

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Research Design

This study used the descriptive case study. This research began from a case found by the researcher and it aims to gain a deep understanding of difficulties faced by extroverted learners and the solutions they did to overcome them in learning English as a foreign language. Therefore, this research design is an appropriate method for this research. Because according Atmowardoyo (2018) the descriptive case study aims to examine in-depth the individual, or particular event with special characteristics.

3.2. Focus of the Research

This study investigated extroverted learners' difficulties and the solutions in learning English in an EFL context.

3.3. Research Setting and Participants

This study was conducted at a university in Tasikmalaya, where the major was the English Education Department. This major is where the researcher found the mentioned phenomenon to conduct this research. Moreover, the ease of access to the major of this university also becomes another consideration.

Further, the participants in this study were two college students majoring in the abovementioned major. They were chosen because the result of personality traits remained the same, they are extroverts. In addition, the participants faced difficulties in learning English but they had solutions to overcome them. Both participants are females between 22-23 years old and are now in the 8th semester. They were defined as extroverts by completing a personality test twice and the results remained the same. The personality test that was utilized was adaptive from a five-factor model that was created in 2012 by counseling psychology master's degree holder Molly Owen

(<https://www.truity.com/test/big-five-personality-test>). This personality test was selected because, despite its goal of providing high-quality assessments at a lower cost and with greater accessibility, its validity and reliability are guaranteed by extensive study.

In addition, in dealing with ethical issues, a thorough explanation of what, why, and how this study will be conducted was delivered to the participants. They were also asked to complete and sign the consent form as a formal agreement for participating in data collection. The anonymity, confidentiality, and freedom to withdraw at any point during the research process were also assured to the participants. Therefore, the participants' names were renamed E1 and E2—furthermore, the dates and hours for participating in the interview were arranged in advance with the participants.

3.4. Data Collection

The data was taken from a semi-structured interview that was conducted twice for each participant. Jamshed (2014) stated that a semi-structured interview is an in-depth conversation in which participants are required to respond to predetermined, open-ended questions. In addition, Richards (2008) stated that the semi-structured interview can help the interviewer understand the subjects that must be covered. However, it is also designed to allow the conversation to go unanticipated ways that may uncover significant new information. From these definitions, it can be concluded that before the interview, the interviewer should prepare questions for the participants. However, it is possible that in the middle of the interview, the interviewer asks outside the list of questions, which is permissible. Therefore, semi-structured interviews can deepen comprehension of the topic (Mills et al., 2010) because they allow for the question of unpredictable things that are not understood in the middle of the interview.

Richards (2008) opines that there are a series of essential steps in doing the interview. These steps guided the researcher in conducting the interview. Here are the steps:

- 1) Preparing for an interview.

In the preparation stage, the researcher prepared some questions adapted from the dimensions of extroversion, which was explained in the research held by Eysenck and Wilson (1991) that asked the participants. The questions in the enclosure can be seen in the last part of this proposal.

- 2) Setting up the interview

In the second stage, the researcher and the participants agree on how the interview will be held. The interviews were held twice for each participant and separately between them at different times and places. All the interviews were held face-to-face, referring to the agreement.

- 3) Getting the interaction right

During the interview, the researcher tried to get the interaction right by listening, checking the understanding, seeking clarification of something unclear, following up, and probing. In other words, the researcher added some questions that were not listed in the enclosure. When the interview was held, the researcher recorded the audio from the beginning until the end, informing the participants beforehand. All the communication and interviews used the Indonesian mixed Sundanese language to lessen misunderstanding and make it more intimate.

- 4) After the Interview

In the last stage, the researcher summarized the main points in the interview. In this stage, the researcher also followed up with the participants for what was not clear yet through messages. Moreover, the researcher also made another agreement for the second interview and prepared some further questions that can be followed up.

3.5. Data Analysis

This study used thematic analysis to analyze the collected data. Thematic analysis is one of the methods for encoding qualitative data. There must be an explicit “code” for the encoding. Furthermore, this method is suitable

for attempting to comprehend the experiences, ideas, or even actions as the subject matter of this investigation.

Here are six steps in engaging thematic analysis in research. These steps are adapted from (Braun & Clarke, 2006):

1) Familiarizing with the Data

In this step, the researcher familiarized with the data by reading the transcript several times. In this step, the researcher also began to think about what was happening in the data.

2) Generating Initial Codes

In generating the codes, the researcher began to take notes on potential data items and other preliminary ideas about what is on the data and what is interesting. The coding that was made revealed something important about the data, especially towards the topic of this research. The following table shows the samples of identified codes:

Table 3.1 *Generating Initial Codes*

Example quote	Initial codes
E1: Sebenarnya saya kurang termotivasi dan jadi merasa lebih besar rasa takutnya dibandingkan rasa antusiasnya, karena kalau impromptu speech itu memberi tekanan karena digunakan itu bahasa inggris. Tapi saya tetap mengusahakan yang terbaik.	Anxiety and fear in spontaneous speech
E2: Ya, karena saya berpikiran waktunya ya masih panjang kalau dikerjakan dari jauh-jauh hari, dan juga saya masih bisa mengerjakan tugas yang lain yang tenggat waktunya lebih awal. Selain itu, sebetulnya saya cukup sulit mengendalikan diri untuk tidak mengerjakannya di akhir-akhir dan pada akhirnya saya merasa malas karena terlalu sering menunda-nunda tugas.	Bad time management
E1: Tugas kelompok itu lebih taking times untuk menentukan waktu berdiskusi, karena setiap anggota kelompok memiliki kesibukan masing-	

masing, dan ketika ada anggota kelompok yang lebih dalam akademik, saya merasa kurang percaya diri untuk share opinion, karena takut salah.

E1: Jika energi itu tidak tersalurkan dengan kata lain terbatas jadi hanya diam saja, saya jadi cepat merasa bosan. Oleh karena itu, ketika pembelajaran yang cukup pasif (tidak banyak bergerak).

Anxiety in
Communication with
Clever People

Students' boredom

All the quotes that contain the initial codes can be seen in the enclosures. However, all the initial codes and their frequency can be seen in the following table.

Table 3.2 *Initial Codes and Their Frequency*

Initial codes	Frequency
Anxiety and fear of spontaneous speech	13
Anxiety in communication with clever people	2
Students' boredom	4
Difficulty understanding the material individually	5
Unsupportive environment	6
Focus Lose	4
Bad time management	8
Pronunciation deficiency	6
Unfamiliar vocabularies	6
Grammatical confusion	2
Friends and lecturers' encouragement	19
Artificial intelligence assistance	11
New learning atmosphere	3
Friendly environment	3
Body movement	3
Self-motivate	12

Time management	5
Vocabulary enrichment	6
Pronunciation drilling	5

3) Searching for Themes

The initial codes made in the previous phase were sorted into potential themes, and all the relevant coded data extracted within the identified themes were collated. Indeed, the themes are broader than the codes.

Table 3.3 *Searching for Themes*

Initial Codes	Potential Themes
Unsupportive environment	Inadequate rapport surrounding relatedness
Anxiety and fear of spontaneous speech	Learners' affective filter during English learning
Anxiety in communication with clever people	
Students' boredom	
Difficulty understanding the material individually	Self-regulated difficulties in English learning
Focus Lose	
Bad time management	
Pronunciation deficiency	Linguistic difficulties in practicing English skills
Unfamiliar vocabularies	
Grammatical confusion	
Friends and lecturers' encouragement	Enhancing relatedness in English learning environment
Friendly environment	
New learning atmosphere	Improving Self-reflection in English learning
Body movement	

Self-motivate	
Time management	
Vocabulary enrichment	More English skills practices
Pronunciation drilling	
Artificial intelligence assistance	The use of technology assistance in English learning improvement

4) Reviewing of Themes

In this phase, the researcher looked at coded data within each theme to ensure proper fit. The researcher kept detailed notes to make decisions on how the themes were developed, modified, and/or even removed. To accomplish this task, the researcher needed to re-read the entire data set to reexamine themes, re-code for additional data that falls under the themes newly created or modified in this phase, and then revise the thematic map accordingly.

Table 3.4 *Reviewing Themes*

Potential Themes	Themes
Inadequate rapport surrounding relatedness	Unfulfillment of basic psychological needs of extroverted learners in English learning and its solution
Learners' affective filter during English learning	
Enhancing relatedness in English learning environment	
Self-regulated difficulties in English learning	

Improving self-reflection in English learning	Extroverted learners' Self-regulated difficulties and solutions in English learning
Linguistic difficulties in practicing English skills	Linguistic difficulties and solutions in English learning
More English skills practices	
The use of technology assistance in English learning improvement	

5) Defining and naming Themes

In this phase, the researcher defined and refined the essence of each theme. The researcher also determined what aspect of the data in each theme captures. The researcher also defines and describes the theme's scope and content. In the end, the researcher started to think and decide the names of each theme. The theme definitions and labeling are connected to answer the research questions.

Table 3.5 *Defining and Naming Themes*

Themes	Definition
Unfulfillment of basic psychological needs of extroverted learners in English learning and its solution	The theme discussed the difficulties the participants identified as extroverted learners faced due to their high affective filters like anxiety and boredom, and inadequate rapport surrounding relatedness in English learning. It also discussed solutions the participants did to solve them. The difficulties and solutions are summarised into three sub-

	<p>themes: Inadequate Rapport Surrounding Relatedness, Learners' Affective Filter during English Learning, and Enhancing Relatedness in English Learning Environment.</p>
<p>Extroverted learners' Self-regulated difficulties and solutions in English learning</p>	<p>This theme described the difficulties faced by the participants in regulating themselves during English learning and the solutions they used to solve them. It was divided into two sub-themes: Self-regulated difficulties in English Learning and Improving Self-reflection in English Learning.</p>
<p>Linguistic difficulties and solutions in English learning</p>	<p>This theme described linguistic difficulties faced by the participants and what they did to solve them in English learning. Linguistic difficulties are the obstacles individuals face in acquiring, understanding, producing, or using language effectively like in pronunciation, grammar, and vocabulary. This theme was summarised into three sub-themes. They are Linguistic Difficulties in</p>

Practicing English Skills, More English Skill Practices, and The Use of Technology Assistance in English Learning Improvement.

6) Producing the Report

In this last phase, the researcher wrote the final analysis and description of the findings. The report included the analytical narrative and the researcher's arguments about the research questions. The report also provided data extracts as sufficient evidence of the findings.

3.6. Steps of the Research

The researcher carried out several steps to complete the research. These were the steps used by the researcher in this research, as shown in Table 3.6.

Table 3.6 *Steps of the Research*

Steps	Description
Identifying and finding the case	After reviewing a topic in one of the learned subjects, the researcher selected an existing phenomenon in the researcher's classmates that needs to be researched.
Reviewing literature	The researcher has been exploring and developing the researcher's understanding of the phenomenon by reviewing relevant studies from books, research articles, and journals through the internet.
Writing the research tentative	The researcher decided on the topic to be researched and stated the aim

	of the research and the research questions.
Writing the research proposal	The researcher began writing the research proposal, which consists of 3 parts: background, literature review, and the research procedures.
Proposal Seminar	The researcher presented the proposal in a seminar in front of the examiners.
Collecting the data	The data were collected by holding a semi-structured interview between the researcher and the participants.
Analyzing the data	After getting the data, the researcher analyzed it using thematic analysis.
Writing the report	The researcher reported the result analysis by writing the thesis.
Final Thesis examination	The thesis that the researcher has made was presented in the final examination in front of the supervisors and examiners.

3.7. Research Schedule

The study was conducted at a university in Tasikmalaya, especially in the English education major, as the researcher explained in the setting and participants' part. The time of the research is attached in the table below.

Table 3.7. Research Schedule

No.	Activities	Sep- Nov	Dec	Mar- May	May- June	July
		2023			2024	
1.	Research proposal writing					
2.	Research proposal examination					
3.	Data Collection					
4.	Data Analysis					
5.	Report					
6.	Thesis Result Seminar					
7.	Thesis examination					