

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research design

This study adopted a descriptive case study method. This case study describes an intervention or phenomenon and the real-life setting in which it occurred (Yin, 2003). Denzin and Lincoln (2018) convey that the objective of this study is to develop a complete, detailed portrayal of some phenomenon, to get the story down for the possible benefit of policymakers, scholars, and other citizens or, in some situations, to give voice to people who are marginalized, disadvantaged, excluded, or vulnerable. This study will identify and describe the students' engagement during English learning through role-plays during Professional listening and speaking.

3.2 Research Setting and Participants

This research was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. The researcher conducted this study because of two considerations: (1) there is a course named Professional Listening and Speaking (PLS) that uses role play as a teaching technique; (2) there is a phenomenon of student engagement in PLS courses using role play. More precisely, it aims to disclose what engagements that students perform during English learning through Role plays in Professional Listening and Speaking.

Two female students (19-20 years old) were recruited to explore their perceptions of role-play during the course. Several participants were recruited to get deeper and more detailed information about the various perspectives on the smallest scale. Subedi (2021) said that a small sample allows the researcher to focus on an in-depth understanding of a particular social and cultural context, which is generally impossible through studying larger samples.

The criteria for participants in this research were based on some characteristics: they took the PLS course in the 3rd semester of the 2023 academic year, experienced role plays in PLS courses and agreed to participate in this

research. Participants, such as high- and medium-engaged students, were also recruited based on their active participation. The level of student engagement is adjusted to facts in the field based on statements from PLS lecturers. In addition, the selection of participants for each level of student engagement was based on the advice of the PLS lecturer.

3.3 Data Collection

The data collection technique for this research used semi-structured interviews. A semi-structured interview employs a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions (Adams, 2015). Kallio et al. (2016) point out that the semi-structured interview approach is practical because it allows for reciprocity between the interviewer and the participant and allows the interviewer to improvise follow-up questions depending on participant replies. Furthermore, semi-structured interviews are preferable to standardized interviews because they allow the interviewer to go further into their responses for extra information and clarification, which is especially important when dealing with complicated or sensitive subject matter (Naz et al., 2022).

The interview questions of this study were based on the indicators of student engagement that were adapted from King's (2020) indicators of behavioural engagement, Pohl's (2020) indicators of cognitive engagement, and Cook et al. (2020) indicators of emotional engagement. The interviews were conducted in Indonesian and then transcribed and translated. The researcher used Oppo's mobile phone as an audio recorder during the interview. Due to confidential issues, all the participants' names were changed into pseudonyms (P1, P2). The duration of the interview is around 40 minutes. The interview was carried out once, but to confirm some answers from participants that were unclear and ask additional questions, the researcher contacted the participants via WhatsApp.

3.4 Data Analysis

The data was analyzed using thematic analysis. According to Braun & Clarke (2006), thematic analysis is an analytical process for analyzing, managing, representing, and informing themes included in a data collection. Furthermore, the

researcher employs thematic analysis because it provides greater flexibility in analyzing data and helps the researcher access extensive data sets more simply by categorising them. This tool analysis included six steps that assisted the researcher in examining the data as follows:

3.4.1 Familiarizing the data

In this step, the researcher familiarized herself with the data by reading it several times. Before that, the data was presented as audio recordings of interviews, so the researcher had to listen to them, then transcribe them and read the transcript results.

3.4.2 Generating Initial Codes

In the second step, the researcher began to arrange the data by giving signs to the data in the codes related to the study's aim. The researcher used the colouring method to differentiate each aspect indicated by participants, which generated the initial codes. Furthermore, the researcher related the data based on the aim of the research and then categorized it using initial codes (Full attendance in role-plays, Interaction with others, Improving speaking skills, Memorizing the script, Fun, Self-evaluating and reflecting) that were colored (e.g. yellow, red, dark grey, red lighter 80%, Pink, and Green) to highlight what are the students' engagement during English learning speaking through role plays in the course of professional listening and speaking.

Table 3.1 Generating initial codes

Interview data	Codes
<i>D: saya percaya kalau dulu di semester tiga kemarin tidak pernah absen, saya rasa kalo saya tidak salah tidak pernah absen di kelas PLS dan saya mungkin dikatakan cukup aktif berpartisipasi dalam role play.</i>	Full attendance in role-plays
<i>D: sangat improvise banget our speaking skills karena kita dituntut buat berani , confident buat tampil terus kita juga di force gitu untuk berpikir secara spontaneous waktu kita lupa dialog or something gitu. Jadi itu bener-bener improvise us banget buat speaking. Apalagi kalo misal suatu saat ada di tempat surviving English gitu yang mana kita harus bicara dengan bule gitu atau native speaker kita kan jadi bisa berpikir dengan cepat.</i>	Improving speaking skills

S: Awalnya dibaca dulu, karena aku tipe yang kurang vocabnya gitu jadi ya sebisa mungkin aku hafal gitu. jadi pas nanti udah roleplay terus muncul lupa-lupa dikit, masih bisa gitu ditutupi sama vocab yang aku punya gitu.

Memorizing the script

D: Indeed, it's like a fun game actually. Karena buat aku sendiri, aku kan suka acting gitu, jadi aku suka role play.

Fun

S: Kalau aku biasanya evaluasi diri setelah melakukan roleplay di hari itu hehe, jadi misal pas udah selesai tuh "oh ngerasa kurang max tadi nampilannya" karna mungkin grogi terus tiba tiba lupa text jadi malah keluarnya apa aja yang ada di otak yang penting nyambung gitu sama theme nya, jadi paling itu sih refleksi dirinya, jadi kedepannya bisa memperbaiki speaking nya atau pun jadi di fahami ngga di hafal gitu hehe..

Self-evaluating and reflecting

Meskipun ya awal awal nya dihafal tapi kalo udah ada gambaran kan kita kalopun lupa jadi tau mau ngomong apa gitu.

The participants ' interview transcription showed that 40 initial codes represented different aspects. 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	Full attendance in role-plays	2
2	On-time every time before performing role-play	2
3	Improvise the dialogue	3
4	A good relationship with other	2
5	Pre-class preparation	2
6	Role-plays preparation	10
7	Spontaneous encouragement to speak	4
8	Feeling confident	5
9	Motivating	5
10	Improving speaking skill	3
11	Fun	6
12	Self-expression as someone else	3
13	Make the focus on learning	1
14	Adjusting the practice schedule	1
15	Making a to-do list	2
16	The direct practice of dialogue	1
17	Memorizing the script	1

18	Monitoring preparation	2
19	Learning negotiation skill	1
20	Enriching vocabulary	2
21	Feeling anxious	3
22	Good appreciation	2
23	Interested in certain topics	4
24	Enjoyable role-plays	2
25	Well facilitated	2
26	Supportive groupmates	2
27	Self-evaluating and reflecting	2
28	Looking for new vocabulary	1

3.4.3 Searching for Themes

In this step, the researcher integrated the appropriate codes into a possible theme relevant to the research questions and eliminated codes that were unrelated to the themes or study questions.

Table 3.3 Searching for themes

No	Initial Codes	Potential Themes
1	Full attendance in role-plays	Timely commitment among students
2	On-time every time before performing role-play	
3	Pre-class preparation	Students' participation in role-plays
4	Role-plays preparation	
5	Feeling confident	Boosting students' English language learning motivation
6	Motivating	
7	Interested in certain topics	
8	Self-expression as someone else	
9	Make the focus on learning.	
10	Improving speaking skill	Enhancing students's English proficiency
11	Spontaneous encouragement to speak	
12	Learning negotiation skill	
13	Enriching vocabulary	
14	Adjusting the practice schedule	Utilizing cognitive and metacognitive language learning strategies
15	Making a to-do list	
16	The direct practice of dialogue	
17	Memorizing the script	
18	Monitoring preparation	
19	Improvise the dialogue	
20	Self-evaluating and reflecting	
21	Looking for new vocabulary	

22	Fun	Students' emotional dynamics in role-plays
23	Enjoyable role-plays	
24	Feeling anxious	
25	Good appreciation	Students' well-being
26	A good relationship with other	
27	Supportive groupmates	
28	Well facilitated	

3.4.4 Reviewing themes

In this step, the researcher reviewed the themes to see whether they were appropriate for the research. If not, the researcher excluded specific potential themes irrelevant to answering the research question.

Table 3.4 Reviewing themes

Potential Themes	Themes
Timely commitment among students Students' participation in role-plays	Student's behavioural engagement
Boosting students' English language learning motivation Enhancing students's English proficiency Utilizing cognitive and metacognitive language learning strategies	Students' cognitive engagement
Students' emotional dynamics in role-plays Students' well-being	Students' emotional engagement

3.4.5 Defining themes

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

3.4.6 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 finding.

3.5 Research Schedule

Table 3.5 Research Schedule

Description	Sept/ 2023	Oct/ 2023	Nov/ 2023	Feb/ 2024	March/ 2024	Mei/ 2024	July/ 2024
Research Proposal writing							
Research Proposal Examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							