

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter provides the methodology utilized to conduct the study. The researcher method, setting and participants, data collection, data analysis, steps of the research, and research timetable are the seven components of the research procedures that are described.

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

In this research, the researcher used a qualitative approach and a descriptive case study. Qualitative research is concerned with developing explanations of social phenomena. According to Fraenkel and Wallen (2009), a qualitative study approach that studies a single individual, group, or important example to formulate interpretations for the specific case or to provide useful generalizations.

The research design used a descriptive case study, which aims to describe an invention or phenomenon and the real-life context in which it occurred (Yin, 2009). A descriptive case study is an in-depth investigation of one or more phenomena in a real-world setting that reveals the viewpoints of those who were involved in the phenomenon (Gall et al., 2007). Furthermore, the reason why this research uses descriptive case studies is to dig deeper into the information based on the phenomena that are happening in intensive listening class. Researchers see a phenomenon that occurs: EFL students often face challenges when learning listening, especially in intensive listening courses. Thus, this approach becomes an appropriate method for an in-depth examination of certain phenomena, producing comprehensive analyses.

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

This research focuses on describing the challenges faced by students in learning listening during an intensive listening course at one university in Indonesia, as well as how students overcome these challenges.

### **3.3 Setting and Participants**

This research was conducted on one of the courses in the English Education Department at a university in Tasikmalaya, West Java, Indonesia, namely the intensive listening course. Since the phenomenon is found in this course, it was supported by the accessibility and participants willingness to participate in this research. The participants involved in this study were 2 women, ages 19-20, from the 2023 academic year in the English Education Department. The participants were chosen to meet some criteria: (1) they were enrolled in intensive listening courses; (2) they faced challenges and had strategies to overcome the challenges; and (3) they were willing to be participants in the research. These criteria were obtained based on the results of the pre-interview. The research aims to investigate the challenges faced by EFL students in listening courses and how the students cope with the challenges.

To address ethical concerns, all 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 and P2.

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

The data collection was done using an interview method with two participants. The type of interview used by the researcher is a semistructured interview with open-ended questions. According to Jamshed (2014, p. 87), a semi-structured interview allows the researcher to get an in-depth understanding of the information from the participants by asking several open-ended questions. Semi-structured interviews were applied to gain an understanding of the challenges that students usually face in learning listening during intensive listening classes. To conduct semi-structured interviews, the researcher made a list of questions as guidelines to gather information dealing with the research aims.

In conducting the interview, the researcher adapted the technique of designing interviews from Adams (2015):

1. Selecting participants and arranging interviews

This stage deals with things that need to be prepared for the interview. Initially, the interview was to be conducted with two participants. The researcher contacted them to request and schedule an interview time.

## 2. Drafting questions and the interview guide

The interview questions were based on review literature and adapted from Hamouda (2013) and Adi et al. (2022).

## 3. Starting the interview

At this stage, the first thing the researcher did was ask permission for the interview to be recorded. Before the interview began, the researcher explained the research to be conducted, including the title, research focus, and others. In this method, the researcher used Realme 5 Pro as an audio recorder to record the conversation. Then, the researcher asked the participants to speak freely.

## 4. Polishing interview techniques

Each participant was interviewed for a period of time between 16 and 20 minutes per session. Afterward, it started with a question according to the question list. The online interview was conducted via Zoom and WhatsApp call.

## 5. Analyzing and reporting a semi-structured interview

In this section, the researcher checked the results, checking the accuracy of the data obtained from the interviews. The data were also transcribed and translated. The data was analyzed using thematic analysis.

### **3.5 Data Analysis**

After conducting semi-structured interviews, the researcher analyzed the data using thematic analysis. Thematic analysis is a method for studying qualitative data that consists of reviewing a set of data to find recurring patterns, understand them, and report them. Braun and Clarke (2006) defined the following steps: familiarizing with the data, generating initial codes, searching for themes, defining and naming themes, and producing the report.

#### **1) Familiarizing the Data**

In this step, the researcher listened to the interview results and transcribed the recordings into written form. After transcribing the interview data, the researcher read and understood the data.

## 2) Generating Initial Codes

In this step, the researcher started to organize the data by highlighting the data with different colors and naming the kind of situation. In this step, the researcher also coded all of the data and identified whether there were the same codes or not and whether they were relevant or not.

**Table 3.1 Generating Initial Codes**

Data item	Codes
<p><b>P1:</b> Saya mengalami kesulitan ketika mendengarkan rekaman dengan topik atau materi tertentu dari pembicara. Seperti saya tidak dapat menangkap dengan jelas kosakata atau kalimat yang keluar dari pembicara. Hal ini akan menjadi kesulitan dan tantangan untuk mengetahui materi...</p>	<p>Unfamiliar words</p>
<p><b>P1:</b> Jika kalimat itu sudah mulai rumit dan terdapat beberapa kosakata asing bagi saya, saya akan mengalami kesulitan untuk memahami percakapan dalam hal ini dibutuhkan pengulangan pemutaran rekaman</p>	<p>Inability to listen once</p>
<p><b>P2:</b> Sebagai contoh, jika rekaman tidak terlalu panjang dengan durasi sekitar 1-3 menit, saya akan menangkap semuanya, tetapi jika rekaman itu berdurasi panjang lebih dari itu antara 5-6 menit, saya akan kesulitan untuk menangkap semuanya.</p>	<p>Long spoken text</p>
<p><b>P1:</b> Perbedaan aksen menjadi tantangan tersendiri karena saya sering menggunakan bahasa Inggris</p>	<p>Unfamiliar accent</p>

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Amerika untuk belajar listening, Ketika rekaman mulai menggunakan british accent, saya mulai kebingungan karena ada beberapa hal yang kurang jelas diucapkan oleh pembicara.

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**P2:** Awalnya pasti kaget apabila ditanya mendadak oleh dosen. dan pasti takut kalau mau jawab, tapi terkadang masih bisa jawab pertanyaan dari dosen, tapi ya itu takut. Fear to answer question

Teman-teman saya juga begitu, mereka bisa menjawab, tapi kebanyakan gugup karena tidak bisa menjawab, dan ada perasaan takut salah juga ketika mau menjawab pertanyaan, apalagi di depan teman-teman.

**P1:** Saya merasa senang sekaligus gugup karena pada saat saya mendengarkan rekaman dari pembicara penutur asli itu tidak begitu mengerti apa yang diucapkannya karena cara berbicaranya berbeda dan aksen yang mereka gunakan juga berbeda dengan orang bukan penutur asli. Strangeness with native speaker

Kemudian senangnya itu sendiri karena bisa belajar lebih dari penutur asli.

**P2:** Biasanya, saya tidak bisa menangkap apa yang mereka katakan jika pembicara berbicara terlalu cepat, tetapi jika yang saya rasakan mungkin eeee lebih banyak stres, dan kebingungan. Fast speaking rate

bingungnya seperti saya tidak tahu seperti apa rekaman kedepannya

**P1:** Menurut saya, tantangan terkait pronunciation yang saya hadapi ketika mereka berbicara adalah Unrecognizable pronunciation

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ada kata-kata yang diucapkan dengan cara yang sama tetapi memiliki arti yang berbeda.

jadi saya tidak bisa membedakannya, misalnya "to" dan "two". Pengucapannya hampir sama tapi artinya berbeda

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**P2:** Menurut saya kualitas rekaman masih standar dan kurang, karena menurut saya kadang saya duduk di depan atau di belakang, kalau saya duduk di depan pasti jelas rekamannya seperti apa, tapi kalau saya duduk di belakang menurut saya agak kurang karena mungkin suaranya agak memantul di tembok, atau dari volumenya, atau dari speakernya sendiri kadang ada gangguan.

Low audio quality

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**P2:** Saya akan lebih fokus pada kosakata baru yang saya dapatkan, biasanya jika saya mendapatkan kosakata yang belum saya ketahui, saya akan menuliskannya di catatan atau di kertas dan kemudian setelah pelajaran selesai, saya akan mencari kosakata tersebut.

Note taking

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**P1:** Perasaan gugup pasti ada ketika belajar di kelas intensive listening, karena saya takut apabila materi yang akan disampaikan pada saat belajar itu tidak bisa dimengerti. jadi saya akan merasa gugup ketika masuk ke kelas

Feel nervous

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**P2:** Cukup sering ada suara bising dari luar, karena kelas intensive listening ada di lantai satu dan di dekat lorong juga banyak siswa yang lalu lalang, apalagi kalau kelas sudah bubar atau mereka menunggu di dekat kelas kami. di sini kadang suara mereka suka terdengar sangat keras

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Background noise

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sehingga membuat kadang sering terganggu saat belajar.

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**P2:** Salah satu strategi yang saya terapkan adalah Practice using song dengan sering mendengarkan musik berbahasa Inggris, khususnya dari British. Hal ini memungkinkan saya untuk melatih aksen saya.

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**P1:** Saya melatih kemampuan saya untuk Practice using mengatasi tantangan tersebut dengan sering movies menonton film dan mendengarkan musik berbahasa Inggris.

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**P2:** Untuk platform yang saya gunakan untuk Medium for learning berlatih listening, ummm paling banyak spotify dan kadang di YouTube juga, kadang di YouTube juga digunakan untuk menonton podcast dengan berbagai macam topik.

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**Table 3.2 List of Initial Codes and Their Frequency**

Initial Codes	Total
Unfamiliar words	13
Inability to listen once	3
long spoken text	5
Unfamiliar accents	11
Fear to answer question	3
Strangeness with native speaker	14
Fast speaking rate	7
Unrecognizable pronunciation	12

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Low audio quality	2
Note-taking	3
Feel nervous	9
Background noise	5
Practice using song	5
Practice using movies	6
Medium for learning	4

### 3) Searching for Themes

In this step, the researcher analyzed the code of the data and then classified it into the relevant themes.

**Table 3.3 Searching for Themes for Listening Challenges**

Initial codes	Sub-Themes	Potential Themes
Fear to answer question	Anxiety	Problem related to the internal student
Feel nervous		
Unfamiliar words	Limited vocabulary	
Inability to listen once	Repetition needed	
Long spoken text	Long recording duration	
Unfamiliar accent	Various accent	
Strangeness with native speaker		
Fast speaking rate	Pronunciation	
Unrecognizable pronunciation		
Low quality of audio	The quality of audio system	Problem related the external student



Background noise                      Outside noise

**Table 3.4 Searching for Themes for Overcoming the Challenges**

<b>Initial Codes</b>	<b>Sub-Themes</b>	<b>Potential Themes</b>
Note-taking	Listening practice	Students strategies to overcome the challenges
Practice using song		
Practice using movies		
Medium for learning	Integrating media	

#### 4) Reviewing Themes

In this step, the researcher expands or changes the topics that were discovered in the earlier steps. The following themes and sub-themes were examined by metacognitive strategies, cognitive, socio-affective, and listening challenges strategies. The researcher reviewed again from code grouping to determine which are the most suited for the study.

**Table 3.5 Reviewing Themes**

<b>Initial Codes</b>	<b>Sub-themes</b>	<b>Potential Themes</b>
Fear to answer question	Anxiety	Problem related to the internal student factors
Feel nervous		
Unfamiliar words	Limited vocabulary	
Inability to listen once	Long recording duration	
Long spoken text		
Unfamiliar accent	Various accent	
Strangeness with native speaker		
Fast speaking rate	Pronunciation	
Unrecognizable pronunciation		
Low quality of audio	The quality of audio system	Problem related the external student

Background noise	Outside noise	
Note-taking	Listening practice	Students strategies to
Practice using song		overcome the
Practice using movies		challenges
Medium for learning		

### 5) Defining and Naming Themes

In this step, the researcher identified the essence of each theme and constructed a concise and clear name for each piece of theme. The researcher defined themes for each piece of data that has been highlighted, and those became the findings of this study that show.

**Table 3.6 Defining and Naming Themes**

Sub-Themes	Themes
Anxiety	Student challenges from internal factors
Limited vocabulary	
Long recording duration	
Various accents	
Pronunciation	
The quality of the audio system	Student challenges from external factors
Outside noise	
Listening practice	Student strategies to overcome the challenges

### 6) Producing the Report

This step is the final in analyzing the data. The researcher selected a suitable statement that conveys the main or essence of the themes from the interviews, and the researcher reported what was gained from this research.

### 3.6 Steps of Research

The researcher took a number of actions in this study. The research problem is first formulated by the researcher. Second, choose methods for gathering the data, such as conducting interviews while utilizing an audio recorder, and then

turn it into written form (transcribed). Thirdly, the researcher chose a thematic analysis approach to data analysis. Fourth, the researcher asks two participants a number of questions during an interview. Following data collection, the researcher translated the data into English from *Bahasa* Indonesia and transcribed the data. Data analysis is the last step of the research process. The data were then summarized and reanalyzed.

### **3.7 Times of the research**

This research was conducted from July to November 2024, as can be seen in table 3.7. It was started from the research proposal writing until the thesis examination. This research took place at a university in Tasikmalaya.

**Table 3.7 Research Timeline**

Activities	J	De	Ja	Fe	Ma	Ap	Ma	J	J	A	Se	Oct	No
	ul	c	n	b	r	r	y	u	ul	u	pt		v
	2023		2024										
Research proposal writing													
Research proposal examination													
Data collection													
Data analysis													
<i>Seminar Hasil</i>													
Final thesis examinaation													