinguish various aspects identified by the participants, resulting in the creation of initial codes.

Table 1. *Generating Initial Codes*

Extracts	Initial codes
"In addition, I also became, oh, it turns out what I said was wrong, so it is also material for improvement in the future."	Error Recognition
"My feelings are normal. I feel happy because the lecturer pays attention to what I say, so I can know what to do."	Appreciation of Attention
"Maybe do not cut directly and pay attention to the tone. Moreover, less like a dropping impression, because it is in front of the class."	Respectful Tone
"For myself, it is with the lecturer, because the lecturer is more expert. However, if it is with friends, it is also okay, especially when there is group work or presentations; feedback from friends is constructive. Because the majority of the audience are classmates themselves."	Teacher's Credibility
"Because personally, in my opinion, it is better to give direct feedback. If we know directly where the mistakes are and where we need to improve, it is not necessary to go through me. Sometimes it could be that we just read it and then, oh, that is it, there is no improvement."	Preference for Immediate Feedback

The researcher identified 12 initial codes, each representing different aspects highlighted in the participants' interview transcriptions. These codes encapsulated various themes and patterns observed in the data, providing a comprehensive framework for further analysis and interpretation of the participants' experiences and insights.

Table 2. *Calculating initial codes*

NO.	Initial Codes	Total
1.	Error Recognition	5
2.	Instructor Expertise	6
3.	Preference for Immediate Feedback	6
4.	Public Shyness	4
5.	Negative Reaction to Tone	6
6.	Appreciation of Attention	6
7.	Post-speech correction	6
8.	Guided Correction (Hints)	6
9.	Respectful Tone	5
10.	Teacher's Credibility	4
11.	Peer Feedback as Motivation	1
12.	Peer Feedback in Groups	3

3. Searching for themes

The third stage focuses on examining the relationships among codes to build overarching themes. At this stage, the researcher organises and groups relevant codes into coherent themes that correspond to the research questions. This process involves reviewing the data transcripts and identifying significant elements relating to the research focus.

Table 3. *Searching for themes*

Initial Codes	Potential Themes
Error Recognition	Oral Corrective Feedback as a Tool for Noticing and Accuracy
Instructor Expertise	
Preference for Immediate Feedback	
Public Shyness	Affective and Interactional Responses to OCF

Negative Reaction to Tone	
Appreciation of Attention	
Post-Speech Correction	Learners' Preferences for Specific OCF Types
Guided Correction (Hints)	
Respectful Tone	

4. Reviewing themes

The fourth step consisted of reviewing the identified themes to evaluate their alignment with the coded data extracts and the dataset as a whole. During this stage, the researcher re-examines the previously developed themes, critically assessing their relevance and coherence with the research focus. Themes that were found to be inappropriate or unclear were refined or discarded to ensure that only the most accurate and meaningful themes were retained for further analysis.

5. Defining and Naming Themes

The fifth step involves giving each theme a name and an appropriate definition, followed by an in-depth examination of the data contained within it to uncover its essential meaning. The researcher then analyses and interprets each theme as an answer to the original research question.

Table 4. *Defining and Naming Themes*

No.	Themes
1	Oral Corrective Feedback as a Tool for Noticing and Accuracy
2	Affective and Interactional Responses to OCF
3	Learners' Preferences for Specific OCF Types

6. Producing the Report

The final stage of the research involved composing a comprehensive written report detailing the findings on students' perceptions of oral corrective feedback provided by lecturers in speaking classes. This report encompassed a clear articulation of the research question, an outline of the methodological approach employed, a systematic presentation of the key emerging themes supported by relevant data, and an in-depth interpretation of the results. The primary objective of the report was to deliver a structured and coherent account of the research outcomes, grounded in the thematic analysis conducted.

F. Research Steps

Table 5. *Research Steps*

Step	Description
1	The researcher explored potential research gaps and identified areas that could contribute meaningfully to the improvement of English language teaching in the future.
2	The researcher recognized and clearly defined the research problem and phenomenon to be investigated.
3	A comprehensive review of relevant literature, including academic journals and books, was conducted to support and enrich the chosen topic.
4	Based on the identified issues and literature review, the researcher finalized the research topic.
5	The research proposal was developed, which included the background of the study, a detailed review of the literature, and the proposed methodology.
6	The proposal was presented and defended before a panel of supervisors and examiners for feedback and approval.
7	Data collection was carried out through in-depth interviews with selected participants.
8	The collected interview data were transcribed and analyzed using thematic analysis to identify emerging patterns and themes.
9	The findings were organized and presented in a comprehensive thesis report.

10   The completed thesis was defended in front of supervisors and examiners as part of the final evaluation process.

G. Time and Place of the Research

This research was conducted at a university in Tasikmalaya, West Java, Indonesia. Meanwhile, the research period was from August 2024.

Table 6. *Research schedule*

Activities	Month													
	Agt 2024	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Jun 2025	Jul 2025	Agt 2025	Sep 2025
Research Proposal Writing	■	■	■	■										
Research Proposal Examination					■									
Data Collection						■	■	■	■	■	■			
Data Analysis												■		