

CHAPTER 3

RESEARCH PROCEDURES

This chapter outlines the research methodology applied to investigate the strategies employed by EFL students during extensive listening activities outside the classroom, along with an exploration of the underlying reasons behind their strategy selection. This chapter displays an overview of the method of the research, the focus of the research, the setting and participants, the technique of collecting the data, the technique of analyzing the data, the steps of the research, and the time and place of the research.

3.1 Method of the Research

The researcher utilizes a descriptive case study as the research design in this study. A case study involves an empirical investigation of a contemporary phenomenon in its natural environment using multiple evidence sources (Yin, 2003). A descriptive case study sets to thoroughly investigate various phenomena to create an in-depth analysis (Gustafsson, 2017). Thus, since the researcher is attempting to conduct an in-depth analysis of listening strategies used by students during extensive listening activities outside the classroom, as well as their reasons for using those strategies, a descriptive case study is the most appropriate method.

3.2 Focus of the Research

This research focuses on describing the listening strategies used by English Education Department students in a university in Tasikmalaya, West Java, Indonesia, during extensive listening activities outside the classroom through the chosen listening materials that they found enjoyable and understandable as well as their reasons for using those strategies. This highlights how students acquire responsibility and self-awareness when engaging in extensive listening activities outside of the classroom. This description was based on the findings of the semi-structured interview with students of the English Education Department who applied several listening

strategies while engaging in extensive listening activities outside of the classroom.

3.3 Setting and Participants

The present study investigated the listening strategies employed by students outside of the classroom during extensive listening activities, as well as the underlying reasons behind their utilization. This research was conducted at a university in Tasikmalaya, West Java, Indonesia, and focused on the English Education Department students. This place was selected because the researcher was curious about the strategies employed by students when engaging in extensive listening outside of the classroom, also the reasons for using those strategies, as this was one of the most important ways for them to improve their listening comprehension skills to pass all of their listening classes.

Three female participants, aged between 21 and 22, were selected to investigate the use of extensive listening strategies among students. These participants were chosen based on their active engagement in extensive listening activities conducted outside of the classroom, which they regularly engage in daily as a means of unconscious learning. They also had relatively the same reasons for using some strategies during their engagement and agreed to participate in this research. The number of participants was aimed to achieve a deeper and broader exploration of relevant topics. Thus, the participants selected for this study were deemed capable of providing sufficient information to address the research questions due to their significant engagement in listening activities and their use of listening strategies. Over one week, the participants engaged in daily listening activities of varying durations, ranging from 5 to 80 minutes.

Regarding ethical considerations, the selection of participants depended on their voluntary agreement to partake in the study. At the beginning of the study, the participants were provided with a comprehensive overview of the research aims and methodology. Additionally, every participant was required to complete and sign a consent form, which the researcher supplied as physical evidence of their voluntary participation in the research project. To address

privacy issues, it has been decided that participant names would be substituted with pseudonyms, specifically Participant 1 (P1), Participant 2 (P2), and Participant 3 (P3).

Table 3.1 Participants Demographic Information

Participant	Age	Language spoken	Education	Learning experiences
P1	22 years old	Indonesian/ Sundanese/ English	Bachelor of English Education (ongoing)	Three years in the English Education Department
P2	21 years old	Indonesian/ Sundanese/ English	Bachelor of English Education (ongoing)	Three years in the English Education Department
P3	22 years old	Indonesian/ Sundanese/ English	Bachelor of English Education (ongoing)	Three years in the English Education Department

3.4 Technique of Collecting the Data

The researcher employed the semi-structured interview as the instrument to collect zoom-recorded data. The semi-structured interview is one in which the topic of interest is selected, and questions are created; still, the interviewer may adjust the format or questions throughout the interview process (Ary et al., 2010). Also, interviewees can express their experiences and views on this research topic without constraints. In this study, the researcher served as the interviewer and asked the participants several questions to learn more about their extensive listening strategies outside the classroom and their reasons for using them. The researcher followed five stages (Adams, 2015) to conduct semi-structured interviews (SSIs) for this study:

1. Selecting respondents and arranging interviews

Selecting respondents from the target group is the first step in an SSI study. The interview was directed toward three participants from the English Education Department at a university in Tasikmalaya, West Java, Indonesia. In addition, the researcher reached out to them to request and schedule the interview.

2. Drafting questions and the interview guide

The researcher created interview guidelines, questions, and a consent form at this step. The researcher adapted Castillo-Montoya's (2016) four-phase Interview Protocol Refinement (IPR) that includes: (1) ensuring interview questions align with research questions, (2) constructing an inquiry-based conversation, (3) receiving feedback on interview protocols, and (4) piloting the interview protocol. This framework is believed to be one of the best ways to develop structured or semi-structured interviews and to enable the researcher to create non-structured interviews for a specific topic or set of questions to facilitate the conversation (Castillo-Montoya, 2016). In addition, the interview indicators and consent forms were sent online in advance. They covered various topics related to students' extensive listening activities and strategies used during extensive listening activities outside the classroom and their reasons for using them.

Furthermore, in conducting the semi-structured interviews, the interview questions followed the interview guidelines adapted from Vandergrift's (1997) study on listening strategies. The participants were presented with a range of questions that aligned with the primary focus of the research concept that involved the students' use of listening strategies during extensive listening activities conducted outside the classroom. These strategies included metacognitive, cognitive, and socio-affective strategies, along with an explanation of the rationale behind the application of listening strategies. Before that, participants were also presented with particular questions to collect information regarding their extensive listening knowledge and experiences with extensive listening activities. However,

the questions were flexible, as the primary objective was to get further insights and comprehend the listening strategies adopted by students during extensive listening activities beyond the classroom walls.

3. Starting the interview

At this point, interviews are conducted. The interviews were conducted using Indonesian as the primary language so that participants would feel comfortable expressing their opinions and experiences through individual Zoom meetings that lasted approximately 30–50 minutes and occurred over different times. In addition, the interview was recorded with the participants' permission so that it could be transcribed and translated into English later. Additionally, the researcher utilized WhatsApp to enhance communication regarding this study's topic.

4. Polishing interview techniques

Interviewers must know the questions, purposes, and the research's importance. Question tone is crucial; thus, interviewers should be friendly, neutral, professional, and relaxed.

5. Analyzing and reporting SSIs

In this final step, the researcher again checked the data gathered from the recording for correctness. After that, the researcher transcribed and translated the data and then performed a thematic analysis.

3.5 Technique of Analyzing the Data

The researcher used thematic analysis to analyze the data collection. Thematic analysis, as described by Braun and Clarke (2006), is a type of qualitative analysis that seeks to identify the central ideas (themes) in the textual data being studied. Using thematic analysis, the researcher identified, analyzed, and reported on data patterns (themes). This method is chosen because it can focus on examining the themes of the listening strategies and the reasons for selecting those strategies during extensive listening activities outside of the classroom, which emerge from the semi-structured interview data, and it can be broken down into multiple themes to report the findings. In practice, the

researcher followed the steps proposed by Braun and Clarke (2006) to conduct a thematic analysis:

1. Familiarizing the data

At this initial step, the researcher became familiar with every aspect of the data transcript. To familiarize with the data, the researcher repeatedly listened to and read the transcripts and wrote down key points from interviews with the participants regarding the students' listening strategies during the extensive listening activities and their reasons for employing these strategies.

2. Generating initial codes (Coding)

The researcher started a systematic and comprehensive data organization. Coding is aimed to reduce massive amounts of data into small units of meaning. The researcher related the data based on the research objectives and then classified them using pre-colored codes to highlight the students' listening strategies while engaging in extensive listening activities outside the classroom and their reasons for implementing those strategies.

Table 3.2 Generating initial codes

Extracts	Initial codes
<i>"Karena kadang nih kalau misal kita lagi nonton, terus kita lihat mereka itu lagi beradu argument kayak kita bisa lihat dari body language-nya gitu..."</i>	Guessing through body language
<i>"Ada ya, kalau misalkan di tengah-tengah aku fokusnya ke satu kata asing yang dicari, sedangkan—apa ya—aku masih ngedengerin itu malah jadi kekecoh gitu. Jadi, aku coba terjemahin dulu di kamus."</i>	Accessing dictionaries
<i>"Sebelum mulai, aku suka persiapin beberapa aplikasi di HP aku, kayak Live Transcribe, Urban Dictionary, dan lain-lain, biar nanti</i>	Preparing tools

pas di tengah-tengah kegiatan aku butuhin, bisa langsung aku buka.”

“Karena, ya, itu pasti kalau udah nemu kata-kata baru itu kayak, ‘Oh iya, aku pernah denger ini dari sini. Oh, berarti maksudnya tuh kayak gini,’ kayak gitu sih. Apalagi ‘kan kalau di Inggris—eh, banyak deh di Indo juga—satu kata tuh kan bisa meaning-nya itu banyak, ya, kayak metaphor gitu.”

“Iya, lebih memudahkan. ...kalau ada visualnya itu ada bahasa tubuh, gitu, jadi kadang kita itu ngerti maksudnya itu apa, dari itu visual.”

The findings from the semi-structured interviews indicated that the initial codes identified earlier cover several aspects of the listening strategies employed by the students during extensive listening activities outside the classroom, as well as their reasons for selecting these strategies. The table presented below exhibits the first codes alongside the associated frequencies.

Table 3.3 Calculating initial codes

No.	Initial codes	Total
1.	Recalling information	4
2.	Guessing through voice tone	4
3.	Writing down unknown words and phrases	9
4.	Maintaining the received information	2
5.	Calming mind	2
6.	Consulting Google Search	5
7.	Guessing through body language	2
8.	Completing incomplete information	3
9.	Retaining background knowledge	3
10.	Looking for words' meaning and definition	2

11.	Checking the limitations	3
12.	Preparing tools	3
13.	Simplify the listening process	1
14.	Learn new terms and phrases	4
15.	Accessing dictionaries	4
16.	Creating sentences	1
17.	Looking for variations of words	1
18.	Reducing pressure by stopping the activity	3
19.	Short-term memory loss	3
20.	Self-reflection (self-monitoring)	2
21.	Preparing resources	1
22.	Guessing through facial expression	1
23.	Guessing through hand gestures	2
24.	Reducing pressure by listening to relaxing things	1

3. Searching for themes

Afterward, the researcher continued to examine the codes that had been classified and highlighted during the previous step, later merging them with other relevant data that shared a similar theme. After this procedure, the codes have been allocated to general themes that display a clear and direct connection to the subject matter related to the research topic.

Table 3.4 Searching for themes

Initial codes	Sub-theme
Writing down unknown words and phrases	Note-taking
Learn new terms and phrases	Vocabulary augmentation
Short-term memory loss	Short-term memory management
Guessing through voice tone	Inferencing
Guessing through facial expression	
Guessing through body language	
Guessing through hand gestures	
Completing incomplete information	Drawing conclusion

Consulting google search	Resourcing
Accessing dictionaries	
Looking for words' meaning and definition	Knowledge gaps completion
Looking for variations of words	
Retaining background knowledge	Elaboration
Maintaining the received information	Comprehension and retention
Recalling information	
Preparing tools	Planning
Preparing resources	
Simplify the listening process	Learning efficiency achievement
Self-reflection (self-monitoring)	Evaluation
Creating sentences	
Checking the limitations	Learning outcomes verification
Reducing pressure by stopping the activity	Lowering anxiety
Reducing pressure by listening to relaxing things	
Calming mind	Attain relaxation

4. Reviewing themes

During this step, the researcher reviewed, modified, and expanded on the themes identified in the previous step regarding students' listening strategies when participating in extensive listening activities and their reasons for doing so to determine which ones are most suitable for research and to ensure that all information has been categorized into a relevant theme.

5. Defining and naming themes

At this point, the researcher identified and defined each sub-theme following the data gathered, which consists of the listening strategies employed by students during extensive listening activities outside the classroom and their reasons for using those strategies. Next, the researcher

grouped these sub-themes into major themes discussed in the report writing section.

Table 3.5 Defining and naming themes

Sub-theme	Themes
1. Note-taking	The students' listening strategies used during extensive listening activities
2. Inferencing	
3. Resourcing	
4. Elaboration	
5. Planning	
6. Evaluation	
7. Lowering anxiety	
1. Vocabulary augmentation	The rationale for the use of strategies during extensive listening activities
2. Short-term memory management	
3. Drawing conclusion	
4. Knowledge gaps completion	
5. Comprehension and retention	
6. Learning efficiency achievement	
7. Learning outcomes verification	
8. Attain relaxation	
6. Writing the report	

In this final step, the researcher presented the study's results on the students' listening strategies during extensive listening activities as well as their reasons for using them.

Validity is an essential component of adequate research. In this study, the researcher employed triangulation derived from a zoom-recorded semi-structured interview with the participants to strengthen the validity of the data.

3.6 Steps of the Research

In the following, the researcher conducted the following research steps proposed by Andriani et al. (2020):

1. Identifying the problem

Identify phenomena associated with extensive listening strategies outside the classroom through the experiences of English Education Department students at a university in Tasikmalaya, West Java, Indonesia.

2. Reviewing literature

The researcher examined literature from similar studies, such as books and research articles, concerning extensive listening and listening strategies to support this study.

3. Stating objectives and research questions

The purpose of this study was to investigate the strategies employed by EFL students during extensive listening activities, as well as their reasons for using those strategies.

4. Collecting the data

The researcher used a semi-structured interview method to collect the zoom-recorded data on the extensive listening activity strategies of the participants, as the interviewer will be able to modify the format of questions throughout the interview.

5. Analyzing the data

In analyzing the data, the researcher used thematic analysis, a set of broad categories or themes that describe the most significant aspects of the data (Howitt, 2016).

6. Writing the report

After completing the above procedures, the examined data were interpreted before being given as the result of the study.

3.7 Time and Place of the Research

Given that all research participants were students of the English Education Department at a university in Tasikmalaya, this study was conducted at a university in Tasikmalaya, West Java, Indonesia. In addition, the following table shows the time required to conduct research.

