

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely method of the research, focus of the research, setting, and participants of the research, technique of collecting the data, technique of analyzing the data, steps of the research, and time and place of the study.

#### **3.1 Method of the Research**

The research used descriptive qualitative. The researcher also used descriptive qualitative to analyze qualitative research data collected simultaneously with the researcher's ongoing data collection procedure. The descriptive qualitative method analyzes the issues raised in a study (Herman et al., 2022). In addition, the researcher used descriptive case studies, the purpose of which was to document and describe phenomena of interest to the researcher. In research design, a case study is needed to find a specific phenomenon explained with descriptive qualitative data to get precise research results that had been evidence and data (Rossman & Rallis, 2016). Therefore, this study used a descriptive case study to investigate students with gender differences in language learning strategies in public speaking classes.

#### **3.2 Focus of the Research**

This research investigated gender differences in language learning strategies for undergraduate students in public speaking classes. The data were taken from interviews result to the undergraduate students about the strategies of public speaking.

#### **3.3 Setting and Participants of the Research**

This study took place at a state university in West Java, Indonesia because the researcher and the participants were students at this university. Furthermore, the data collection, data analysis, and research writing were conducted from July to October, for the thesis result seminar in November 2024. Public speaking class provides an understanding of communication in the public

sphere by combining speaking techniques and art. Therefore, students' conceptual achievements in speaking are directed and do not cause different perceptions with the audience.

Participants in this study were four students, two females and two males of the second semester in the English Education Department in the class of 2023, who ranged from 18-19 years old. In addition, the researcher has provided a consent form to participate in this research. The participants were recruited based on several considerations, such as (1) Class A had suitable criteria because Class A is a collection of outstanding students, according to the policies and decisions of the chairman of the Department of English Education, (2) the participants had the experience of learning public speaking during fourteen meetings or one semester during taking a public speaking class, (3) the participants are based on the recommendation from the lecturer so the researcher can find out that students with high grades have successfully in learning public speaking class, (4) the participants have agreed and filled out the consent form. The researcher determines the right interview schedule after the participant fills out the consent form.

To comply with research ethics, participants should get an explanation of what, why, and how this research had been conducted before data collection through interviews. Furthermore, participants were asked to sign a letter of consent as participants in this study and permission to record the interview process and write down the data provided for analysis. In addition, the participants' data has been kept confidential. The names of the participants were changed to pseudonyms: participant 1, participant 2, participant 3, and participant 4. The data collection date and time had been adjusted to the availability of participants.

### **3.4 Technique of Collecting the Data**

Data retrieval had been used in semi-structured interviews, to collect the data. Starting with a set of standardized questions asked by the respondents, this method can also be described as an organized conversation guided by some

updated information obtained during an interactive discussion (Ahlin, 2019).

In this study, the researcher conducted semi-structured interviews through 12 interview questions. The interview guidelines were adapted from Oxford (1990) concept of language learning strategies namely memory, cognitive, compensatory, metacognitive, affective, and social strategy. The interview was conducted in Bahasa Indonesia. This interview was conducted online Call via WhatsApp and Voice Notes via WhatsApp.

The theory of language learning strategies from Oxford (1990) is divided into two indicators, namely (direct strategies and indirect strategies).

1. Direct strategies are divided into three categories: memory, cognitive, and compensatory.
2. Indirect strategies are divided into three categories: metacognitive, affective, and social.

Data collection used qualitative semi-structured interviews. Interviews have been conducted online with the platform. Then, the reason for using semi-structured interviews was suitable for answering the research questions and research objectives.

### **3.5 Technique of Analyzing the Data**

The data were analyzed qualitatively using thematic analysis from Braun & Clarke (2006) consisted of familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

- 1) Become familiar with the data: Reading and rereading the data from the interview transcripts, and actively interpreting the data by looking for patterns, meanings, and other information. This can also be used to take notes or annotate ideas for coding.
- 2) Generate initial code: Data coding involves making notes on the text the researcher has previously examined, then identifying a segment of data

with a “Post-it” note, and highlighting or even coloring with a pen to indicate possible codes.

**Table 3.1** Generate initial codes

Data Items	Codes
I will outline the text first by applying proper grammar before using it in my public speaking performance. I pay attention and note key points in my language so that I understand and when something is not understood, I will confirm it with friends. So that in the process of working or conveying the message can be understood by yourself and others.	Outlining some keywords Interacting with friends Delivering message

The participants' interview transcriptions showed 31 initial codes representing 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	Understanding the material	4
2	Reviewing material	4
3	Reading material	3
4	Setting goals	2
5	Delivering message	3
6	Critical reasoning	1
7	Concluding	2
8	Note-taking	5
9	Outlining some keywords	11
10	Highlighting	2
11	Learning applications	1
12	Internet resources	2
13	Active listening	8
14	Paying attention to the video	4
15	Speaking practice	8
16	Improvisation	2
17	Confirming with lecturer	1
18	Role-playing	2

19	Interacting with friends	14
20	Meditation	7
21	Smiling	2
22	Joking	1
23	Positive affirmation	8
24	Self-rewarding	1
25	Word substitutions	3
26	Translating	3
27	Adjusting grammar use	1
28	Scoring	1
29	Reflection	3
30	Oral feedback	6
31	Written feedback	3

**Table 3.3** List of initial codes (Females and Males) and their frequency

No	Initial Codes	Frequency	
		Females	Males
1	Understanding the material	2	2
2	Reviewing material	2	2
3	Reading material	2	1
4	Setting goals	-	2
	<b>Total</b>	<b>6</b>	<b>7</b>
5	Delivering message	2	1
6	Critical reasoning	-	1
7	Concluding	1	1
	<b>Total</b>	<b>3</b>	<b>3</b>
8	Note-taking	-	5
9	Outlining some keywords	6	5
10	Highlighting	1	1
11	Learning applications	-	1
12	Internet resources	-	2
13	Active listening	3	5
14	Paying attention to the video	2	2
	<b>Total</b>	<b>12</b>	<b>21</b>
15	Speaking practice	3	5
16	Improvisation	1	1
17	Confirming with lecturer	1	-
18	Role-playing	2	-
19	Interacting with friends	9	5
	<b>Total</b>	<b>16</b>	<b>11</b>
20	Meditation	4	3
21	Smiling	1	1
22	Joking	1	-
23	Positive affirmation	4	4

24	Self-rewarding	-	1
<b>Total</b>		<b>10</b>	<b>9</b>
25	Word substitutions	2	1
26	Translating	2	1
27	Adjusting grammar use	1	-
<b>Total</b>		<b>5</b>	<b>2</b>
28	Scoring	-	1
29	Reflection	2	1
30	Oral feedback	3	3
31	Written feedback	-	3
<b>Total</b>		<b>5</b>	<b>8</b>

- 3) Search for themes: Grouping or categorizing data using themes for analysis, involves organizing code into potential topics, and capturing all crucial data for each possible theme.

**Table 3.4** Search for themes

No	Initial Codes	Potential Themes
1	Understanding the material	Learning Arrangement
2	Reviewing material	
3	Reading material	
4	Setting goals	
5	Delivering message	Delivering Message
6	Critical reasoning	Analyzing Message
7	Concluding	
8	Note-taking	Visual Media
9	Outlining some keywords	
10	Highlighting	
11	Learning applications	Audio Media
12	Internet resources	
13	Active listening	Audio Visual
14	Paying attention to the video	
15	Speaking practice	Self Practice
16	Improvisation	Collaborative Practice
17	Confirming with lecturer	
18	Role-playing	
19	Interacting with friends	Lowering Anxiety
20	Meditation	
21	Smiling	
22	Joking	

23	Positive affirmation	Self-encouragement
24	Self-rewarding	
25	Word substitutions	Language Adjustment
26	Translating	Grammar Adjustment
27	Adjusting grammar use	
28	Scoring	Self-evaluation
29	Reflection	
30	Oral feedback	Peer Feedback
31	Written feedback	

**Table 3.5** Search for themes

No	Initial Codes	Themes
1	Learning Arrangement	The Strategy of Learning Preparation
2	Delivering Message	The Strategy of Cognitive Process in Speaking
3	Analyzing Message	
4	Visual Media	The Strategy of Utilizing Various Learning Media
5	Audio Media	
6	Audio Visual	
7	Self Practice	The strategy of Speaking Practice
8	Collaborative Practice	
9	Lowering Anxiety	The Strategy in Psychological Management
10	Self-encouragement	
11	Language Adjustment	The Strategy of Avoiding Linguistic Barriers
12	Grammar Adjustment	
13	Self-evaluation	Strategy of Reflection
14	Peer Feedback	

- 4) Review themes: Review the coded data for each theme to find out if the data supports it.
- 5) Defining and naming themes: Determining the central idea of each theme.

**Table 3.6** Defining themes

No	Themes	Definition
1	The Strategy of Learning Preparation	The student's language learning strategies for learning preparation in public speaking include understanding the material, reviewing material, reading material, and setting goals.

2	The Strategy of Cognitive Process in Speaking	The student's language learning strategies for the cognitive in public speaking include delivering a message, critical reasoning, and concluding.
3	The Strategy of Utilizing Various Learning Media	The student's language learning strategies for utilizing various learning media in public speaking include note-taking, outlining a few keywords, highlighting, using learning applications, using internet resources, active listening, and paying attention to the video.
4	The Strategy of Speaking Practice	The student's language learning strategies for speaking practice in public speaking include speaking practice, improvising, confirming with the lecturer, role-playing, and interacting with friends.
5	The Strategy in Psychological Management	The student's language learning strategies for psychological management in public speaking include meditation, smiling, joking, positive affirmation, and self-rewarding.
6	The Strategy of Avoiding Linguistic Barriers	The student's language learning strategies for avoiding linguistic barriers in public speaking include word substitutions, translating, and adjusting grammar use.
7	The Strategy of Reflection	The student's language learning strategies for reflection in public speaking include scoring, reflection, oral feedback, and written feedback.

- 6) Writing up: Begins with a set of fully developed themes and includes analysis and final writing of the report.

Data collection used qualitative theory from Braun and Clarke (2006) with a theme analysis process that consists of familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing up.



### **3.6 Steps of the Research**

In conducting this research, the researcher carried out several steps based on Andriani et al. (2020) as follows:

a. Identifying the phenomenon

In this step, the researcher explored and developed a detailed understanding of a phenomenon of gender differences in students' language learning strategies in a Public Speaking Class.

b. Reviewing literature

In this step, the researcher reviewed several coded data for each theme to find out if the data supports it.

c. Objectives and research questions

In this step, the researcher stated the objectives and research questions about how gender differences can determine language learning strategies for undergraduate students in Public Speaking Class.

d. Collecting the data

In this step, the researcher collected data from the participants about language learning strategies in public speaking class through semi-structured interviews.

e. Analyzing the data

In this step, the researcher used thematic analysis by Braun and Clarke (2006) to analyze the data that had been collected.

f. Writing the report

In this step, the researcher reported the result of the research by writing a thesis about female and male students with their language learning strategies in Public Speaking Class.

### **3.7 Time and Place of the Study**

The research has occurred in a university's Department of English Education in Tasikmalaya, West Java, Indonesia. This study began in September with case finding and collecting titles. Furthermore, thesis writing from September 2023 to June 2024. Then, data collection was carried out from January to June 2024. Moreover, data analysis was carried out from July to

August. The study time in question is the period of implementation of the research described in Table 3.7, as follows:

**Table 3.7** Time of the Study

<b>Description</b>	<b>Sep- Nov 2023</b>	<b>Dec 2023</b>	<b>Jan- Jun 2024</b>	<b>Jul- Oct 2024</b>	<b>Nov 2024</b>	<b>Dec 2024</b>
Research Proposal Writing						
Research Proposal Examination						
Data Collection						
Data Analysis						
Writing Report						
Thesis Result						
Seminar						
Thesis Examination						