

CHAPTER III

RESEARCH PROCEDURES

3.1 Method of the Research

The method used in this research is narrative inquiry. Cladinin (2006) argued that narrative inquirers studied the individual's world experience, and narrative describes human action and experience (Zhang, 2020). As this study portrayed an individual experience of LLS in learning English, thus narrative inquiry was chosen as the research method.

3.2 Setting and Participant

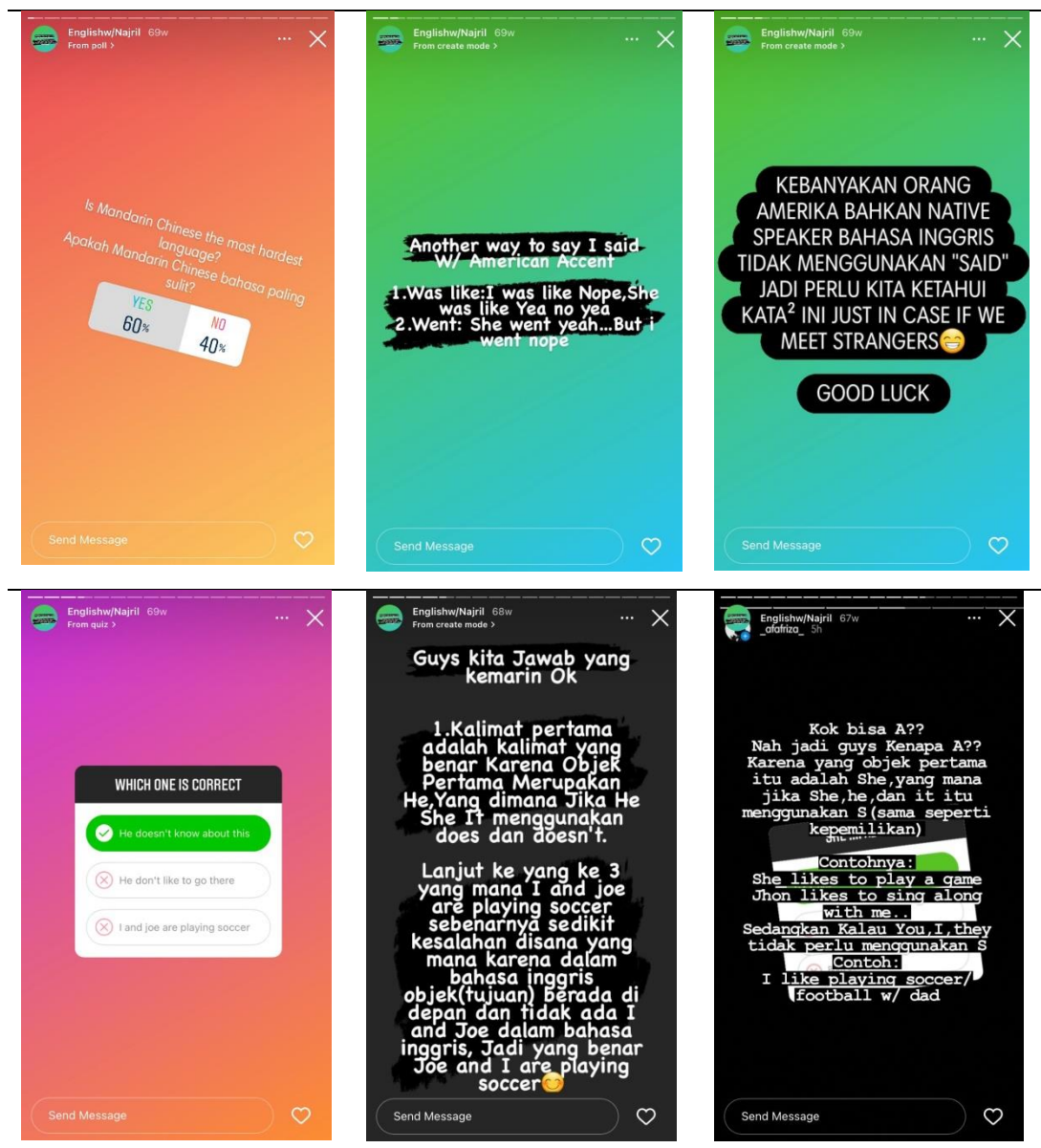
The participant in this study was a 14-year-old student named Ajil (*pseudonym*) who is currently a student from one of the junior high schools in Tasikmalaya, West Java, Indonesia. His first interest in learning English occurred when he was in 4th grade and met a native speaker during a study tour, then the native speaker asked him but he could not answer at all. Therefore, the incident always lingered in his memory. Since then he started to be more seriously interested in learning English. His interest in English was shown by the fact that was part of the foreign language department at the student council organization and was the chairman of the English club. Formal English learning activities in schools are limited due to conditions, but they did not become an obstacle to learning independently by utilizing technology.

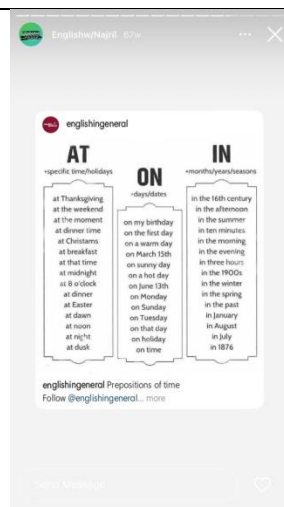
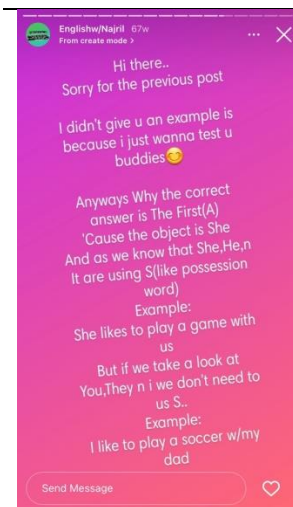
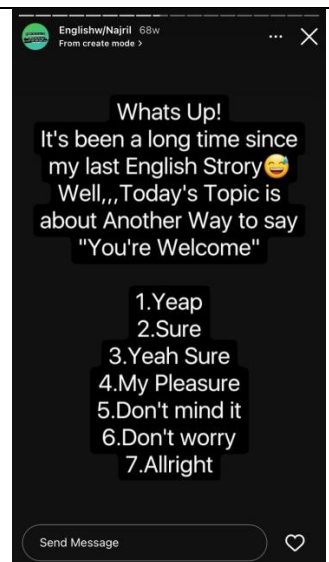
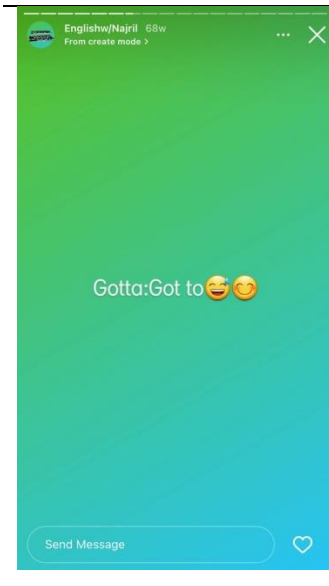
English is his favorite subject. However, not only English but also the interesting fact that this student is also learning two other languages, namely Russian and Japanese. Nonetheless, English is his priority. As the first child, he only relied on himself to be able to prove that his perseverance in learning foreign languages independently is extraordinary. His creativity outside of school was also very interesting, he creates content on his social media account with the title #EnglishWithNajril. In his content, he shared what he knew about English and rarely made guessing tabs. To meet the category of a successful language learner, he can show how he performs in applying

English in theory and practice. His communication skills are quite fast, a good mastery of words, and the use of slang words greatly increase the admiration of the researcher. The researcher was very interested in how this student was able to achieve such good abilities as well as what might have contributed to his success.

Figures 3.2

Screenshoot content #EnglishWithNajril





3.3 Data Collection

This research used semi-structured interviews as the data collection technique. The interview was carried out directly. Firstly, the researcher asked permission to do the interview session by describing the aim of the interview, the context of the research, and the topic. Then, after obtaining permission and the information is clearly understood, the researcher gave a consent form to legalize the process of getting the data. The participant signed it as an acceptance of being involved in the study. After that, the interview session will start by turning on the audio recording (smartphone). The interview used the guideline from O'Malley's theory (1985) which divided LLS into three main categories: Metacognitive Strategies, Cognitive Strategies, and Socio affective Strategies. Finally, after the interview had finished, the researcher analyzed the data. If there is information that is still incomplete, it is possible to carry out follow-up questions to ensure that no more data is left.

3.4 Data Analysis

The data from the interview was analyzed using thematic analysis. It aims to identify themes and patterns in the data based on O'Malley's theory (1985) about LLS. According to Braun & Clarke (2012), there are six steps for doing thematic analysis, as follows:

a. Familiarizing with the data.

The form of the data was an audio recording from the interview. The researcher listened and transcribed the audio completely. It also read more than once to be familiar with the data.

b. Generating initial codes.

In this phase, The codes have been determined related to the theory used. The researcher highlighted the codes by coloring the data that were identified as the codes that related to the purpose of this study.

Table 3.4.1
Generating initial codes' example

A:	<p>Untuk proses belajar saya lebih suka proses mendengarkan lewat podcast atau youtube, jadi saat saya menemukan kata yang tidak dipahami, dari sana biasanya saya langsung search di google, jadi saat mendengarkan suatu video atau podcast dalam bahasa inggris, saya selalu pegang dua hp, satu untuk melihat videonya, satu untuk translate nya saat saya tidak memahaminya, seperti itu</p>	Auditory
	<p>Terus untuk penerapan hasil belajar saya lebih mengingat kata tersebut lewat dicatat baik itu di aplikasi hp atau di buku namun keseringan saya menggunakan notes yang ada di hp diketik karena lebih fleksibel aja dan lebih mudah dibawa kemana mana</p>	Note-taking
A:	<p>Menurut pengalaman saya belajar yang kurang efektif itu diwaktu malam, karna apa yang pertama kita tidur waktu malam 8-9 jam menurut saya kita bahkan bisa lupa apa yang telah dipelajari dari saya saya mengubah jam belajar baru pertama pernah di waktu ashar sekitar jam 4 dan itu kurang efektif karena masih ada kegiatan lain, terus saya coba malam dan besoknya lupa begitu, terus saya coba setelah sholat subuh dan itu menurut saya paling efektif karena otak waktunya fresh setelah bangun tidur sholat subuh dan saya lebih sering waktu setelah sholat subuh untuk belajar</p>	Self-Monitoring
A:	<p>Karena saya suka mengerjakan sesuatu bersama sama menurut saya itu efektif karena setiap ada sesuatu yang tidak dipahami bisa minta bantuan ke teman yang mungkin lebih paham</p>	Cooperation

c. Searching for themes

The researcher moves from code to theme. The researcher grouped the codes which belong to the themes in order to make it easier to analyze.

Table 3.4.2

Grouping the codes

Metacognitive Strategies	Cognitive Strategies	Socio-Affective Strategies
Prioritizing 2	Auditory 4	Cooperation 7
Planning 2	Note-Taking 5	Asking Question 2
Self-Reinforcement 2	Remembering 3	Practice 4
Self-Management 3	Contextualization 3	
Self-evaluation	Resourcing 5	

d. Reviewing potential themes.

In this phase, the researcher reviewed the following themes to ensure the codes are in the appropriate themes.

Metacognitive Strategies	Cognitive Strategies	Socio-Affective Strategies

e. Defining and naming themes.

The themes taken from the theoretical basis used, there are : 1) Metacognitive Strategies, 2) Cognitive Strategies, 3) Socio-Affective Strategies. So that in this phase the researcher was no longer confused by the naming of the themes.

f. Producing the report.

The researchers included data collection results and analysis results by not missing references, journals, and previous research.

3.5 Research Schedule

Table 3.5
Research Schedule

No	Activities	Dec- Feb 2022	Mar- Apr 2022	May- August 2022	Sept 2022	Oct- Nov 2022
1.	Research topic and approval					
2.	Research Proposal Writing					
3.	Research Proposal Examination					
4.	Data Collection					
5.	Data Analysis					
6.	Report					
7.	Thesis Examination					