CHAPTER 3
RESEARCH PROCEDURES

3.1 Research Design

This research used a descriptive case study. This design is a method for describing the state and circumstances of a single object. To put it another way, this technique describes the state of existence while also classifying the data. It is advantageous in discovering or explaining a phenomenon that is poorly understood from a big picture perspective (Yin, 2012). This approach becomes an appropriate method for an in-depth examination of certain phenomena which can produce comprehensive analyses. It will be chosen as the design of this study, to explore students' learning style amid English language learning practices.

3.2 Setting and Participants

The research was conducted at a state junior high school in Tasikmalaya, West Java, Indonesia. At this school, English is taught for 3 hours for two meetings a week but some are taught in one meeting. This place was chosen because the researcher first attended a school-based internship program at the school so that there was accessibility to the research location. Second, the phenomenon of challenges in learning English occurs there, in the practice of learning English is that there are students who are enthusiastic while learning, and there are also those who are not excited, as if they are afraid and ignored.

In this study, the participants were six students at a junior high school in Tasikmalaya. There will be couples who have high, medium and low levels of activity in the learning process in English learning practice. They are students from grade one. These participants were chosen from the results of the midterms and conversations that have been carried out about their learning styles. Their ages range from 11 to 12 years. In general they communicate in the local language (ie Sundanese), and the national language (ie Indonesian). This study previously selected 6 participants for this study, but the unwillingness of participants to be interviewed by

the researcher, the researcher disqualified the participant for his right not to participate in this study. Therefore the participants of this study are five people.

3.3 Data Collection

In collecting the data, this research collected the data through a semi-structured interview method. Semi-structured interviews are open-ended, flexible questions are frequently included in semi-structured interviews. Although it makes it simple to compare responses, asking predetermined questions in a predetermined order can be constricting. Less structure allows for comparisons between respondents while still allowing you to spot patterns. (George, 2022) Furthermore, the interview guide was designed with several topic numbers to ask questions. The topic is related to student learning styles in English learning practices seen through the perspective of VARK in junior high school students. In fact, "interviews are a tool for professional development in which language teachers are involved in research that examines classroom realities taken from teacher stories" (Widodo, 2014, p.102). In addition, a semi-structured interview (based on a plan or interview guidelines), can cover the key topic of students' learning styles amid English language learning practices and explore the students' perception in detail in depth information.

Steps of conducting the semi-structured interview (Adams, 2015) are:

1. Choosing respondents and scheduling interviews

This phase focuses on the issues that must be addressed during the study's execution. The interview will be conducted with six people. In addition, the researcher contacted them to request and schedule an interview time.

2. Creating interview questions and an interview guide

The researcher adopted the interview protocol framework from Castillo-Montoya (2016) that consists of four phases:

1) Assuring that interview questions correspond to research questions

2) Constructing an inquiry-based conversation

3) Obtaining feedback on interview procedures

4) Piloting the interviewing procedure

3. Initiate the interview

The first step in this section is to request permission to record this interview. The researcher will use Voice Note/Video to record the conversations that take place in this method. The interviewer will then ask the participant to speak freely. Furthermore, the length of the interview should be considered by the interviewer. Following that, it begins with a question from the question list.

4. Interview technique refinement

The interview was recorded using a Voice Note/Video, and each interview lasted between 30 and 60 minutes. The researcher also considers the availability of the participants when determining the time and location of the interview, which means that the interview can be conducted on the same day or different days.

5. Semi-structured interview analysis and reporting

The researcher revisits the collected data for accuracy from the recording in this section. In addition, the data was transcribed and translated.

3.4 Data Analysis

In the process of analysis, the data were analyzed used thematic analysis. Thematic analysis is one way to analyze data with the aim of identifying patterns or finding themes through the data that has been collected by researchers (Braun&Clarke, 2006). It is qualitative data analysis is a source of well-grounded, rich descriptions and explanations of processes in an identifiable local context. The researcher believes this analysis offers flexibility in interpreting the data. It may allow

the researcher to gain huge data sets more easily by arranging them into the specific discussion. Using thematic analysis can make active choices about the particular form of analysis they are engaged in (Braun & Clarke,2006, p.5). They noted the steps to conduct a thematic analysis are:

1. **Familiarizing With the Data**

   The researcher transcribed the data from the interview, and then read and re-read the data transcript related to the topic of this research about the challenges and the solutions for the students' learning styles in English language learning practices among junior high school students.

2. **Generating Initial Codes**

   The researcher categorized the data by using the initial codes that were colored to highlight the challenges faced and the solutions.

Transcriptions	Codes
P2: *Lebih ke belajar melalui video atau animasi sih Bu, karena dari animasi itu ada tambahan-tambahannya yang bikin unik dan juga materinya masuk*	English language learning interest through videos
P4: *Susah untuk dimengerti sih Bu pertama, lalu membosankan, tidak membuat menarik juga jika hanya melalui audio dan mengertinya juga lama karena tidak ada gambaran atau ilustrasi juga. Dan tetep kurang bisa paham jika hanya mendengarkan saja tanpa gambar, tidak bisa fokus juga.*	Lack of understanding of English teaching materials through listening activities
P4: *Cepat paham juga jika melalui video, bukan hanya membuat mood naik dan menarik saja tapi membuat saya cepat paham. Dan saya senang belajar menggunakan video.*	Enhanced comprehension of English language teaching materials through videos

P3: Suka Bu melakukan peregangan gitu, karena ketika setelah melakukan peregangan saya lebih nyaman juga belajarnya.	Focus maintenance through Physichal streching
P5: Pernah Bu belajar melalui audio saja dan nyaman juga saya mendengarkannya, saya pernah melakukan perekaman pembelajaran di dalam kelas. Paham bu jika guru hanya menerangkan saja didepan kelas.	Improved English listening comprehension through teacher's lectures
P2: Suka sekali Bu, suka belajar dengan melakukan sesuatu gitu seperti melakukan procedure text, merasa tertantang apalagi kalo pake bahasa Inggris Bu.	English laguage learning engagement through classroom-based demonstration
P4: Suka banget Bu. Karena saya juga senang belajar dengan menghighlight buku seperti itu, lebih paham banget juga, naikin mood, dibikin mengerti nya pun cepat.	Highlighting lesson text improves memory focus
P1: *Suka Bu kalo belajar sambil liat gambar karena lebih menarik, dan kalo sambil liat gambar ga bosen Bu belajarnya. Dan kalo saya lebih cepat paham juga kalo sambil lihat gambar nya. Saya juga senang.*	Enhanced comprehension of English language teaching materials through pictures
P3: Suka, tetapi lebih suka membaca. Karena ada teks nya aja gitu jadi ngerti. Lebih mudah hapal dan membuat fokus juga.	Reading activities when learning improve focus and memory

3. Searching for Themes

The researcher grouped the codes into possibly in the same themes from the data that has been categorized and highlighted earlier in the second step.

Table 3.2 Searching for themes

English language learning interest through videos	3
Highlighting lesson text improves memory focus	7

Enhanced comprehension of English language teaching materials through videos	8
Focus maintenance through Physichal streching	5
Improved English listening comprehension through teacher's lectures	6
Lack of understanding of English teaching materials through listening activities	9
English laguage learning engagement through classroom-based demonstration	9
Enhanced comprehension of English language teaching materials through pictures	5
Reading activities when learning improve focus and memory	5

4. Reviewing Themes

The researcher re-examines the themes that have been identified to ensure the placement of the code has been grouped into the appropriate theme.

5. Defining and Naming Themes

The researcher determined and gave the name of the theme based on the data that has been obtained, namely about the learning styles.

Table 3.3 Defining and naming Theme

Sub Themes	Themes
1. Motionless Images-Based Learning Style 2. Videos-Mediated Learning Style	**Visual English language learning style**
	Auditory English language learning style

Reading/Writing English language learning style
Kinesthetic English language learning style

3. Producing the Report

The researcher reported the result of this research that is about challenges encountered.

3.5 Steps of the Research

Table 3.4. Steps of the Research

Steps	Description
1	Identify and define the research problem in one of the junior high schools in Tasikmalaya, West Java, Indonesia.
2	Review the existing research and find the sources related to the research problem from journals or articles.
3	Determine the topic to be researched.
4	Start to compile the thesis, including the background of the study, literature review, and research procedures.
5	Conduct the thesis guidance with the supervisor.
6	Examine the thesis in front of the supervisor and examiner.
7	Collect the data using semi-structured interviews with the participants.
8	Transcribing the result of the interview.
9	Analyzing the data using the thematic analysis of Braun and Clarke (2006).
10	Complete the thesis.
11	Thesis examination.

3.6 Time and Place of the Research

This research would be conducted in one of the junior high schools in Tasikmalaya, Indonesia. When researchers will conduct research starting from April 2023.

No	Activities	Feb	Mar	Apr	May	June	July	August	Sept	Oct
		2023								
1.	Research Proposal Writing	■	■	■	■	■				
2.	Research Proposal Examination						■			
3.	Data Collection						■	■		
4.	Data Analysis						■	■	■	
5.	Comprehensive examination									■
6.	Final Thesis Examination									■