CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides the methodology utilized to conduct the study. The research design, setting and participants, data collection, data analysis, steps of the research, and research timetable are the six components of research procedures that are described.

3.1 Research Design

This research used a descriptive case study. The case study was chosen as a study research design because of its ability to reveal specific phenomena in detail and explain complexity thoroughly, as well as reshape the theory behind the current situation (Creswell, 2013). Descriptive research was chosen because it can provide in-depth and contextual understanding, detailing the strategies used for AOP, which were already familiar and not new discoveries in terms of their strategies. Thus, this approach is believed to be the right method to cover what strategies students apply in carrying out AOP so as to produce clear and detailed research.

3.2 Focus of the Research

This research focuses on describing the learning strategies used in AOP by EFL students who have good AOP abilities, so these strategies can be applied by other students who do not yet have learning strategies in AOP.

3.3 Research Setting and Participant

This research was conducted in the English department at a university in Tasikmalaya, West Java, Indonesia. In the English department, one of the courses that often-used offline AOP was the qualitative research in ELT course, where students carry out AOP in front of the class offline for eight meetings. From the first meeting to the eighth meeting, the focus was on AOP, while meetings 9 to 16 shifted attention towards the final semester project. Students were divided into eight groups consisting of five to six people in which each group made a presentation once in turn at each meeting. Each group had a different topic to present, which was taken from a handbook provided by the lecturer who taught the course. During the presentations, students started by presenting the material and then engaged in a

question-and-answer session to test their understanding and provide insights to the audience. The phenomenon of learning strategies applied during AOP was the focus of this research.

The participants in this research were three seventh semester students from the same class. The main requirement was that they had taken a qualitative research course in ELT which applies AOP offline in class and was based on A grade taken from 2 courses, Public Speaking because AOP related to Public Speaking and Qualitative Research in ELT. The researcher also asked the lecturer recommendation to choose the participants. They have demonstrated extraordinary proficiency in AOP in class such as having excellent pronunciation, fluency, minimal speaking delays, minimal grammatical errors, and good speaking skills compared to other speakers when presenting in class. They have different language learning strategies to apply during AOP. This helped the researcher to obtain relevant and comprehensive data related to effective learning strategies during AOP to achieve the objectives of this research so that the result of this research is expected to give some references for readers. The participants of this research had proven that those learning strategies effectively improved their AOP ability, which resulted in the good score they received from the lecturer after conducting AOP in qualitative research in ELT. The participants were all women in the age range of 20-23 years. They speak Sundanese on a daily basis, Indonesian in formal and informal situations, and English for certain contexts such as presentations in class. More importantly, they were willing to participate as participants in this research.

3.4 Data Collection

Data collection was carried out through semi-structured interviews. Semi-structured interviews were chosen because they allowed the conversation to change substantially (Fylan, 2005). Practical interviews were conducted in Indonesian, then translated and transcribed into English. In addition, the researcher used audio recording with a smartphone during the interview.

The interview questions were modified from Oxford (1990), which categorized direct strategies and indirect strategies. Direct strategies include memory strategies, cognitive strategies, and compensation strategies, while indirect strategies include

metacognitive, affective, and social strategies. Throughout this step, the researcher reviewed the findings and verified that the information recorded during the recording was accurate. Data was processed and transcribed for analysis.

3.5 Data Analysis

The data analysis model used by researchers was the interactive model of Miles et al. (2014) the components of data analysis are as follows:

3.5.1 Data Condensation

Before analyzing the data, the first step to do is condensing to get strong data, which is the process of selecting, focusing, simplifying, abstracting, and transforming data that approaches all parts of interview transcripts. After the researcher conducts interviews and obtains written data in the field, the data is transcribed and then sorted into groups that reflect students' strategies while doing AOP.

Table 3.1 Data Condensation

Original Data	Condensed Data
For strategy, of course, everyone is also looking for data related to what needs to be conveyed, then I understand it, and after that I write it down based on the results, I get with the understanding I get. After that I read it again, afraid something was missing. Read again and practice again and again.	I usually look for data related to the topic to be presented. After understanding, I organize it in writing with the understanding that has been obtained. I did a re-read to ensure completeness and practiced it several times.
Everyone has different strategies, but I prefer to speak directly with native speakers, which really helps me improve my speaking. Because there, too, I can ask directly about my pronunciation, my strengths, where my weaknesses are, and which ones I need to develop.	I prefer to speak directly with native speakers, who help me speak fluently. This provides an opportunity to get direct feedback regarding pronunciation and identify strengths and weaknesses that need improvement.

3.5.1.1 First Cycle Coding

In this section, the researcher assigned initial codes to the data chunks. In the first coding cycle, researchers used memory strategies,

cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies as the basis in this coding cycle.

Table 3.2 List of Initial Codes and Their Frequency

No	Initial codes	Total
1	Drilling technique	5
2	Write learning	3
4	Auditory Learning	3
5	Directed learning	1
6	Audiovisual media	6
7	Using an App for Learning	8
8	problem-solving	3
9	managing the AOP learning process	3
10	preparing time	3
11	exercise frequency	3
12	Analyse mistakes	3
13	Relaxing strategy	3
14	feelings	3
15	reward	3
16	Motivation	2
17	Sharing	3
18	Peer tutoring	2
19	Role model	3

After a list of initial codes and their frequency, the researcher developed a provisional listed code of codes before fieldwork that comes from the conceptual framework.

Table 3.3 Developing Code

Codes	Developing codes
Memory Strategies	Drilling technique Write learning Memorize Auditory learning
Cognitive Strategies	Improve speaking skills App for learning
Compensation Strategies	Challenges in AOP problem-solving
Metacognitive Strategies	managing the AOP learning process Organize time Preparing time

		Exercise frequency
		Analyse mistakes
Affective Strategies		Identifying mood
		feelings
		Reward
		Motivation
		Sharing
Social Strategies		Interact with other
		Talking with native
		Role model

3.5.1.2 Second Cycle Coding

The next step in analysing the process was pattern coding. The researcher grouped the result codes from the first cycle coding into a smaller number of categories or themes.

Table 3.4 Generating Pattern Codes

Codes	Pattern codes
Memory strategies	Direct learning Strategy used
Cognitive strategies	by students for AOP
Compensation strategies	
Metacognitive strategies	Indirect learning Strategy used
Affective strategies	by students for AOP
Social strategies	

3.5.2 Data Displaying

After data reduction, the next step is data display, which involves assembling organized data into an instantly accessible, compact form, so the analyst can observe what is happening and either reach a conclusion or move on to the next step of the shown outcome.

Table 3.5 Display data

Indicator	P1	P2	P3
Memory Strategies	• Usually, I write the material first for the presentation, read it again,	• Of course, I usually look for data related to the topic to be presented. After	• The strategy I use is usually memorizing, then reading repeatedly.

	then try to remember it. Even though it doesn't go to the level of detail, I often re-read it to ensure understanding. • In terms of understanding, I usually make a list of new words from the material to be presented. I write it down in a notebook or on my phone, then listen to the pronunciation of the word in Google Translate. When presenting, I bring the list as a guide so I don't forget, especially when it comes to difficult understandings.	understanding, I organize it in writing with the understanding that has been obtained. I re-examined to confirm the comfort and place several times. • I use the drilling technique for new vocabulary. I read the word over and over again, listened to its pronunciation with Google Voice, and created sentences with it to apply it in everyday conversation.	• Initially, I read the material and then searched Google for how to pronounce difficult words by listening. I followed the reading method and practiced it over and over again.
Cognitive Strategies	• I like talking to myself, and doing monologues in front of the mirror to increase my self-confidence and practice my skills. I also watch English	• I prefer to talk directly to native speakers, who help me speak more fluently. This provides an opportunity to get direct feedback regarding pronunciation	• Often, I watch videos, either showing me how to speak well or speaking with native speakers through Ome TV apps.

	films to familiarize myself with the language. • I use voice recordings on my phone and phonetic web to check how to read words. I recorded my practice, and listened back to it to look for my mistakes in both pronunciation and intonation.	and identify strengths and weaknesses that need improvement. • I use a timer to control the duration of the presentation. Additionally, I listen to how the words are pronounced via Google Translate to ensure proper pronunciation.	• Often, I record my voice to check pronunciation and use it in conjunction with Google Translate to understand the correct way to speak.
Compensatio n Strategies	• I often feel anxious, especially when presenting in front of many people or the material is difficult. Sometimes, anxiety can affect my performance. • I calmed myself, took a breath, looked at the audience again, then repeated it again. • To avoid forgetting, I wrote down key words. carrying notes helps me to remember important	• During AOP, I am easily distracted if there are distractions such as people coming in late or talking too loudly. This can disrupt my focus and affect the presentation. • If I am distracted by things around me, I have to focus again • : I prepare small notes to help me during AOP, especially for difficult material or new vocabulary. I also interact with the audience and ask questions to recall the material presented.	• When I don't understand the material enough, my performance in AOP will decrease, especially when pronouncing difficult words. • To overcome this, you have to understand the material better. • I use body language, such as moving my hands, to remember forgotten words. If it's difficult, I look at the notes I've prepared beforehand.

	material and ensures the presentation goes smoothly.		
Metacognitive Strategies	• I usually start by checking the material to be studied, then carry out additional searches through references, such as journals from Google Scholar, apart from those provided by the lecturer. I focus on looking for complete references, including definitions, examples, and related issues. After that, I note down the important points and create a thorough summary of the material. After reading the entire summary, I recalled the material and practiced repeatedly, including using voice recordings to find out where	• I look for data first, read and understand the material, while highlighting important points. After understanding is achieved, I write the material according to my understanding and the important things that will be conveyed. I did re-reading while listening to the pronunciation from Google and checking the material. I check all aspects until I feel confident, then I practice reading over and over again with a timer. • Since AOP has a limited time limit, the approach I took was to highlight only important information and keep practicing with a timer. This allows me to gauge whether my presentation	• when getting the title of the presentation, I usually divide the task with group members from H-7. I looked for the data first, separated the important information, wrote down the material, then helped with Google Translate in case there was something wrong. After finishing writing, I reread, understand the material, and practice in front of a mirror while recording to evaluate and correct mistakes, such as tempo discrepancies or errors in pronunciation. • I tend to record my presentations using sound as a method of

- the mistakes were.
- I usually adjust the duration of the presentation by prioritizing important material, and highlighting the main points. This is done to avoid unclear explanations and optimize presentation time. After that, I practiced using a timer, ensuring that the presentation did not exceed the specified duration, at least 30 seconds less than the specified time.
- Usually, it takes me about 1 week to prepare the AOP, including looking for materials, dividing tasks with the group, and practicing presentations.
- I practiced the presentation 3-4 times, several times individually and the last time with friends.
- After finishing the

fits within the specified length. If time is still short, I will focus more on conveying the main points so that important messages can be conveyed clearly to the audience.
- The duration of AOP preparation may vary depending on the level of difficulty of the material. If the material is difficult, I need about 7 days to prepare it. However, if the material is familiar enough, 4 days may be enough to prepare the presentation.
- I practice as much as possible, around 20 times, both alone and with friends.
- I ask for feedback from friends or groups to find out what errors occurred. I noted it down and tried to improve.

keeping track of duration. By recording, I can evaluate how far I have reached the desired length, providing a more accurate picture of my presentation's progress.
- To achieve maximum preparation, I usually allocate full time for 3 days.
- Exercise is done 3-5 times, sometimes with group friends.
- If there is a mistake, my group mates or myself notice, I usually note it down to correct it the next time.

	presentation, I evaluated my performance. If there are mistakes, I note them down and try not to repeat the same mistakes.		
Affective Strategies	• Before the presentation, I try to calm myself down, look at the audience, and continue the presentation in a relaxed manner after overcoming my anxiety. • After the presentation was finished, I felt happy and grateful. Especially because it can solve AOP well. • I am grateful to myself and reward myself by pampering myself, such as having a snack or talking with friends. Give yourself appreciation after passing AOP. • I want to get a good grade in	• Focusing on a positive mindset and self-confidence helps reduce anxiety. A bad mindset greatly influences AOP performance. • I feel relieved and happy because I managed to pass the presentation. • I don't give special appreciation I mostly praise myself for trying my best. • Belief in yourself and the desire to give a good presentation to the audience are the main motivations in AOP. • I focus on my work and am less interested in talking further about	• To overcome anxiety, I take a breath, relax, and speak calmly, without rushing. • I feel calm because I managed to complete the presentation well, I feel less burdened and happy. • Be grateful to myself, appreciate my group of friends, and do something I like as a reward for my efforts and performance. • Through a lot of practice and preparation, I hope to get satisfactory results in AOP, both in terms of presentation and response from the audience. • Rarely talks about AOP,

	AOP, with a good presentation and clearly conveyed understanding will of course produce a good grade. The success of the presentation is the main motivation. • I rarely tell stories, preferring to share information with fellow group members.	my presentation.	prefers to share experiences with group members.
Social Strategies	• I tend to focus on self-learning and rarely practice with friends or relatives. Often, I just practice with a group of friends to cross-check each other and provide feedback. • I rarely use the learning method of talking to native speakers. Instead, I prefer to do self-learning	• Despite having no relatives, I have the good fortune of having native English-speaking friends. This interaction with a friend is very helpful because he or she can provide immediate feedback regarding pronunciation, content, and new vocabulary. This has a big impact on my	• I rarely practice with my siblings. However, for friends, I often speak in English so that it can improve my speaking skills and make me more comfortable appearing in public because I am used to communicating in English. • seldom, because I don't have friends directly from native speakers, when

and correct my own mistakes using applications and a voice recorder. The applications I use generally check phonetics and sound through features such as sound check in Google Translate. • Maybe "English with Lucy" because some friends and lecturers recommended it. I see him as one of the speakers I can emulate.	fluency and speaking skills. • Often, I actively communicate with native English speakers to improve my AOP skills through WhatsApp. In my opinion, talking directly with native speakers is very useful rather than just reading a dictionary or using an application. This interaction helps me feel more confident when AOP because I am used to communicating in English, reducing my nervousness. • I don't have a particular character that I imitate. I prefer to develop my speaking style.	I chat, I mostly use the OME application. • I often watch TED Talks to see how people speak well in front of large audiences. I looked for inspiration from the various speakers at the event

3.5.3 Conclusion Drawing and Verification

This step is carried out by the researcher from the beginning of the data collection such as looking for understanding that does not have a pattern,

noting the regularity of explanations, and the flow of cause and effect, which in the final stage concludes the entire data obtained by the researcher.

3.6 Research Schedule

The various stages would be carried out in conducting this research, as can be seen in Table 3.6:

Table 3.6. Research schedule

No	Description	Sep 2023	Oct 2023	Nov 2023	Des 2023	Jan 2024	Feb 2024	Apr 2024	May 2024	Jun 2024
1	Research proposal writing	▉	▉							
	Research proposal examination			▉						
3	Data collection				▉	▉				
4	Data analysis						▉	▉		
5	Report								▉	
6	Thesis Examination									▉