

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1. Method of the Research**

The method that was used in this study is a case study because it allows the researcher to describe the complexity of actual events Stake (1995) Along with that, the research design is descriptive case study. The descriptive case focuses on enlightening a phenomenon in the context of its content in real life Yin (2003). It concludes that descriptive case study is a suitable design that can give a depth investigation in one or more phenomena. The phenomena can be a person, event, process while the phenomena are specific. This research is a descriptive case study of college students in Indonesia, with the goal of describing the learning strategies of low self-esteem students used in learning speaking. This led to a decision why the descriptive case study will be used in this research.

#### **3.2. Focus of the Research**

The focus of this research is about the learning strategies of low self-esteem students in learning speaking Few of this literature is already conducted with the same issues, but the researcher is interested to explore more about the low self-esteem students' strategies in learning speaking. The result of this research was taken from students who already enrolled in a speaking class at University in Tasikmalaya.

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

The research was conducted in a university at Tasikmalaya. It aims to know about learning strategies of low self-esteem in learning speaking.

The participants involved in this study are three students with the highest score in preliminary questionnaire from a university in Tasikmalaya with range of age are 20-22, 3 females. The criteria of the participants are: 1) The students already enrolled in speaking class, 2) They had a low score in pre-

liminary questionnaire (Rosenberg, 1965) about a scale of high and low self-esteem. The RSES itself talk about a general human self-esteem; in this questionnaire the researcher modifies the questionnaires into a specific topic about self-esteem in language learning with the purpose to get a direct result. The result of these participants would be useful to gain the awareness of the using learning strategies in learning speaking for low self-esteem students.

### **3.4. Technique of Collecting the Data**

To obtain the data, the researcher conducted the interview with the participants of college students in Tasikmalaya. According to (Barrett & Twycross, 2018) interview is the best method that give a direct and a rich result in a direct way. The interview adapted from Richards & Rodgers (2010) who talks about students' speaking skills. The type of interview that is used in this research is semi-structured interview. A semi-structured interview gave researchers a chance to dig more about the information from the participants with open-ended questions (Jamshed, 2014). This kind of the questions is a flexible question in order to gain more understanding and information about the strategies in learning speaking of students with low self-esteem. The interview conducted by using Indonesian Language (L1) to avoid any misunderstanding between interviewer and participants. The interviews conducted with offline meeting or face to face and recorded by using audio recorder features in a smartphone to obtain the data and transcribed for the analysis.

### **3.5. Technique of Analysing the Data**

Thematic analysis is used by the researcher to examine the interview transcription. According to (Braun & Clarke, 2015) here are the steps in utilizing theme analysis for qualitative data:

- 1) Gaining familiarity with the data

The researcher read the interview transcript in this step to become familiar with the data and to make initial notes.

- 2) Generating Initial Codes

Once the researcher is familiar with the data, the researcher must start looking for the preliminary codes, or the aspects of the data that seem intriguing and significant. In order to indicate each participant's conversation context, the codes will be identified using various colours.

***Tabel 1. 1 Generating Initial Codes***

| <b>Transcriptions</b>  | <b>Initial Codes</b> |
|--|----------------------|
| <p><i>Terus selain itu juga, aku kaya ngebiasain nulis sentences random tp pake tenses gitu,</i></p>   | <p>Note taking</p>   |
| <p><i>paling banyak banyak practice aja sih teh kuncinya mah. Karna kalo misalkan kita euuu... cari pronunciationnya terus kita udah tau tapi jarang di practice, lupa gituloh teh, sama aja. Jadi harus bener-bener practice,</i></p> | <p>Practicing</p>    |
| <p><i>saya membaca euu.... membaca kilas balik yaa gituu ... kilas balik dari euu... matkul matkul sebelumnya gitu. Jadi saya membaca-baca lagi grammarnya seperti apa</i></p>   | <p>Reviewing</p>     |

|   |                       |
|---|-----------------------|
| <i>gitu, untuk mengetahui grammar tersebut.</i>   |                       |
| <i>mengucapkan kembali apa yang si penyanyi tersebut ucap pronounciationnya</i>                             | Listen and repeat     |
| <i>Kalo saya, meningkatkan vocabulary, pertama pake nonton sih teh. Nonton film yang berbahasa Inggris.</i> | Watching videos       |
| <i>Selain itu sih lebih ke diri sendiri ya teh, mempersiapkan diri confidence kita,</i>                     | Positive minds        |
| <i>Untuk comprehension sih lebih banyak banyak euu... apasi namanya belajar vocabnya.</i>                   | Vocabulary enrichment |
| <i>Mendengarkan lagu mungkin yaa, lagu barat gitu, itu kan bisa menambah pronun say gitu dengan euu...</i>  | Listening to songs    |

|   |                          |
|---|--------------------------|
| <i>dan membaca buku novel terbitan luar, sering kana palagi buku banyak sekali vocabulary yang saya tidak tahu apa artinya, sering saya tulis</i> | Reading English book     |
| <i>Atau ngga mungkin saya ada belajar juga di duolingu app, itu saya ada practice grammar disitu juga.</i>  | Using mobile application |
| <i>Mungkin euuu...<br/>mendengarkan secara seksama itu bisa, melatih pronunciation kita</i>   | Listening carefully      |
| <i>Seringnya sih nanya ke temen yang emang lebih bisa, gimana pelafalannya gitu.</i>  | Asking help from friends |

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

***Tabel 1. 2 List of Initial Codes and their frequency***

| No | Initial Codes | Total |
|----|---------------|-------|
|----|---------------|-------|

|    |                          |   |
|----|--------------------------|---|
| 1  | Note-taking              | 4 |
| 2  | Practicing               | 4 |
| 3  | Reviewing                | 6 |
| 4  | Listen and repeat        | 3 |
| 5  | Watching videos          | 6 |
| 6  | Positive minds           | 2 |
| 7  | Vocabulary enrichment    | 1 |
| 8  | Listening to songs       | 2 |
| 9  | Reading English book     | 2 |
| 10 | Using mobile application | 5 |
| 11 | Listening carefully      | 2 |
| 12 | Asking help from friends | 4 |

### 3) Find a Themes

In this step, the codes are arranged into potential themes that are pertinent to the information about the relationships among the codes, subthemes, and themes.

*Tabel 1. 3 Searching for themes*

| No | Codes  | Potential themes         |
|----|--|--------------------------|
| 1. | Practicing<br>Vocabulary enrichment<br>Listen and repeat<br>Positive minds | Practicing<br>Frequently |

|    |  |                       |
|----|--|-----------------------|
| 2. | Reviewing  | Reviewing             |
| 3. | Taking note  | Note-taking           |
| 4. | Reading English book<br>Using mobile application<br>Listening to songs<br>Asking help from friends<br>Watching videos<br>Listening carefully | Using various sources |

#### 4) Reviewing the Themes

The researcher determines the themes in this step and decide whether to use these codes or not. The researcher next goes over the subsequent topics that have been identified before deciding whether to integrate, improve, separate, or eliminate the first themes by creating a thematic analysis "map" to help researchers more easily understand the findings. The researcher can reject or modify a theme until they find the most suitable theme if it turns out that the theme does not fit the situation.

*Table 1. 4 Reviewing the Themes*

| Potential Themes      | Themes                               |
|-----------------------|--------------------------------------|
| Practicing frequently | Employing various language practices |
| Reviewing             | Reviewing materials                  |
| Note taking           | Note-taking                          |

Using various sources

Resourcing

#### 5) Defining and Naming the Themes

This step researcher defined the themes as the answer to the research question. The themes are (1) Employing various language practices, (2) Reviewing materials, (3) Note-taking, (4) Resourcing.

#### 6) Writing the Report

The researcher will now prepare a report on the research's findings as the final step of the results of the study.

### **3.6. Steps of the Research:**

According to (Blaxter et al., 2010) there are several steps to conduct the research:

- a) Choosing a topic
- b) Find the suit method for your research.
- c) Coping with the research literature.
- d) Mapping and plotting your project.
- e) Sampling and selection data.
- f) Collecting the data.
- g) Preparing to analyse the data.
- h) Analysing your data.
- i) Writing up.
- j) Finishing off.

### **3.7. Time and Place of the research**

The research was conducted in September and took place in university in Tasikmalaya. The interview was conducted through face-to-face meeting.



