

CHAPTER III

RESEARCH PROCEDURES

This chapter presents the research methodology used in conducting the study. It includes an explanation of the research method, the research focus, the setting and participants, the data collection and analysis techniques, the research steps, and the time and place of the research.

3.1 Research Design

The method used in the research is the case study research method. According to Yin (2018), a case study is “an empirical method that investigates a contemporary phenomenon (the “case”) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be evident.” The researcher chooses a descriptive case study as the research method because the writer could describe all phenomena based on the facts in the field, according to Fraenkel et al. (2012: 15) cited from (Ardayati & Ramasari, 2021). In other words, descriptive research is a method that aims to describe actual events objectively. Its purpose is to collect data based on the facts and situations of the population without any manipulation. Descriptive studies describe a given state of affairs as thoroughly and carefully as possible. It investigates and explains in detail extraordinary students of language learning strategies in the Extensive Listening (EL) course.

3.2 Focus of the Study

This research focuses on the student’s language learning strategies while taking an Extensive Listening course. The researcher will use semi-structured interview methods to collect the data in this research. Therefore, the research participants will be students in the second semester who will enroll in an extensive listening class at one of the universities in Tasikmalaya, West Java, Indonesia.

3.3 Setting and Participant

The setting of this study was an extensive listening class at a university in Tasikmalaya, West Java, Indonesia. As this phenomenon was found in this course, it supports accessibility, and participants were willing to participate in this study voluntarily. Therefore, the setting of this study was one class at a university in Tasikmalaya. This study involves only one extraordinary student who has completed the EL course. This student has successfully utilized technology for her learning. Students often use audio recordings, such as dialogues, lectures, interviews, or other learning materials, to improve their understanding of intonation, accent, and vocabulary. It is important to note that these recordings should be listened to objectively and without bias to avoid subjective judgment. Podcasts are audio formats that cover a wide range of topics, including language learning. Students can choose podcasts based on their proficiency level and practice their listening skills by listening regularly. In addition, students can see the words spoken while listening, which helps them understand context and pronunciation.

This study involved one female student who had completed the Extensive Listening course aged 18-23 years. The extraordinary students in this study have a GPA of 3.5 - 4.0 and a TELP score above 500. good behavior, and a role in the learning process that allows a deeper exploration and understanding of the topic that the researcher wants to investigate as a goal. Therefore, accessibility, willingness to participate, suitability of the participant's experience, and suitability of the required investigative data were the selected participants.

3.4 Data Collection

The researcher used interviews to get the data in this research. The interview chosen was semi-structured. Ritchie et al. (2013) stated that the semi-structured interview would allow the researcher to investigate and understand people's thoughts and responses dealing with specific phenomena. Meanwhile, Fraenkel & Wallen (2009:395) cited from (Ardayati & Ramasari, 2021) state that an interview is a technique of collecting data by giving a set

of questions that are administered verbally by the researcher and also answered verbally by the respondent.

The researcher used interviews to gain detailed information about the student's language learning strategies in the extensive listening course. The first step in this section is to request permission to record this interview. The researcher used Zoom/Google Meetings to record the conversations. 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. The interview was recorded using a Zoom/Google meeting, and each interview lasted between 30 and 60 minutes. Due to the obvious geographical distance between the researcher and the participants, 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. The researcher will revisit the collected data for accuracy. In addition, the data were transcribed and translated into English.

3.5 Data Analysis

Thematic analysis was used to analyze the data. As Braun and Clarke (2013) described, this method involves identifying, analyzing, and reporting patterns or themes within the data. A theme represents a significant aspect of the data related to the research question and reflects a patterned response or meaning within the dataset. Thematic analysis is a qualitative research method that enables researchers to organize and analyze large amounts of data systematically. It involves identifying themes in transcribed data by carefully reading and re-reading it, searching for meaningful patterns and potential issues.

Braun and Clarke divide the process of thematic analysis into six phases. There are:

3.5.1 Familiarizing with the data

The researcher transcribed the interview results and then read and re-read the data to learn what the participants had said and become familiar with it.

3.5.2 Generating Initial Codes (Coding)

In this phase, the researcher codes the data found and arranges the data which are relevant to each other.

Table 3.1

Data Transcription

Time	Transcription	Codes
00.02	R: Assalamualaikum	
00.03	P: Waalaikumsalam	
00.05	R: Saya Aditya Ramadandi sebelumnya terimakasih banyak sudah bersedia menjadi respondent, disini saya akan memberikan pertanyaan pertanyaan terkait dengan skripsi atau thesis saya. Langsung saja ke pertanyaan pertama ya?	
00.12	P: Oke	
00.30	R: Bagaimana prosedur anda dalam belajar listening di mata kuliah extensive liatening?	
00.40	P: Untuk procedure maksudnya gimana aja belajar di mata kuliah listening, saya sendiri lebih bagaimana menyimpulkan dari isi kontent atau audio yang kita pendengarkan secara general kalua di intensive liastening lebih ke perkata atau perkalimat tapi kalua extensive lebih ke cara belajar memahami audio, memahami isi kontent secara keseluruhan begitu. Saya pernah menggunakan pendekatan top down dan pendekatan bottom up tapi lupa lagi wkwkwk, tapi kalua saya sendiri lebih kememahami kontenya itu karena kalua satu katanya ada yang tidak terdengar dengan jelas atau ada kata - kata yang aku tidak tahu Bahasa indonesianya jadi	Top-down Bottom-up

metodenya adalah memahami secara kontekstualnya aja, oh secara kira-kira ini ngobrolin apa ya gitu! Misalkan, jadi lebih ke nyari supporting sentencenya.

Note. As shown Table 3.1 (sample of Interview Transcription) the researcher highlights the utterances that are interpreted as important data using various colors and gives initial codes. After generating initial codes, the researcher counts the initial codes with the total and presents them in a table, as shown in Table 3.2 below.

Table 3.2
Initial Codes and Its Frequency

Initial Codes	Total	Source
The solution to train yourself before entering class	5	Obtained from participants' interview transcriptions
Top-Down	2	
Tutorial use summary	2	
Bottom-Up	2	
Watch more videos YouTube in English language	1	
Trying to relish learning to listen to the audio	1	
Relish in listening to Podcast activities	1	
Summary	1	
Note - Taking	1	
apply the supporting sentence method	1	

3.5.3 Searching for Themes

In this phase, the researcher construct's themes for the coded data. The researcher grouped the codes which have the same theme.

Table 3.3
Searching for sub-Themes

Initial Codes	Sub Themes
Top-Down	
Bottom-Up	Metacognitive Strategies
Apply the supporting sentence method	
Note-Taking	Cognitive Strategies
Summary	
Trying to relish learning to listen to the audio	Relish students' Learning Strategies
Relish in listening to Podcast activities	

3.5.4 Reviewing Themes

In this step, the researcher reviewed the data for each theme in order to know the appropriateness of the themes. There was code which is elaborated with another code and also there was code which is reduced due to the data emerged.

3.4.5 Defining and Naming Themes

The researcher defined the themes and checked the themes due to the correlation with the data and the interpretation. Those became the findings of this study.

Table 3.4
Defining Themes

Sub-theme	Themes
Metacognitive Strategies	Implementing indirect strategies for students' Language learning strategies
Cognitive Strategies	Implementing direct strategies for students' Language learning strategies

Relish students' Learning Strategies	The Utilizing digital media of listening for students' Learning Strategies (podcast)
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3.5.6 Producing the Report

Finally, the researcher reported what has been gained from this study framed in descriptive study design.

Table 3.5

No	Steps of the Research
1.	Identifying and defining an issue/problem/phenomenon that occurred in the English Education Department, specifically in the process of language learning strategies in the extensive listening course,
2.	Exploring relevant studies, finding the research gap, formulating the research question,
3.	Writing the research proposal, including the background, literature review, and the research procedures,
4.	Examining the research proposal in front of the examiners and supervisors
5.	Revising the proposal and interview guidelines
6.	Starting to collect the data from the chosen participants by conducting an interview
7.	Analyzing the data from the transcripts of the interview
8.	Making a report on the thesis
9.	Examining the thesis

3.6 Schedule of the Research

The research was conducted at the English Education Department of the Faculty of Educational Sciences and Teachers Training at Siliwangi University, which is located at Jl. Siliwangi 24, Kahuripan, Kec. Tawang is located in Tasikmalaya City, Java during the academic year of 2024, the research timeline is as follows:

Table 3.6

No	Activities	Jan – Apr	May	Jun- Sept	Oct	Nov	Des	Jan- Mar	Apr
		2023						2024	
1.	Research Proposal Writing								
2.	Research Proposal Examination								
3.	A research proposal revision								
4.	Data Collection								
5.	Data Analysis								
6.	Report								
7.	Comprehensive Examination								
8.	Final Thesis Examination								