

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 the research procedures that are described.

3.1 Research Design

The method used in this research was a descriptive case study. The purpose of the descriptive case study was to find out what learning strategies the students use to improve their speaking skills by taking English courses over several months in *Kampung Inggris* Pare. In addition, a case study was chosen as a study research design because it can reveal specific phenomena in detail, explain complexity rigorously, and reshape the existing theory behind the current situation. (Creswell, 2013) Thus, this approach is believed to be the best way to cover the strategies students use to improve their speaking skills in *Kampung Inggris* Pare.

3.2 Research Setting and Participants

This research was carried out in several courses at *Kampung Inggris*. The location is in Pare, East Java. The courses consist of the F English course, which focuses on students' self-confidence to be able to become speakers; the E-course, which focuses on pronunciation; and the K course, which focuses on grammar for speaking. There are many activities that must be followed in courses to improve speaking skills, which are divided into two categories, namely English Camp and English Class. In each category, there are several activities.

Participants in this research focused on three people who took several courses for several months. The first participant is Muhammad Arifwansyah (23 years old). He took the F English Course and E-Course for two months to meet the requirements of looking for a job where English communication is necessary. The second participant is Grace Aloni Ginting (19 years old). She took the F English Course with the K Course for four months to enhance her speaking skills, as English is a common practice at her university. The last participant, Mirna Wati (24 years

old), took the E Course and K Course for five months due to work requirements demanding English proficiency.

3.3 Data Collection

The data was collected through semi-structured interviews. Wishkoski (2020) The semi-structured interview is a tactic in which the researcher asks informants a sequence of predefined but open-ended questions, and the researcher has more control over the interview subjects than in the unstructured interview. An interview was conducted to learn more about strategies to improve speaking skills. In semi-structured interviews, interviewers ask open-ended questions that focus on strategies students use to improve speaking skills. Focus on these questions to get the details needed when the researcher asks them.

The interview questions were modified from the Oxford (1990). Learning strategies consist of two parts, namely direct strategies and indirect strategies. Direct strategies include memory strategies, cognitive strategies, and compensation strategies. While indirect strategies include metacognitive, affective, and social strategies. Using this step, researchers review findings and verify that the information recorded during recording is accurate. Data were processed and transcribed for analysis.

3.4 Data Analysis

The data was analyzed qualitatively using thematic analysis. Braun and Clarke (2008) Thematic analysis is a method for identifying, organizing, and offering insight into patterns of meanings within data. Therefore, thematic analysis is needed for this research because the aim of this research is to reveal students' strategies to improve their speaking skills in following several courses in *Kampung English Pare*. Braun and Clarke (2008) there are six phases in thematic analysis.

1. Familiarizing the data

The first step is to read and review the interview transcription while gathering information from it. This process involves determining its significance, theme, or structure.

2. Generating initial codes

To answer the research questions, the second phase requires the assistance of all relevant data points in the entire data set. Researchers identify codes related to the purpose of this study by coloring the data.

Table 3. 1 Generating Initial Codes

P: Kita butuh partner untuk memberikan saran dan masukan terhadap apa yang kita pelajari.	Asking for help selectively
P: kosa kata yang dihafal bisa kita langsung praktekan dengan membuat kalimat yang panjang.	Making long sentence
P: Satu hari itu ada 40 kosakata untuk dihafal dalam satu hari.	Memorizing vocabulary
P: lebih percaya diri untuk berbicara bahasa Inggris walaupun grammarnya belum bagus	Self-confident
P: kamu itu usahakan yang ada namanya body language di mana setiap apa yang kamu katakan.	Body language
P: kalau mau pidato dulu, saya kayak banyak latihan-latihan dulu di kamar sendirian, sebelum pidato didepan umum.	Rereading the speaking materials
P: untuk selalu ber bahasa Inggris di mana pun kita berada baik itu kita bertemu dengan teman,	Always use English language
P: kayak ya saya ngerekam sih pakai HP kayak buat video gitu kayak ini yang kurangnya apa, salahnya apa gitu.	Analyzing mistake

P: video atau film sebab karena film itu	Imitating how native speakers speak
kita bisa melihat gambar dan kita bisa	
mengetahui bagaimana cara dia	
mengucapkan kosa kata berbahasa	
inggris.	
P: karena lingkungan itu sangat	Influential environment
berpengaruh gitu kita mau	
mengerjakan sesuatu apapun itu selalu	
mendukung,	
P: Trus kalo ngomong di depan banyak	Understanding topic
orang itu harus memahami apa yang	
akan kita sampaikan,	
P: Kalau kelupaan kosa kata saya si	Making synonymous sentences
buat pembahasan yang lebih mudah	
dapat mudah juga dipahami sama orang	
lain dengan apa yang aku bilang.	
P: cara menghilangkan nervous itu dia	Controlling nervousness
lebih membesarkan suaranya	
dibanding orang yang di sekitar	

There are 12 initial codes identified by participants' interview transcription that represent their experience responding to written corrective feedback. The frequency of those initial codes is depicted in the table below.

Table 3. 2 List of Initial Codes and Their Frequency

No	Initial Codes	Total
1	Making long sentence	4
2	Memorizing vocabulary	6
3	Asking for help selectively	8
4	Self-confident	4
5	Body language	5

6	Rereading the speaking materials	7
7	Always use English language	11
8	Imitating how native speakers	2
9	Analyzing mistake	1
10	Influential environment	3
11	Understanding topic	8
12	Making synonymous sentences	3
13	Controlling nervousness	2

3. Searching for theme

During the third phase, the researcher extracts themes from the data, which are then explained and discussed. This process involves choosing data transcripts and looking for something noteworthy or intriguing about them, considering research questions. After the data has been grouped, the data in this research will be displayed in the form of a description that outlines student learning strategies based on Oxford's (1990) Theory.

Table 3. 3 Searching for Themes

No	Initial Codes	Potential Theme
1	Making long sentence	Storing Vocabularies to Maintain
2	Memorizing vocabulary	Speaking Performance
3	Understanding topic	Comprehending The Subject Matter
4	Analyzing mistake	for Flowy Speaking
5	Making synonymous sentences	Generating Relevant Sentences to Express the Same Meaning
6	Rereading the speaking materials Imitating native speakers	Planning and Organizing the Speaking Performance
7	Body language	Regulating And Controlling Emotion
8	Self-confident	
9	Controlling nervousness	

10	Asking for help selectively	Supportive Environment
11	Always use English language	
12	Influential environment	

4. Reviewing themes

In this step, the researcher considered the preceding themes, which were completed in the third phase. The researcher reviewed the themes again to see if they were appropriate for the study. If not, the researcher then declined or altered the themes until the most acceptable themes were found.

Table 3. 4 Reviewing Themes

No	Potential Themes	Themes
1	Storing Vocabularies to Maintain Speaking Performance	Direct Strategies Used by Students to Improve Speaking Skills
2	Comprehending The Subject Matter for Flowy Speaking	
3	Generating Relevant Sentences to Express the Same Meaning	
4	Planning And Organizing the Speaking Performance	Indirect Strategies Used by Students to Improve Speaking Skills
5	Regulating And Controlling Emotion	
6	Supportive Environment	

5. Defining and naming themes

The researcher interpreted each topic identified as the answer to the research question that was posed earlier.

6. Producing the report

It is the last phase in thematic analysis. After the researcher got the central theme, the researcher created a report on the research findings.

3.5 Research Schedule

Table 3. 5 Research Schedule

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