

CHAPTER 3

RESEARCH PROCEDURES

A. Method of the Research

The research design used in this study is a case study. This method is useful for exploring how Indonesian EFL students use language learning strategies based on their real experiences in speaking activities. It is a suitable approach because it helps the researcher look closely at a specific group of students in their actual learning environment. According to Shrestha & Bhattarai (2022), a case study is a research method that involves examining individual cases within their real-life context over a period of time. This approach is particularly suitable for this study as it enables an in-depth investigation of how two participants implement language learning strategies in their speaking activities. By treating these cases as single units of analysis, the study can provide a detailed understanding of the participants' experiences and the meanings they attach to their strategy use.

B. Research Setting and Participants

This case study explores the experiences of two Indonesian female EFL students in their language learning strategies during speaking classes at a university in Tasikmalaya, West Java, Indonesia. Both participants enrolled in the academic year 2019 and were in their eighth semester when this study was conducted. The focus is on how they implemented language learning strategies in their speaking activities across several speaking courses, including Public Speaking, Intercultural Communication, Advanced English Pronunciation, Professional Listening and Speaking, and Academic Listening and Speaking. These speaking-related courses were distributed from the first to the seventh semester, indicating a gradual and continuous development of speaking skills throughout their academic journey. Each course was designed to enhance various aspects of speaking proficiency, ranging from basic pronunciation to professional and academic communication. In the process, students engaged in a variety of strategic activities, such as actively and continuously developing their knowledge of the material (cognitive strategies), planning, monitoring, and evaluating their own speaking performance (metacognitive strategies), and interacting verbally with peers and seeking help

when facing difficulties in learning (socio-affective strategies).

The first participant, whom we will call P1, is a 21-year-old English student. Her English speaking ability stands out among her peers on campus. P1 shared that she speaks English about 5 to 6 hours daily, using it in various activities such as conversations with friends, coursework, and practicing her skills. Her dedication to speaking English is reflected in her excellent academic performance, consistently earning A's in all her speaking courses. P1's proficiency is at an upper-intermediate level, supported by her 563 score on the Test of English Language Proficiency (TELP). Beyond the classroom, she actively participated in competitions like the Literacy Speech Contest in the Future Achilles Championship, where she won first place, and the NESTION 2022 competition at Siliwangi University, where she placed second. Additionally, she contributed as a speech tutor in the Tutor of Education Community within the English Department Talent Community during 2021 and 2022.

The second participant, P2, is 23 and part of the 2019 cohort. P2's English speaking skills are equally impressive. She often uses English for 8 to 10 hours daily, conversing with people around her, completing assignments, and working. Her fluency is noticeable, and she rarely encounters difficulties while speaking. P2's outstanding abilities earned her praise from lecturers and classmates, and A grades in all speaking-related courses. She has also competed successfully in several contests, such as speech competitions where she secured second place, and a national read-aloud contest where she came third. Besides these achievements, P2 served as a news anchor, further showcasing her speaking talent. Her general English skills, especially in writing and reading, are strong, with an overall proficiency level of C1 (advanced), while her speaking remains at the upper-intermediate level. Through this case study, the stories of P1 and P2 shed light on their lived experiences, illustrating the language learning strategies they employed in their speaking classes and beyond.

C. Data Collection

Semi-structured interview techniques were used to collect the data in this research. Semi-structured interviews aim to get subjective data based on a specific

phenomenon or circumstance people have experienced (McIntosh & Morse, 2015). It is suitable for the research question in this research as it enables the researcher to discover the language learning strategies implemented by students. A semi-structured interview includes several steps, as follows:

1. Preparing the questions

Before the interview, the researcher prepared 16 questions in Bahasa Indonesia to facilitate participants' responses and avoid miscommunication in conveying information. The prepared questions were related to the three aspects of strategy proposed by Chamot and Kupper (1998): cognitive, metacognitive, and socio-affective strategies.

2. Setting the interview schedule

The researcher determined the interview schedule based on the participants' availability to ensure an appropriate and convenient arrangement.

3. Conducting the interview

During the interview process, the researcher conducted three times interviews using different methods, which are in person, Zoom Meeting, and through WhatsApp chat. This approach was designed to gather in-depth information about the participants' achievements, the activities they regularly performed to improve their speaking skills, the language learning strategies they implemented, and the effects of these strategies on their speaking abilities. All twelve questions were asked politely in Bahasa Indonesia to ensure that participants felt comfortable and unpressured, fostering a relaxed interview environment. All interviews were audio-recorded to prevent any loss of information or misinterpretation during data analysis.

The researcher ensured data validity through several measures. First, cross checking was applied by collecting information through multiple interview sessions using different methods (face-to-face, Zoom, and WhatsApp), which helped confirm the consistency of participants' responses. Second, all interviews were audio-recorded to accurately capture participants' answers, minimizing data loss or misinterpretation. Third, the researcher maintained detailed notes and reflected critically during data analysis to enhance the credibility of the

findings.

Additionally, although the interview guidelines initially contained 16 questions, only 12 were ultimately asked. This reduction was due to several factors. First, some follow-up questions were conditional on the participant's previous responses. For instance, the question "*Have you implemented self-questioning strategy?*" was omitted because the participant responded "No" to the preceding question "*Have you implemented self-questioning strategy?*". Second, certain questions were not asked because the participant had already addressed the relevant information in their earlier responses. Finally, some questions were deemed irrelevant to the participant's context and were therefore excluded.

D. Data Analysis

The thematic analysis used by the researcher to analyze the data can be defined as an approach that aims to identify patterns across qualitative data. Thematic analysis is flexible and widely used in many sectors (Lester et al., 2020). In thematic analysis, Braun and Clarke (2006) divided it into six steps that assisted the researcher in examining the data as follows:

1. Becoming Familiar with the Data

In this step, the researcher transcribed the interview results and read them multiple times to become more familiar with and better understand the context of the responses. This process was highly beneficial as it helped save time and prevented misinterpretation of the collected data.

2. Generating Initial Codes

During this step, initial codes from the collected data were generated by using a highlighter color to code the data in significance potential patterns. The example of identified codes were provided in Table 1 below.

Table 1 Generating Initial Codes

Notes	Codes
P: Saya biasanya menggunakan sebuah website namanya EnglishFirst.com atau juga bisa buka artikel di website EF karena banyak sekali materi yang sudah diprovide di sana, kadang baca <i>short story</i> juga sih di Google, kemudian dicari kata	Online English Article

yang kurang familiar diucapkan, lalu kita klik soundnya, <i>how to pronounce like that</i> , nanti <i>dipractice</i> .	Audio Pronunciation Lookup
Biasanya saya suka mencari contoh dari media-media pembelajaran saya untuk ditirukan cara mengucapkannya seperti apa, apalagi untuk kata-kata yang belum terlalu familiar.	Implementation of the Imitation Technique
P: Kalau <i>speaking</i> itu bisa di-improve dengan membaca sih. kalau saya biasanya baca cerita-cerita dari internet, seperti short story.	Online English Short Story
P: Oh, justru yang sering diterapkan dari video yang sudah ditonton itu adalah pronunciation, karena kita jadi tahu kaya gimana caranya melafalkan suatu kalimat atau suatu kata, ...	Improve Pronunciation Mastery
P: Terkait jurnal, sebetulnya saya pribadi tidak membaca jurnal atau pun website lainnya, biasanya lebih sering menggunakan media seperti YouTube ataupun Instagram, tapi biasanya sih beberapa channel yang sering dikunjungi, contohnya seperti English101.com, kemudian juga English with Lucy, English with Papa Teach Me, kalau Instagram biasanya dari Reels kebetulan lewat aja sih dalam melatih speaking, jadi teknik yang digunakan tuh biasanya imitate, artinya meniru native speaker sehingga, harapannya supaya bisa mirip lah sedikit dengan native speakers, seperti itu.	Online English Video on Instagram and YouTube Goal to be a Native Speaker Like
P: Dalam membaca buku dan yang lainnya itu untuk vocabulary tentu sangat membantu karena dari belajar dari buku, text book, video dan lain sebagainya itu bisa mengetahui gitu ya bahwa kosa kata apa aja sih yang digunakan dalam sehari-hari, seperti itu.	Vocabulary Expansion
P: Dari YouTube gitu, biasanya saya mencari materi yang ingin dipelajari, contohnya, bagaimana sih cara menggunakan have to, has to dan had to, itu kan berkaitan dengan grammar dan fluency juga ya karena saya jadi tahu bagaimana cara membuat susunan kalimat yang benar dan akan lebih lancar dalam berbicara jika sudah bisa dan terbiasa membuat susunan kalimat yang benar. Jadi, dari YouTube juga sama.	Gain Grammar Awareness Enhancing English Speaking Fluency
P: Untuk mengembangkan vocabulary dan comprehension, iya, biasanya saya suka melakukan taking notes tersebut untuk mencatat	The Use of Taking Notes Strategy

hal-hal yang sudah saya baca atau dengar lalu mencari artinya jika belum paham sehingga saya bisa lebih memahami materi yang sedang saya pelajari dan mendapat banyak kosa kata baru dari mencatat tersebut.	Vocabulary Expansion Better Comprehension Outcomes
P: Evaluasinya biasanya dengan memilah-milah informasi dan melihat goals mana yang belum tercapai setelah selesai belajar lisan. Kalau ada yang belum tercapai biasanya akan di pelajari lagi di waktu belajar yang akan datang gitu.	Checking on Goals Achievements
P: Yang pertama itu sebelum mulai belajar biasanya cari topiknya, kalau misalnya ada untuk lomba seperti itu ya, itu topiknya dulu sebelum cari materi-materinya gitu. Nah, baru setelah itu kita masuk-masukin lah informasi-informasi yang kita dapat, lalu akhirnya kita bisa memilah gitu lah informasi yang udah ada, baru kita outline-in, lalu kita practice gitu.	Deciding Learning Topic Sorting of Important Informations
P: Biasanya kalau meminta bantuan itu mostly ke teman ya, seperti menanyakan tentang tatanan Bahasa yang belum dimengerti dan cara mengucapkan suatu kata atau kalimat. Biasanya nanya aja ke teman, seperti sharing.	Asking for Help in Learning Process
P: Untuk mengobrol saya sering berbicara dengan teman atau students sekitar 4-5 jam sehari dan biasanya membahas sebuah topik atau isu yang sedang hangat sih.	Talking in English with Others

As illustrated above, several initial codes replaced the crucial words. The researcher's next task is to report the findings along with the sum of the initial codes, as indicated in Table 2 below.

Table 2 List of Initial Codes

Initial Codes	Frequency
Online English Article	4
Online English Short Story	2
Online English Video on Instagram and YouTube	13
Online English Article on BBC Learning	2
Vocabulary Expansion	4
Gain Grammar Awareness	5

Enhancing English Speaking Fluency	8
Improving Pronunciation Mastery	6
Better Comprehension Outcomes	4
The Use of Taking Notes Strategy	8
Implementation of Imitation Technique	10
Audio Pronunciation Lookup	10
Deciding Learning Topic	3
Sort Out Important Information	4
Goal to be Native Speaker Like	7
Checking on Goals Achievements	2
Asking for Help in Learning Process	5
Talking in English with Others	8

3. Searching for Themes

In this step, the researcher sorted the initial code, removed unrelated codes for the study, and compiled all the pertinent codes into a single theme. Furthermore, the researcher has created a group of codes by arranging them, for example:

Table 3 Searching for Theme

Initial Codes	Group
Online English Article	Group I
Online English Short Story	
Online English Video on Instagram and YouTube	
The Use of Taking Notes Strategy	
Implementation of Imitation Technique	
Audio Pronunciation Lookup	Group II
Deciding Learning Topic	
Sort Out Important Information	
Goal to be Native Speaker Like	
Checking on Goals Achievements	Group III
Asking for Help in Learning Process	
Talking in English with Others	Group IV
Vocabulary Expansion	
Gain Grammar Awareness	Group V
Enhancing English Speaking Fluency	
Improving Pronunciation Mastery	Group VI
Better Comprehension Outcomes	

The Table 3 above shows that the initial codes have been grouped into five groups based on appropriate criteria.

4. Reviewing Themes

In this phase, the researcher sorted, modified, and developed the preliminary themes identified in the previous step. The relevant data was gathered together, and it was considered whether the data really supported the research.

5. Defining and Naming Themes

The researcher defined each code and understood the meaning of each group to allow the researcher to interpret the study's results. Also, the researcher produced a clear name for each group as a sub-theme and theme of the study.

Table 4 *Defining and Naming Themes*

Group	Subtheme	Theme
Group I	Cognitive Strategies	Language Learning Strategies Implementation
Group II	Metacognitive Strategies	
Group III	Socio-Affective Strategies	Effects of Language Learning Strategies Implementation
Group IV	Language Aspects Mastery	
Group V	Speaking Skill Development	
Group VI	Cognitive-Linguistic Processing	

6. Producing the Report

In this final step, the researcher reported the findings based on the analyzed data and description.

E. Research Schedule

Table 5 Research Schedule

No.	Description	Jan-May	May	Jun-Sep	Mar-Jun	July
		2023	2023	2024	2025	2025
1.	Research proposal writing					
2.	Research proposal examination					
3.	Data collection					
4.	Data analysis					
5.	<i>Telaah Komprehensif</i>					
6.	Final thesis examination					