

The background of the page is a repeating pattern of the Universitas Muhammadiyah Surabaya logo. The logo is a green pentagon with a white sunburst in the center, surrounded by a wreath. The text "UNIVERSITAS MUHAMMADIYAH" is written in a circle around the sunburst, and "SURABAYA" is at the bottom.

CHAPTER III

RESEARCH METHODOLOGY

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This chapter outlines the research design, the time and place of the study, the participants of the study, the research instruments, the data collection procedures, and the techniques used for data analysis. Each component is presented in detail to clarify how the study was conducted in order to address the research objectives.

3.1 Research Design

This study employs a case study design to investigate how Oral Corrective Feedback (OCF) is implemented by teachers in the EFL classroom, particularly in teaching writing descriptive texts. A case study design is chosen because it allows the researcher to explore a specific classroom context in depth based on naturally occurring events without manipulating variables, making it suitable for classroom-based research (Alfayed et al., 2025). This design is appropriate for examining classroom interaction and feedback practices, as it focuses on understanding processes, behaviors, and instructional strategies within a particular setting (Setiawaty et al., 2024). Furthermore, a case study enables the researcher to explore corrective feedback practices by capturing teachers' oral responses (Tarigan et al., 2023), and students' reactions during writing activities, which aligns with the focus-on-form perspective in second language learning.

3.2 Subject and Setting

The subjects of this research were one EFL teacher and 2 classes of seventh grade students enrolled in a writing class at the junior high school level in Surabaya. The teacher is selected as the main subject because of their direct role in providing Oral Corrective Feedback (OCF) during the teaching and learning process of writing descriptive texts. The students served as participants whose classroom interactions and responses to the teacher's oral feedback are observed. Selecting participants who were directly involved in the instructional process

enabled the researcher to relevant data related to the implementation of Oral Corrective Feedback (Alfayed et al., 2025).

The research it was conducted in a natural EFL classroom setting in Surabaya during regular writing lessons focusing on descriptive texts in April 2026. Conducting the study in a real classroom environment allows the researcher to observe authentic teacher–student interactions and feedback practices without intervention or manipulation (Zhang et al., 2025). This naturalistic setting is considered appropriate for qualitative research because it provides contextualized data on how Oral Corrective Feedback (OCF) is implemented during writing activities, including pre-writing discussions, drafting sessions, and feedback stages.

3.3 Research Instruments

To collect the data required for this study, two research instruments are employed, including Observation and Interview. These instruments were selected to obtain comprehensive and credible data regarding the implementation of Oral Corrective Feedback (OCF) in teaching writing descriptive texts.

1. **Observation**

The primary instruments used in this research are an observation sheet and field notes, which are used during classroom observations to record how Oral Corrective Feedback (OCF) is implemented by the teacher during the learning process. The observation sheet is designed to document important aspects of classroom activities, including the context in which OCF is provided, the types of oral corrective feedback used by the teacher, and students' responses to the feedback. Classroom observation is considered an effective instrument in qualitative research because it allows the researcher to observe real classroom interactions and teaching practices as they naturally occur (Diana, 2023).

In addition to the observation sheet, field notes are used to record contextual information that may not be fully captured through structured observation. Field notes document important details such as the classroom atmosphere, students' reactions, and specific instructional situations that

occur during the lesson. These notes help the researcher provide deeper descriptions and interpretations of how OCF is implemented in the classroom. According to theory Ellis , field notes serve as supplementary data that support the analysis and understanding of classroom interactions (Buchari et al., 2023; Park, 2024) . Therefore, the combination of observation sheets and field notes allows the researcher to obtain more comprehensive and detailed data about the implementation of oral corrective feedback in the classroom

2. Interview

Semi structured interviews were used as a research tool to supplement field notes, audio recordings, and classroom observations in order to gain a deeper understanding of the application of Oral Corrective Feedback (OCF) in teaching writing descriptive texts. Teachers were interviewed to learn more about their perspectives, experiences, and reactions to OCF in the classroom. The researcher was able to gather thorough explanations about how professors provide feedback, the reasoning behind various feedback techniques, and how students understand and use the feedback during writing assignments by employing open-ended questions. Participants were free to voice their opinions during the natural, non-intrusive interview setting (Trisanti, 2025). This tool produced rich, additional data that strengthened and triangulated the conclusions drawn from field notes, observation sheets, field notes, and audio recordings, ensuring a comprehensive understanding of OCF practices.

3.4 Data Collection Technique

The data in this research are collected through several techniques, including classroom observation, interviews, and questionnaires. These techniques are used to obtain comprehensive data regarding the implementation of Oral Corrective Feedback (OCF) in teaching writing descriptive texts in the EFL classroom.

First, classroom observation was conducted to observe directly how the teacher provided Oral Corrective Feedback during the teaching and learning process of writing descriptive texts. During the observation,

the researcher used an observation sheet to identify the types of OCF used by the teacher and the situations in which the feedback occurred. The classroom interaction between the teacher and students was also recorded using audio recording to ensure that the feedback given during the lesson could be analyzed accurately. In addition, field notes were written by the researcher to record important classroom events, students' reactions, and the overall learning atmosphere during the implementation of OCF.

Second, interviews were conducted with the English teacher and several students to obtain deeper information about their experiences and perspectives regarding the use of Oral Corrective Feedback in writing instruction. The researcher used semi-structured interview questions that allowed participants to explain their opinions and experiences freely. Through the interview, the researcher could understand how the teacher applied OCF, the reasons behind the use of certain feedback strategies, and how students responded to the feedback given during writing activities.

By combining observation and interviews, the researcher was able to collect rich and detailed data that supported the analysis of how Oral Corrective Feedback was implemented in the EFL classroom during the teaching of writing descriptive texts.

3.5 Data Analysis Technique

The data collected from classroom observations and interviews were analyzed using qualitative descriptive analysis (Nguyen & Hung, 2021). The analysis was conducted through several steps.

First, the researcher organized the data obtained from observation sheets, audio recordings, field notes, interview transcripts, and questionnaire responses. The audio recordings from classroom observations and interviews were transcribed to make the data easier to analyze (Weekly et al., 2022).

Second, the researcher identified and categorized the Oral Corrective Feedback provided by the teacher during the teaching of writing descriptive texts. The feedback was classified into several types of OCF based on corrective feedback theory (Muslem et al., 2021).

Third, the researcher analyzed the patterns of how the teacher implemented Oral Corrective Feedback in the classroom and how students responded to the feedback during the learning process. The data from interviews and questionnaires were used to support and explain the findings from classroom observations (Mulyani & Ningsih, 2022).

Finally, the researcher interpreted the results and presented the findings descriptively to explain the implementation of Oral Corrective Feedback and its role in teaching writing descriptive texts in the EFL classroom (Park, 2024).

