CHAPTER 3
RESEARCH PROCEDURES

This chapter outlines the methodology utilized for conducting the study. It covers five key aspects of the research process: the research method employed, the setting and participants involved, methods of data collection, data analysis technique, and the proposed research schedule.

3.1 Research Design

This study used a qualitative case study as the method of the research. A qualitative case study is in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon (Gall et al., 2003). Furthermore, Yin (2018) defines descriptive case study as study that aims to explain a phenomenon in the real-world contexts. This approach was thus selected to provide an in-depth explanation of the phenomenon occurring in the real world: specifically, to determine the emotional engagement of students in the Professional Listening and Speaking class. This investigation focuses on the use of roleplay technique, which is implemented consecutively once a week.

3.2 Research Setting and Participant

The setting took place at one of the universities in Tasikmalaya, West Java. The researcher chose this place because of the phenomenon and the participants there. The participants are four students who are taking the Professional Listening and Speaking course in the 3rd semester in the English Education Department. Participants are selected based on criteria active and inactive in the Professional Listening and Speaking class. These criteria were chosen because the selected participants provided detailed information that would allow the researcher to answer the research questions effectively. In selecting the participants and making an agreement with participants, the researcher provided a consent form to the participants as their approval to participate in this research.

3.3   Data Collection

The data collection used is semi-structured interview. A Semi-structured interview is used to obtain more data and give participants the freedom to express their thoughts. Ruslin. et al. (2022) stated that the semi-structured interview has a relatively informal style. The semi-structured interview is flexible, allowing new questions to be brought forward during the interview as a consequence of what the interviewees have said.

According to Adams (2015) the following are the steps in conducting a semi-structured interview:

1. Selecting participants and arranging interviews

    This phase addresses essential considerations for conducting the study. The researcher conducted interviews with four participants and coordinated with them to request and schedule suitable interview times.

2. Drafting questions and the interview guide

    The researcher adapted the interview framework from an instrument developed by J. Pohl (2020) focused on the theory of student emotional engagement to serve as a guide for semi-structured interviews. Six sub-indicators were utilized to explore the research concept: positive relationships, enjoyment and joy, negative emotions, positive emotions, academic frustration, and academic boredom. Additionally, the questions were designed to be flexible and open-ended, enabling the researcher to gather more comprehensive information and gain deeper insights into students' emotional engagement during role play activity.

3. Starting the interview

    At this point, the researcher interviewed participants using Indonesian to avoid miscommunication during the interview. The researcher also requested authorization to videotape the interview. Conversations are recorded using the Redmi 10s audio recorder. The interviewer took into consideration the duration of the session and

requested participants to talk comfortably.

4. Polishing interview technique

Interviews were conducted both in-person, at the E Universitas Siliwangi building yard and online via Google Meet. To ensure direct emotional engagement, researcher carried out face-to-face interviews, whereas online interviews were conducted to enhance efficiency. Each participant was interviewed individually on separate days.

5. Analysing and reporting semi-structured interview

At the last stage, the researcher reviews the interview results to verify the accuracy of the recorded data by cross-referencing the collected information. Only one interview was conducted as the data obtained was considered adequate. Subsequently, the data was translated and transcribed before being subjected to thematic analysis.

3.4 Data Analysis

The data analysis used is Braun and Clarke's (2006) thematic analysis. It is a search for themes that can capture the narratives available in the account of data sets (Braun & Clarke, 2006). Thematic analysis used to identify, analyse and describe recurring patterns (themes) within the data. It involves the identification of themes through careful reading and re-reading of the transcribed data (King, 2004). These recurring themes became the findings of the research. Due to its adaptability, thematic analysis allows for a rich and detailed description of the data. This tool analysis included six steps that assisted the researcher in examining the data as follows:

1) Becoming familiar with the data

In the first stage, the researcher familiarized the data by reading and re-reading interview transcripts related to students' emotional engagement in roleplay activities in the Professional Listening and Speaking class. The data is presented in the form of audio recording and the researcher has completely transcribed the audio. The researcher also read and re-read several times to get to know the data more deeply.

2) Generating initial codes

At the second stage, the researcher began to compile data by marking interview transcripts according to the research objectives. Researcher used a colouring method to distinguish each aspect addressed by participants, which then produced initial codes. However, these codes still contain various information that needs to be simplified to find the theme.

Making code to highlight the essential data using colour for the scale scores of questionnaires and arranging it. By giving indications that are pertinent to the study goals, the researcher starts to gather data in this step. To differentiate between each feature that participants displayed, researcher employed a colouring technique that resulted in preliminary codes. The codes still need to be simplified in order to identify the theme because they contain a range of information. The data was then connected in accordance with the study objectives, and the data was categorized using the original codes to demonstrate the emotional investment that EFL students have in roleplaying in Professional Listening and Speaking class.

Table 3.1
Generating codes

P1: Perasaan pas waktu meranin perannya? Kayanya sih lebih ke tertantang gitu ya teh, kalo misalnya rasa berat gitu sih, ngga, karena menurut aku masih yang wajar-wajar aja yang diperaninnya juga gitu.	Feel challenged
P4: Menurut saya, peran-peran yang diberikan kepada kami itu cukup menarik ya, walaupun akademik dan bussiness context tapi peran-peran yang disodorkan itu cukup menarik untuk dilakukan.	Role play is interesting
P4: Seru sih, karena banyak variasinya dan lebih engage. Menyenangkan, karena merupakan hal baru, lihat hal baru tuh seneng aja gitu. lebih seneng pas liat temen-temen perform, karena tema yang dibawakan cukup unik di luar ekspektasi.	Role play is fun

P2: Kalo frustasi kepikiran atau overwork itu, kan ada untuk beberapa roleplay saya kebagian peran dapet skrip yang banyak terus juga saya juga takut perfoma grup saya itu ngga selalu stabil setiap minggu.	Role play makes frustating
P3: tapi di satu sisi juga nervous karna ya takut, takut gimana gitu, takut salah, takut gabisa tapi ya dijalani saja.	Role play makes nervous
P1: Pernah sih, cuma waktu itu, kaya aku merasa roleplay setiap minggu itu ngga banget lah, karena mepet gitu yah dan tugas kan bukan cuma itu doang, jadi ngerasanya aku tu cape.	Role play is exhausting

Six initial codes represented different aspects, as shown by the participants' interview transcription. Here is the list of initial codes and their frequency.

Table 3.2
List of initial codes and their frequency

No	Initial codes	Total
1.	Role play is challenging	4
2.	Role play is interesting	1
3.	Role play is fun	3
4.	Role play makes confident	5
5.	Role play is exhausting	3
6.	Role play makes nervous	4
7.	Role play is frustrating	2

3) Searching for themes:

Then, the researcher combined appropriate codes into a potential theme that can answer the research question and also eliminates codes that do not match the theme and research question.

Table 3.3
Searching for themes

No	Initial codes	Potential themes
1	Exhausting	Role play is exhausting
2	Nervous	
3	Frustrating	
4	Challenging	Role play is interesting learning technique
5	Fun	
6	Interesting	
7	Confident	

4) Reviewing themes:

    The fourth stage themes were taken into consideration by the researcher in this step. To make sure the themes were appropriate for the study, the researcher went over the themes once again. If not, the researcher changed or rejected the topics until the most agreeable ones were identified.

Table 3.4
Reviewing themes

Potential themes	Themes
Role play is exhausting	Negative emotional engagement
Role play is interesting learning technique	Positive emotional engagement

5) Defining and naming themes:

    Next, the researcher conducted and wrote a detailed analysis, recognized the story that each theme tells, and considered how each theme links the overall story of the entire data to the research question.

Table 3.5
Defining themes

Theme	Sub-theme	Definition
Negative emotional engagement	Role play is exhausting	The students' negative emotional engagement during role play
Positive emotional engagement	Role play is interesting learning technique	The students' positive emotional engagement during role play

6) Producing the report:

   The producing report represents the final stage of thematic analysis. Upon identifying the central theme, the researcher compiled a report detailing the research findings.

3.5 Research Schedule

This research begins with a case search which is carried out around August, then collects title in September, continues with proposal writing from October to November. Then, data collection carried out from February 2024 to March 2024. Next, the data analysed from April to May 2024. The research time in question is the time span for the implementation of the research as outlined in the form of a table.

Table 3.6
Research schedule

Description	Sept, Oct, Nov/2023	December/2023	February/2024	March, April, /2024	May/2024	June/2024	July/2024
Research Proposal writing	▓						
Research Proposal examination		▓					

Description	Sept, Oct, Nov/2023	December/2023	February/2024	March, April, /2024	May/2024	June/2024	July/2024
Data Collection			██				
Data Analysis				██			
Report					██		
Thesis Result Seminar						██	
Thesis Examination							██