

CHAPTER 3 RESEARCH PROCEDURES

3.1 Research Design

In this study, the research design used is a qualitative descriptive case study. Yin (2018) defines a case study as an empirical investigation of phenomena of interest to answer "how" or "why". Merriam (1998) also defines descriptive as 'rich' and 'thick' phenomenon descriptions (Merriam, 1998 as cited in Yazan and De Vasconcelos, 2016). Descriptive case study is an approach to describe a phenomenon or case in real-world context (Yin, 2018). Therefore, this approach is an appropriate method for an in-depth investigation of certain the difficulty of listening for EFL learners which can result in comprehensive analysis.

3.2 Research Setting and Participants

The setting in this present study was the Extensive Listening (EL) class at one University in Tasikmalaya, West Java, Indonesia. Since the phenomenon is found in this course, it was supported by the accessibility and participants willing to participate in this research. There are four participants in this study that is students of 2nd semesters in the English Education Department who range from 19-20 years old. The participants were chosen to meet some criteria: (1) they were enrolled in EL class, (2) they faced difficulties and having strategies to cope with the difficulties, (3) they were willing to be participants of the research. These criteria were obtained based on the results of the pre-interview. This research focused on the investigation of listening difficulties faced by EFL students in listening class and investigated how students overcome those difficulties.

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 P1, P2, P3, and P4.

3.3 Data Collection

The researcher used a semi-structured interview as the technique 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 by asking questions related to the students' difficulties and the solution to overcome those difficulties. 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 starting from 23rd until 25th April 2024 with four participants. 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 listening difficulties and the solution to overcome those difficulties.

3.4 Data Analysis

The data from the semi-structured interview was processed and analyzed using a data analysis method by Miles, Huberman, and Saldaña (2014). This data analysis method was used because it offers convenience and time efficiency in analyzing the raw data obtained from interviews. In this research, the data were analyzed in several steps. First, the researcher transcribed the data received from the interview. Second, the researcher analyzed the transcription qualitatively using the concept of Miles, Huberman, & Saldaña (2014). The data analysis included the following activities:

3.4.1 Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, and transforming the data that appear in written-up field notes or transcription of the information which have been gained from the collecting data (Miles, Huberman, & Saldaña, 2014). Firstly, the researcher collected data through an interview. The researcher then transcribed the data. The irrelevant data that was not related to the research questions was discarded.

The irrelevant data is the data not connected with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displays those data in descriptive form. The researcher selected data chunks from the interview transcripts to strengthen the data using the conceptual framework and research questions to sharpen, focus, and organize the data.

Table 3.1 Data Condensation

Original Data	Condensed Data
<p>Yes, the long duration really affects the quality of my understanding. The long duration makes it difficult for me to grasp the information well because of course the long-time makes me bored so I don't focus on understanding what has been conveyed.</p>	<p>The long duration really affects the quality of my understanding. This is because it takes a long time to make me bored so I don't focus on understanding what is being said.</p>

3.4.1.1 First Cycle Coding

The researcher allocated starting codes to the data chunks in this section. The researcher allocated starting codes to the data chunks in this section. To analyse the listening difficulties and the solutions to overcome those difficulties in the cycle coding, the researcher mixed and matched coding approaches, including emotion coding, descriptive coding, and process coding. Those coding approaches were chosen because emotion coding labels the emotions that participants recalled or experienced. So, with emotion coding, researchers can explore participants' personal experiences in listening class. Descriptive coding labels data by categorizing the feelings experienced by participants. Then, process coding labels the participants' actions to overcome their listening difficulties.

Table 3.2 Initialling Codes

Data	Initial Codes
1. The longer it is, the more difficult it usually is , because we sometimes forget the words that were said previously	1. feel difficulty with long spoken texts
2. It also affects <i>teh</i> , sometimes the speed is too fast so I can't hear it and I become less focused when listening to and understanding the audio.	2. feel difficulty with speed of the speaker's speech
3. Can't understand everything because of minimal knowledge of vocabulary , sometimes I know the vocabulary, but it turns out that when the sounds are in conversation, it becomes foreign because I also don't know all the sounds in some of the vocabulary	3. lack of vocabulary knowledge
4. Once, earphones only made sound on one side while the other side didn't produce sound so they couldn't pick up the sound clearly	4. the supporting equipment is of poor quality
5. The solution I did was to increase my vocabulary knowledge, at least 1 day to memorize 2-3 vocabulary words and how the words sound.	5. increase vocabulary knowledge by memorizing
6. I try to search and practice with lots of long texts to get more used to it	6. practice to become more familiar with long texts
7. I will try to slow down the speed of the audio	7. make adjustments so that listening activities are comfortable

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

Table 3.3 Developing Code

Difficulties related to Message Content
<ul style="list-style-type: none"> - Unfamiliar word - Long spoken text
Difficulties related to Speaker
<ul style="list-style-type: none"> - Visual needed - Speed of speech - Variety of accent
Difficulties related to Listener
<ul style="list-style-type: none"> - Less focus - Lack of vocabulary - Inability to understand meaning
Difficulties related to Physical Setting
<ul style="list-style-type: none"> - Poor equipment
Solution for difficulties related to Message Content
<ul style="list-style-type: none"> - Increase your vocabulary memorization - Repeat or play back audio - Read subtitles - Read more carefully - Improve vocabulary knowledge - Choose topics that are interesting and that we really want to know - Request the audio to be sent so it can be used to practice - Search and practice with lots of long texts to get more used to it

Solution for difficulties related to Speaker

- Slow down the audio speed
- Learn various accents in iep courses
- Discussion with peers
- Read subtitles
- Loop audio
- Learn various accents
- Extra focus, use the right volume
- Hone hearing adapting to the speaker's speaking speed

Solution for difficulties related to Listener

- Try to stay calm and try to keep up with the lag in listening to the audio
- Enrich vocabulary
- Connect the words before and after
- Wear a headset and increase the audio volume
- Translate the vocabulary
- Play back audio
- Listen in a quiet environment and build a good mood
- Use the transcript feature

Solution for difficulties related to Physical Context

- Use good listening equipment
-

3.4.1.2 Second Cycle Coding: Pattern Codes

The next step in the analysis 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

Message contentt

- Unfamiliar word
 - Long spoken text
-

Speaker

- Visual needed
- Speed of speech
- Variety of accent

Listener

- Less focus
- Lack of vocabulary
- Inability to understand meaning

Physical Equipment

- Poor equipment

Improve knowledge

- Increase your vocabulary memorization
- Learn various accents in IEP courses

Preparation and Practice

- Practice with lots of long texts to get more used to it
- Hone hearing adapting to the speaker's speaking speed
- Try to stay calm and try to keep up with the lag in listening to the audio

Adjustment of Tips and Feature for Listening comfortability

- Slows down the audio speed
 - Discussion with peers
 - Use the subtitle feature
 - Using the transcript feature
 - Play back audio
 - Extra focus, use the right volume
 - Put on a headset and turn up the audio volume
 - Use good listening equipment
 - Translate unknown vocabulary
 - Listen in a quiet environment and build a good mood
-

3.4.2 Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. The process of reducing and displaying the data was based on the formulation of the research problem. This step was done by presenting a set of information with the possibility of concluding because the data obtained during the qualitative research process is usually in the form of a narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion was drawn. The researcher created a matrix display to present a complete data set in the exact location and arranged it systematically to answer the research question. Additionally, each participant was denoted by a fourth abbreviation. P1 stands for the first participant, P2 for the second, P3 for the third, and the last P4 for the fourth participant.

Table 3.5 Data Display (Listening Difficulties)

No	Message content	Speaker	Listener	Physical Equipment
P1	- ...there are still some things that are not clear, maybe because I don't know the vocabulary yet. - Sometimes there is something that affects me because maybe the text is unfamiliar, so I don't focus on understanding it.	- It also affects (the speaker's speaking speed), affects the student's ability to capture and understand information well.	Sometimes, as I mentioned earlier, the speed is too fast and unfamiliar vocabulary can sometimes be distracting, resulting in a lack of focus.	
P2	- Can't understand everything because of minimal knowledge of	- In my opinion, the use of visuals is very helpful because if we cannot grasp some of	- Yes, that's correct. Vocabulary that I don't master	

<p>vocabulary, sometimes I know the vocabulary, but it turns out that when the sounds are in conversation.</p> <p>- Yes, the long duration really affects the quality of my understanding. The long duration makes it difficult for me to capture information well because of course the long time makes me bored so I don't focus on understanding what has been conveyed.</p>	<p>the meaning of the audio due to limited vocabulary, we can see the visuals that are displayed and</p> <p>- Yes, it really affects it, because if native speakers speak very fast they always don't hear the sound of each word clearly.</p> <p>- Yes, the difference in accents really affects my understanding.</p>	<p>makes me confused about what the speaker is saying and where the speaker is going</p> <p>- There are (students find it difficult to understand the meaning of what they hear), such as the speaker saying an Idioms.</p>
<p>P3 - Not understanding all the vocabulary heard <i>teh</i>" (semi-structured interview</p>	<p>- I think it's quite influential, because it really helps, if you don't have visual aids it's quite difficult to understand what is being said.</p>	<p><i>Wahh</i>, maintaining focus when listening is going on is difficult for me.</p>
<p>P4 - During the exam No, for several reasons, namely, there is no repetition, the speaking speed is too fast, and there are some words that are not clear.</p> <p>- The longer it is, the more difficult it</p>	<p>- Visuals are very helpful, because when we can't hear clearly, at least with pictures we can guess what is being said or what is happening.</p> <p>- Faster than the lecturer when speaking or explaining, so it's more</p>	<p>Of course, for earphones there was only sound on one side while the other side did not produce sound so it could not capture the sound clearly.</p> <p>The more I understand the words I hear, the easier it is to understand the</p>

usually is, because we sometimes forget the words that were said previously.	difficult to adapt to that.	context and message conveyed
	- Yes, sometimes varying accents makes it a bit difficult, because you have to memorize extra vocab.	

Table 3.6 Data Display (Solution to Overcome Listening Difficulties)

No	Improve knowledge	Preparation and Practice	Adjustment of Tips and Feature for Listening comfortability
P1	- Maybe this is a bit of a stretch for me to adapt because of the many variations in accents from the Introduction to English Pronunciation course.	<ul style="list-style-type: none"> - I tried to search and practice with lots of long texts to get more used to it, maybe that's all for now. - I will try to stay calm and try to follow the lag in listening to the audio so that I don't miss all the information I get. 	I will try slowing down the speed of the audio <i>teh</i> .
P2	- The solution I took was to increase my vocabulary knowledge, at least 1 day to memorize 2-3 vocabulary words and how the words sound.		<ul style="list-style-type: none"> - There is an audio slowdown feature, and I use it when the speaker is too fast in speaking - If I listen to audio from YouTube, if I can't catch the vocabulary I hear, I usually use the transcript feature on YouTube and find out what vocabulary is meant and what it means. - I can focus during listening activities as long as the place/environment around me is quiet and I am in a good mood.

P3		<ul style="list-style-type: none"> - For me, I read subtitles, or maybe change the audio speed to be a little slower. - To handle situations where difficulty staying focused occurs during a listening session in class, I usually use a headset and turn up the volume. - I always try to listen carefully until full volume, then if I think I've caught the vocab, I go to translate. So after that, I try to translate one sentence in the vocab itself, whether the sentence is connected or not, like that.
P4	<ul style="list-style-type: none"> - Still confused, maybe memorize more vocabulary. - ...From before I had to hone my hearing frequently, so I could adapt to their speaking speed. 	<ul style="list-style-type: none"> - If a speaker is speaking too fast, I usually ask them to repeat themselves or slow down a bit so I can follow better. - Even though there are visuals, repetition is more valuable than visuals. If I have to deal with this difficulty, I have to be more focused, and you have to adjust the volume right so you can hear it clearly. - Of course (he can maintain focus), by using a high volume.

3.4.3 Drawing and Verifying Conclusion

The third step in qualitative data analysis is drawing and verifying conclusions. Beginning with the collection of data, qualitative analysis begins to determine what things mean by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles, Huberman, and Saldaña, 1994). The researcher also double-checks the findings. Following the collection of data, the conclusion was begun by drawing a preliminary conclusion. In other words, the conclusion was continuously analyzed and verified to arrive at the perfect conclusion.

3.5 Research Schedule

This research was conducted in September 2023 to July 2024 which is outlined in table form, as follows:

Table 3.7 Research Schedule

Description	Sep 2023	Oct 2023	Nov 2023	Dec 2023	Mar 2024	April 2024	Jun 2024	Jul 2024
Research topic and approval								
Research Proposal writing								
Research Proposal examination								
Data Collection								
Data Analysis								
Report								
Thesis Result Seminar								
Thesis Examination								