CHAPTER 3
RESEARCH METHODOLOGY

3.1 Research Design

The research design used the descriptive case study that has the purpose of describing a phenomenon or a case in its real-world context (Yin, 2018). This approach was used since the present study investigated and described how students engage behaviorally in English conversational practices in an English course. Thus, the descriptive case study is an appropriate method to be used in this study.

3.2 Research Setting and Participants

This study conducted in an English course (B course) located in Garut, West Java, Indonesia. The researcher conducted this study because of some considerations: (1) this course provides some English programs, and one of those programs is the English conversational classes. The conversation class in the B course utilizes some activities to achieve the course objectives, including giving model discussion, role-playing, reporting matters, and always following by asking and answering questions. (2) This course gives access for the researcher to conduct the study in their place, (3) this course has a good reputation, proven by the number of students is about 60 students, and (4) the students and the tutor are willing to participate in this study.

Further, the participants of this study involved a conversational class consisting of five students (three female and two male) within the age range of 18 to 21 years old. The tutor recommended this class because the students showed good engagement in the class. Besides, this study also involved one of the students, a male student in a conversational class to be interviewed. The student that will be interviewed is the most engaged behaviorally in the conversation class.

To address ethical concerns, the participants were given detailed explanations of the study that was conducted and signed the consent form as a formal agreement to participate in the study. They were assured of their anonymity and their names were changed to students #1, #2, #3, #4, and #5.

3.3 Data Collection

The researcher used non-participant observation and semi-structured interviews as the techniques to collect the data. Non-participant observation means that the researcher only observes and is not actively involved in the activities that are being studied (Klein & Olbrecht, 2011). The non-participant observation was used since the researcher was not a part who is involved in the classroom activities. It conducted during the conversational class to observe the students' behavioral engagement, and it was used the observation checklists as the notes of the observation (Yin, 2018). The observation checklist guidelines used by researchers were adapted from Davis (2012) and observed four indicators, namely effort, persistence, participation, and compliance. The observation also used video recording to get a detailed view that the researcher may not reach during the observation.

Before conducting the observation, the consent form was given to be filled in by the students and also the tutor. The observation was conducted 4 times to get the saturated data and was conducted from February 2nd until March 13th 2024. The researcher filled out the observation checklist while observing every student's behavior in the classroom from the seat in the corner chair.

Besides, semi-structured interviews were also conducted to collect the data. Semi-structured interviews include a mix of closed- and open-ended questions, which are often added by why or how questions (Adams, 2015). Semi-structured interviews were conducted to explore and confirm the observation result of the conversational class by asking questions related to the students' behavioral engagement. The process of semi-structured interviews is conducted in several steps including: (1) contacting the participant; (2) asking for the participant's willingness to be interviewed; (3) creating interview questions and interview guidelines; (4) scheduling the interview with the participant; (5) conducting the interview, and (6) transcribing the result of interview.

The interview was conducted on March 17th 2024 with one of the students who showed behavioral engagement the most during the observation. The interview was conducted through *WhatsApp* Chat by using the student's first language

(Indonesian), to prevent confusion and communication fail. As stated by Adams (2015), communication can fail when someone assumes that everybody shares the same vocabulary. Therefore, the interview with the student used Indonesian. During the interview, the student was asked several questions related to his performance while joining the conversational class. The researcher also confirmed the meaning of some behaviors that were shown by the student during the observation.

3.4 Data Analysis

Thematic analysis was used to analyze the collected data from non-participant observation. Thematic analysis was used since it is an effective method to classify the data into themes.   The researcher analyzed the data from observation and interview based on four indicators of behavioral engagement (Davis et al., 2012), by following Braun and Clarke (2006) six steps. A thematic analysis by (Braun & Clarke, 2006) encompasses the following steps:

a) Familiarizing the data

In this stage, the researcher read the data from observation and interview. The data from observation was presented in the form of an observation checklist, and from interview was presented in *WhatsApp* chat. Then, the researcher familiarizes the collected data by reading it repeatedly.

b) Generating initial codes

This process involved identifying and determining the initial codes from the data to organize the data into groups of themes. The researcher then colored the codes that indicated the potential themes. The codes that have been generated are shown in the table below.

Table 3. 1 Making Codes

Observation	Interview	Codes
• listening to the explanation from the tutor • gazing at the tutor and another speaker • nodding to answer some questions from the tutor	Always pay attention to the tutor's explanations and try to apply what I have learned at (B course) to my daily life	listening to the explanation gazing at the speakers nodding

Observation	Interview	Codes
• asking about the tutor's opinion •being the first person who gives the question to the speaker	by asking the tutor if there is something they don't understand and also students who can answer questions from the tutor	Asking and answering question from the tutor Asking and answering question from peer
• using L1 to express unknown words • using hand to support the meaning of the word	Ask the tutor in Indonesian, and repeat it in English according to the tutor's answer	Asking and answering question from the tutor Using L1 Repeating the words Using body language

18 codes were generated by the researcher from the observation checklists and also from the interview dialogue. The initial codes are presented below with each frequency.

Table 3. 2 Initial Codes and Each Frequency

No	Initial Codes	Frequency
1	listen to the explanation	11
2	gazing at the speakers	10
3	nodding	11
4	shaking head	4
5	writing notes	4
6	watching video	3
7	asking and answering questions from the tutor	15
8	asking and answering questions from peer	9
9	using L1	12
10	using body language	9
11	repeating the words	11
12	on time	9

No	Initial Codes	Frequency
13	telling experience	2
14	speaking in English	11
15	switching language	11
16	time on task	7
17	reading the notes	2
18	trying to be confident	5

c) Searching for themes

In this step, the coloured codes from the second step were sorted into different potential themes. The researcher had a collection of candidate themes and sub-themes at the end of this process. Here is the candidate for the themes.

Table 3. 3 Searching for Themes

Codes	Potential Themes
listen to the explanation, gazing at the speakers, nodding, shaking head, writing notes, watching video	Pay attention
asking and answering questions from the tutor	Ask and answer questions
asking and answering questions from peer	Participate in group discussions
telling experience	Interactional initiative
using L1, using body language	Express the unknown words
repeating the words	Repeat the new words
asking and answering questions from the tutor, reading the notes, trying to be confident	Overcome the challenges
on time, speaking in English, switching language	Follow the rules
time on task	Respect the time limit

d) Reviewing themes

   The researcher reviewed the candidate themes and categorized those themes into bigger themes to refine them. The researcher determined whether the candidate themes are coherent or need to be refined in this step. The candidate themes from the previous step will be the subthemes of the bigger themes.

e) Defining and naming themes

   In this step, the researcher defined the appropriate name for each theme based on what each theme is about. The themes determined by the researcher are: active participation, language exposure, personal development, and adherence.

Table 3. 4 Defining and Naming Themes

No	Subthemes	Themes
1	Pay attention	Active Participation
2	Ask and answer questions	
3	Interactional initiative	
4	Participate in group discussions	
5	Express the unknown words	Language Exposure
6	Repeat the new words	
7	Confidence	Personal Development
8	Follow the rules	Adherence
9	Respect the time limit	

f) Producing the report

   The final stage in this analysis is to report the findings. The researcher gives a clear, coherent, logical, and non-repetitive data theme as the result of the analysis process.

  To triangulate the data from non-participant observations and interviews, the researcher generated code and categorized the data of each source into themes.

Compare these themes from observations with those from interviews, looking for the similarities or differences. The identified themes were through a validation procedure that includes member checking to ensure the validity of the findings. The observation result was checked and reviewed by the tutor. The purpose of this member-checking procedure is to confirm that the researcher's notes are aligned with the tutor's viewpoints and experiences. Besides, the interview result was also reviewed by the student that being interviewed. This process aimed to ensure the researcher's interpretation reflects what the student meant. Therefore, those procedures increase the reliability and validity of the findings from the non-participant observation and interviews.

3.5 Research Schedule

Table 3. 5 Research Schedule

Description	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Feb 2024	March 2024	June 2024	July 2024
Research topic and approval	■							
Research proposal writing	■	■	■					
Approval research proposal			■	■				
Research proposal examination				■				
Data collection					■	■		
Data analysis						■		
Report						■	■	
Thesis Result Seminar							■	■

Description	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Feb 2024	March 2024	June 2024	July 2024
Thesis Examination								■