

CHAPTER III

METHODS AND PROCEDURE

This research presents: (1) research design, (2) operational definition, (3) participant of the study, (4) data collection, (5) data analysis, and (6) trustworthiness.

3.1 Research Design

The kind of research utilized in this study was qualitative design in the form of case study. Creswell (2012) states that the function of case study is to discover deep understanding about a phenomenon through understanding a phenomenon, activity, process, or individuals. Then, according to Baxter and Jack (2008), qualitative research in case study is to investigate phenomenon for clear information. Additionally, Creswell (2012) states that we will identify different major purposes of research process level in qualitative research namely exploring a case and maximizing an adequate understanding about a phenomenal and central problem. In summary, a qualitative research with a case study design was utilized in this study.

3.2 Operational Definition

The title of this study was “The Lecturer’s Perception on the Implementation of Peer Assessment in an Oral Presentation: A Case Study at English Education Study Program of the Universitas Sriwijaya Palembang. In order to avoid misunderstanding about the terms in this research, the followings are short explanation about the terms used in this research.

Lecturer's Perception is the process of making own explanation or information about the implementation of peer assessment done by one of the English teacher at the Universitas Sriwijaya through watching, understanding, cultivating information, and expressing their opinion about it.

Peer-Assessment is the process of evaluating students' works by involving other students to participate in the evaluation in relation to their learning success.

Oral Presentation is the presentation demonstrated orally by the fourth semester students in reading class year 2020/2021.

3.3 Participant of Study

The participant of this research was taken from one of English lecturers of English Education Study Program at the Universitas Sriwijaya Palembang by using purposeful sampling technique. According to Cresswell (2012), purposeful sampling is a technique used to sample individuals as participant in research because they certainly can give information about a case in detail. Hence, a purposeful sampling technique was used to sample the participant in this research because there was only one English lecturer who implemented peer assessment at English education study program at the Universitas Sriwijaya Palembang because the chosen participant implemented the peer-assessment in oral presentation in teaching. Cresswell (2012) states that a researcher can choose the participants based on the membership of characteristics. In relation to this, the researcher chose one of the English lecturers from English department at the Universitas Sriwijaya Palembang through purposeful sampling to discover the lecturer's perception on the implementation of peer assessment in oral presentation at English education study program at the Universitas Sriwijaya Palembang.

3.4 Data Collection

In data collection, lecturer's interview was conducted in this research to find out the lecturer's perception on the implementation of peer assessment in oral presentation at English education study program at the Universitas Sriwijaya Palembang. O'Keefe et al. (2015) claims that an interview in the form of conversation between an interviewer and an interviewee can be used to discover the findings about an explored issue and it provides speaking opportunity freely to ask and answer about the discussed issue. Then, Ryan et al. (2009) state that interviews are flexible and beneficial in qualitative research for data collection about what the participants have undergone, trusted, and acted. Essentially, lecturer's interview was applied in this study to find out the answers of lecturer's perception on the implementation of peer assessment in oral presentation at English education study program at the Universitas Sriwijaya Palembang.

In the process of collecting data, the researcher utilized face to face interview with the chosen participant in this research. One to one interview is good at qualitative research conducted with confident interviewees orally to share ideas well (Cresswell, 2012, p. 218). Albalushi (2016) indicates that semi-structure interview is considered as a good medium in research to find the data about participants' opinion, their experience, and life story factually. Furthermore, the participant interviewed to answer 21 items related to the peer assessment was implemented in oral presentation at English education study program of the Universitas Sriwijaya Palembang. In summary, the lecturer's interview through face to face interview was conducted to find the answers of the research question in this study.

3.5 Data Analysis

After validating the collected data, the researcher analyzed the data through a thematic analysis technique by following the six steps of data analysis directed by Cresswell (2014). Firstly, the researcher collected the data from the teachers' interview completely (e.g., transcriptions). The researcher put the data into computer files and filed folder after transcribing the raw of data into textual forms. Secondly, the researcher began to code the data by reading and scrutinizing all the transcriptions and coding the data concerned with the research questions of this study. Lastly, the researcher made an interpretation as final conclusion related to the result of data analysis this research.

In analyzing the lecturer's perception on the implementation of peer assessment in oral presentation at English education study program at the Universitas Sriwijaya Palembang. The researcher analyzed the data obtained from the interview by using a theme code lists. Subsequently, in analyzing the data collected from the lecture's interview about the lecturer's perception on the implementation of peer assessment in oral presentation at English education study program at the Universitas Sriwijaya Palembang. The researcher provided the recorded data after conducting the interview with the participant. Then, the researcher changed the recorded data gotten from the lecturer's interview into transcriptions. After that, the researcher made a description about the result of the interviews about Lecturer's Perception on The Implementation of Peer Assessment in Oral Presentation at English Education Study Program at the Universitas Sriwijaya Palembang.

3.6 Trustworthiness

In this research, the researcher used a member checking technique to increase the data validity. Member checking is a process of assuring the data obtained by asking back the selected participants of the study to check the data accuracy (Creswell, 2012, p.259). Birt et al. (2016) states that it is recommended to utilize a member checking in order to upgrade the data collected accuracy from participants in qualitative research. Then, Cohen et al. (2007) assert member checking technique is another technique to check data collected in a study which enables participants to support additional ideas about the collected data. Therefore, the researcher used the member checking method as an information source for data validity in this study. If the theme established was based on the converging several sources of data or perspectives from participants, this process was called as checking the validity of this study. Consequently, the researcher had two translators validate the transcribed data from lecturer's interview after member checking process.

In the process of validating the data about the lecturer's perception on the implementation of peer assessment in oral presentation at English Education Study Program at the Universitas Sriwijaya Palembang, the researcher did some steps. The first was the researcher transformed the recorded the data obtained from data collection into sheets of transcription. The second was the researcher consulted the data transcription to the participant to recheck whether the data were complete or not. The third was the researcher saw the participant again for possible data completeness after checked by the researcher. The fourth was the researcher had two translators to

recheck the data accuracy validated by the participant to measure whether some things to be added or not if possible. The last step was the researcher asked participants' and translators' signatures to proceed the validated data to data analysis in the purpose of finding out the lecturer's perception on the implementation of peer assessment in oral presentation at English education study program at the Universitas Sriwijaya Palembang.