

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

#### **3.1 Research Method**

To give a thorough overview of the subject, the author employed a descriptive case study approach in the study. This type of case study is used because it describes a phenomenon and the real-life context in which it occurred, especially when boundaries and contexts are not clearly evident. (Yin, 2018). This type of case study is chosen because it facilitates constructing a detailed, in-depth understanding of what is being studied as it can engage with the complexity of real-life events. Thus, this research will elaborate on what language exposure introverted and extroverted secondary school learners demonstrate in their English language acquisition.

#### **3.2 Research Focus**

This research focuses on uncovering what language exposures are done by introverted and extroverted secondary school learners in English language acquisition. This description was taken from the results of a semi-structured interview of secondary school students in one of the schools in Tasikmalaya.

#### **3.3 Setting and Participants**

This research was carried out in one of the secondary schools in Tasikmalaya. Participants of the study are the students in one of the secondary schools in Tasikmalaya; the participants are chosen through a personality test adapted from the Myers-Briggs Type Indicator (MBTI) created by Neris Analytics Limited. Neris Analytics Limited's personality tests were chosen as they have been developing personal development methods and tools since 2013. Neris Analytics Limited is registered in

Cambridge, owns a LinkedIn profile, a website, and has been adapted to more than 35 languages including Indonesian. This personality test will reveal whether the participants are either introvert or extrovert. 2 learners were chosen as participants, they were chosen considering their English performance in class and high grades achieved in class. The participants were an introverted learner and an extroverted learner of which personality has been determined by the aforementioned MBTI test. Which shows whether the student fell into the category of an introverted or an extroverted individual. These 2 participants represents their personality in this study of divulging what language exposure demonstrated by introverted and extroverted secondary school learners in their language acquisition.

Dealing with ethical issues, the participants received thorough explanations of what, why, and how this study would be conducted. They were explicitly advised to complete and sign the consent form as a formal agreement to participate in data collecting. They were assured of their confidentiality, anonymity, and freedom to withdraw from the research at any point during the process. The participants' names were renamed into P1, P2, and P3. Furthermore, the dates and hours for participating in the interview were arranged in advance with the participants.

### **3.4 Data Collection**

A semi-structured interview was conducted for data collection. Jamshed (2014) stated that a semi-structured interview allows the researcher to gain an in-depth understanding of the information from participants by asking multiple open-ended questions. Semi-structured interviews are used because they provide rich, thorough or detailed qualitative data that may be used to better understand participants' experiences, as well as how they characterize and interpret those experiences (Ahlin, 2019). The interviewer has a certain area that is going to be explored, thus the interview questions were a set list of questions following framework as a guide. The interviewer may also asks participants to clarify, elaborate, rephrase, or asks further follow up

questions to divulge more information. The data from the interview results were expected to answer research questions that focus on knowing what language exposures extroverted and introverted secondary school learners have demonstrated in their English language acquisition.

However, before conducting a semi-structured interview, the researcher will distribute a Myers-Briggs Type Indicator (MBTI) questionnaire first. The questionnaire is created by Neris Analytics Limited which has been developing personal development methods and tools since 2013. The company is registered in Cambridge, UK, and has a LinkedIn profile and a website. Neris Analytics Limited uses the acronym format introduced by Myers, I. B. (1962) for its simplicity and convenience, with an extra letter to accommodate five rather than four scales. However Neris Analytics Limited did not incorporate Jungian concepts such as cognitive or their prioritization as they are difficult to measure and validate scientifically. Therefore, Neris chose to rework and rebalance the dimensions of personality called the "Big Five personality traits", a model that dominates modern psychological and social research.

There are five personality aspects that, when combined, define the personality type of Mind, Energy, Nature, Tactics, and Identity. Each of these aspects should be seen as a two-sided continuum with a "neutral" option placed in the middle. The percentages seen after completing the test are meant to show which categories one fall under, and how strong your preferences are:

- Mind: This aspect shows how we interact with our surroundings,
- Energy: This aspect determines how we see the world and process information,
- Nature: This aspect determines how we make decisions and cope with emotions,
- Tactics: This aspect reflects our approach to work, planning and decision-making,

- Identity: Lastly, this aspect shows how confident we are in our abilities and decisions.

These aspect would determine participants way of thinking and put it to terms. Participants' personality were determined by looking at the following results:

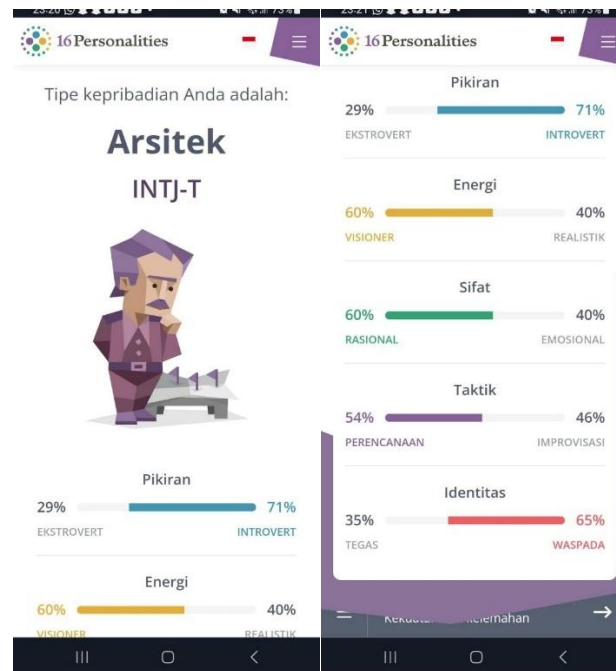


Figure 3.1 Introverted Participant's MBTI

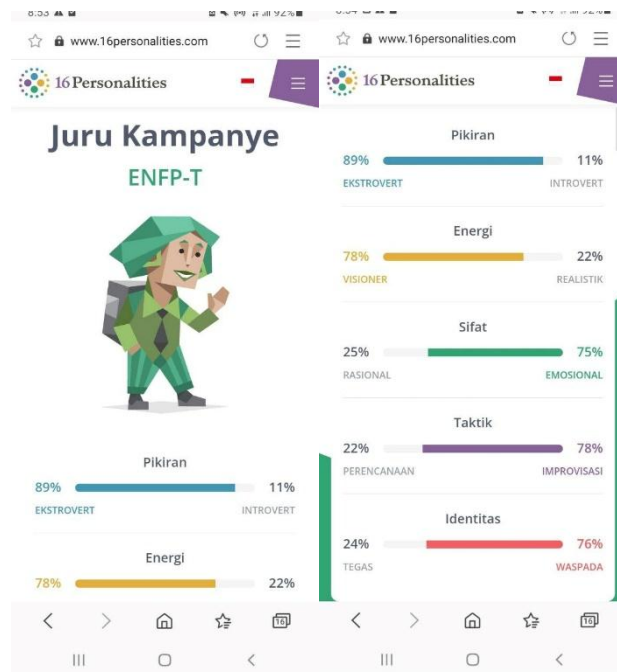


Figure 3.2 Extroverted Participant's MBTI

The results of the MBTI test determine their personality type. However, in this research, the author focused on the first alphabet of the abbreviation. For example, the first alphabet on ENFP personality type means the person who took the test were extroverted. After determining whether the participant is an extrovert or introvert, the researcher will finally conduct a semi-structured interview. The researcher created a list of questions as a guideline. The questions Followed the language exposure mentioned by Benson (2011) in his theory of language learning beyond the classroom, which defined it into input, which is what learners received from the exposure, and output, which is what learners produced from the exposure. There are 3 indicators that would aid in answering the research questions. There are 13 items in total focusing on revealing what language exposure the students demonstrate in their English language acquisition outside school.

### 3.5 Data Analysis

The data were analyzed by using thematic analysis. Thematic analysis is a technique for identifying, analyzing, and reporting recurring patterns (themes) in data. It organizes and describes the data set in (rich) detail in the

simplest way possible (Braun & Clarke, 2006). However, it frequently goes beyond this, interpreting many facets of the research issue (Braun & Clarke, 2006). Thematic analysis is straightforward to apply, making it ideal for novice researchers inexperienced with more complex forms of qualitative research. It enables the researcher's choice of theoretical framework to be flexible. While specific other analysis methods are inextricably linked to particular theories, theme analysis can be employed with any theory chosen by the researcher. Due to its adaptability, thematic analysis enables the data description to be rich, detailed, and complicated. This tool analysis included six steps that assisted the researcher in examining the data as follows:

1) Becoming familiar with the data

In this step, the researcher familiarized the data by reading through the interview transcripts related to what language exposure introverted and extroverted secondary school learners demonstrate in their language acquisition. The data was presented in the form of an interview audio recording and WhatsApp text. The researcher completely transcribed the audio after listening to it. Following transcription, it is also read several times to become familiar with the data.

2) Generating initial codes

The researcher began to arrange the data by assigning signs that correspond to the study's objectives. The researcher employed the coloring method to differentiate each aspect indicated by participants, which generated the initial codes. However, the codes still contain various pieces of information, thus needed to be simplified to find the themes. Furthermore, the researcher relate the data based on the aim of the research and then categorized it using initial codes (e.g language learning input, Receiving English through fun activities, producing English through activity, personality-related learning behavior, and personality-related learning strategy) that were colored (e.g red, yellow, green, purple, and dark yellow to highlight what language exposure do introverted and extroverted secondary school learners demonstrate in

their language acquisition.

**Table 3.1** *Generating initial codes*

<p>C: Kalo aku dari nonton, baca novel, komik, gamee hihii kebetulan juga dri kecil kan ada warnet di rumah waktu aku tinggal di Jakarta, nah aku suka main game jadinya trus waktu kecil pake Indovision jadinya tontonannya kaya Nickelodeon, CN, disney, dll. gitu. Kalo belajar via komik dan novel mah pas udah SMP sih hehe.</p>	<p>Language learning input</p>
<p>C: Kalo waktu kecil asli nggak ada subtitles, ngerti ga ngerti sih waktu itu tapi kadang dari gambar/visual jadi ngerti gitu, soalnya pas di sekolah belajar Inggris jadi kaya ada inget-ingetnya dari film hehe.</p>	<p>Receiving English through fun activities</p>
<p>C: Coba-coba dipake kan aku iseng ada bikin diary gitu dan agak English gitu, nah suka aku pake di situ, aku juga kadang iseng bikin puisi pake Inggris tapi udah lupa nyimpennya dimana gara-gara kemarin hardisk aku sempet kena virus jadi beberapa hilang.</p>	<p>Producing English in a real-world context</p>
<p>C: pokoknya belajar aja harus ada musik dan sambil nyanyi aku tuh biar semangat, aku juga kaget orang rumah nggak ada yang komplek gitu soalnya suka kenceng banget musiknya.</p>	<p>Environment structuring</p>
<p>C: kadang paling nyari info-info belajar bahasa di berbagai sosial media, download film di Facebook juga.</p>	<p>Help-seeking</p>
<p>C: Kalau aku sih misal seminggu ini lagi pengen baca-baca novel, komik, puisi, dll. jadi aku mikirnya yaudah sekalian nambah vocab dan ningkatin grammar, jadi aku perhatiin kata-kata baru atau kalimat-kalimat yang menurut aku menarik. Misalkan suka ada kan tuh yang nge-quote dari buku atau novel kan? Nah aku juga suka kadang ngumpulin itu.</p>	<p>Task strategies</p>

C: Tapi beberapa hari kemudian biasanya aku udah bosen trus pengen nonton aja, dengerin musik jadi yaudah aku mikirnya mungkin lumayan ngelatih listening kan, trus misalkan tiba-tiba besoknya pengen bikin video chat curhat gitu yaudah aku mikirnya sekalian ngelatih speaking sama nyoba kata-kata baru yang aku temuin dari baca-baca dan listening sebelumnya gitu.

Time management

C: Iya aku simpen di draft aja, aku kurang percaya diri kalo upload-upload gitu tuh. Aku juga nggak terlalu suka sosial media sih.

Personality behavior

8 Initial codes represented different aspects shown by participants' interview transcriptions. Here is the list of initial codes and their frequency.

**Table 3.2** *List of initial codes and their frequency*

No	Initial codes	Total
1	Language learning input	22
2	Producing English in a real-world context	15
3	Environment structuring	5
4	Help seeking	5
5	Task strategies	16
6	Time management	3
7	Personality behavior	28
8	Self evaluation	3

### 3) Searching for themes

In this step, the researcher combined the appropriate codes into a potential theme that followed the research questions while eliminating codes that were irrelevant to the themes and research questions.

**Table 3.3** *Searching for themes*

No	Initial codes	Potential themes
1	Language learning input	Subconscious acquisition through media sources
2	Producing English in a real-world context	Producing English into something meaningful
3	Personality behavior	
4	Environment structuring	Self regulated learning



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5	Help seeking
6	Task strategies
7	Time management
8	Self evaluation

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#### 4) Reviewing themes

In this step, the researcher considered the preceding themes, which were completed in the third phase. The researcher reviewed the themes again to see if they were appropriate for the study. If not, the researcher then declined or altered the themes until the most acceptable themes were found.

**Table 3.4 Reviewing themes**

Potential themes	Themes
Subconscious acquisition through media sources	Input/receiving
Producing English into something meaningful	Output/producing
Self regulated learning	Self regulations

#### 5) Defining themes

The researcher defined and refined the essence of each theme and determined what aspect of the data each theme captures. The researcher defined and described each theme's scope and content. Then, at the end of this step, the researcher started to think about the names of each theme. Those theme definitions and labeling were connected to answer the research question that was posed earlier.

#### 6) Producing the report

It is the last phase in thematic analysis. The researcher wrote a report on the research finding. The researcher reported the final analysis to describe the findings of the data, which included an analytical narrative and the researcher's argument in relation to the research

question. Data extracts are also provided as sufficient evidence of the findings.

### 3.6 Research Steps

**Table 3.5 Steps of the research**

Step	Description
1	Identify and describe the research issue
2	Examine current research and locate sources from journals or publications that are relevant to the research topic
3	Choose a topic for the research
4	Continue compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examine the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structured interview with participants
7	Transcribe the interview's outcome
8	Analyze the data using the thematic analysis of Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisors and examiners

### 3.7 Research Schedule

This research was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from January 2023 to August 2023.

**Table 3.6 Time of the research**

Activities	Month												
	Ja n	Fe b	Ma r	Ap r	Ma y	Ju n	Ju l	Au g	Se p	Oc t	No v	De c	Jan 2024
Research Proposal Writing	■												
Research Proposal Examination			■										
Data Collection				■									
Data Analysis						■							
Telaah							■						

*Komprehensi*  
*f*  
Examination  
Final Thesis  
Examination

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