

CHAPTER 3

RESEARCH PROCEDURE

This chapter presents aspects of the research method. It includes the research design, research setting, participants, data collection technique, data analysis technique, and research timeline.

3.1 Method of the Research

This research was a mixed method design type of explanatory sequential, and comparative study as the research design. According to Creswell (2012), explanatory sequential mixed methods consist of collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. Bukhari (2011) states that comparative studies demonstrate an ability to examine, compare, and contrast subjects or ideas, comparative studies show how two subjects are similar or how two subjects are different. The researcher used this design because the researcher collected and analyzed quantitative data first, followed by qualitative data where it could explain and contextualize quantitative findings.

3.2 Focus of the Research

This research focuses on investigating the similarities and differences between extrovert and introvert students in learning to speak English. The description was taken from the result of the semi-structured interview with the parties involved in this research.

3.3 Setting and Participants

The participants in this research are students in the third grade of junior high school, and they were all non-native English speakers. At this point, English is being learned by the students as a foreign language. The consideration of choosing the third-grade junior high school students is because they are basically still new members and haven't learned English deeply, so they will naturally speak and choose the strategy based on their understanding.

Ani and Sinaga (2021) stated that a population is a group of individuals with similar characteristics. The population of this study included third-grade students at Junior High School 1 Tasikmalaya. The total population is 357 students divided into 11 classes. The distribution of the population can be described as follows:

Table 1 The Population of the Research

No	Class	Number of Students
1	IX - A	30
2	IX - B	32
3	IX - C	33
4	IX - D	33
5	IX - E	34
6	IX - F	33
7	IX - G	33
8	IX - H	34
9	IX - I	34
10	IX - J	34
11	IX - K	27
Total		357

The population above is large enough to be sampled. Therefore, the researcher used simple random sampling. Nurdiana and Khalistha (2021) stated that random sampling is simply the process of selecting a sample such that all individuals in a given population have an equal and independent chance of sampling.

Bakti et al. (2019) stated that if the population is less than 100 people, the whole sample is taken, and if the population is over 100 people, it can be sampled in the range of 10-15% or 20-25% or more. Sample random sampling aimed to create a representative sample to choose 1 out of 11 classes to be the sample of this study. The sample is class IX – D with 33 students. Additionally, the researcher selected 4 students to interview.

Table 2 The Sample of the Research

No	Class	Number of Students
1	IX - D	33

After selecting the sample class in this study, the researcher gave the personality questionnaire. Then later on the researcher selected four students to interview, including two extroverts and two introverts, to follow up on the result of the questionnaire.

In this research, the researcher used the Eysenck Personality Questionnaire (EPQ) by Eysenck et al. (1985) to determine and classify the students belonging to extroverts and introverts. The researcher met directly with some students and then gave 24 numbers of the questionnaire which developed from extrovert and introvert indicators and questions taken from Gustriani (2020) which was adapted from the Eysenck Personality Inventory (EPI).

The Eysenck Personality Inventory (EPI) is a widely used measure of two independent aspects of personality, extrovert-introvert, and neuroticism-stability. These account for most of the variance in the personality in their domain. Each form contains 24 “Yes or No” items that measure their extrovert or introvert level. The score of the questionnaire groups the students by type of personality based on the scale below:

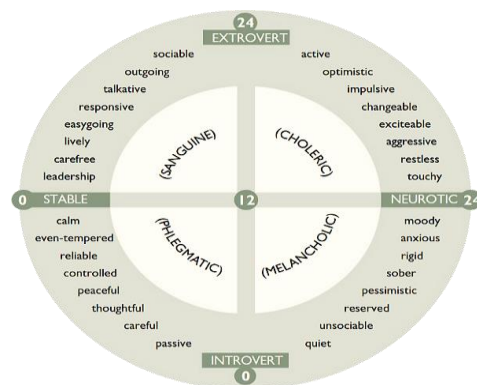


Figure 3.1 The Scale of Personality Type

Table 3 The Blueprint of the Questionnaire Indicators Statement

Indicators	Statement Number
Active, Assertive/Passive, Sober	1, 12, 16, 18
Sociable/Reserved	7, 8, 9, 11, 20
Passionate/Restrained	3, 4, 14, 15, 21
Gregarious/Aloof	5, 6, 17, 22, 23
Talkative/Quiet	2, 10, 13, 19, 24

Item results are interpreted using the Eysenck Personality Inventory score. Based on personality measures from the Eysenck Personality Inventory, if a respondent achieves a score of 0-11, they are classified as an introvert, and if a respondent achieves a score of 12-24, they are classified as an extrovert.

The result of personality questionnaire distributed is shown in the figure below, which displays the percentage of the total extrovert and introvert students.

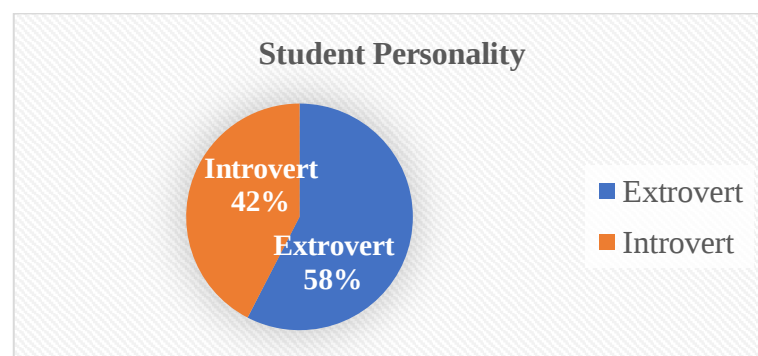


Figure 3.2 The questionnaire results of students' personalities

Figure 3.2 shows the result of personality questionnaire. There were a total of 33 students in the class, and based on the results of the questionnaires, it was concluded that 19 or 58% of the students were extroverts and 14 or 42% students were introverts.

3.4 Technique of Collecting the Data

Since this research was a mixed method type of explanatory sequential design, in collecting the data, the researcher got the data through questionnaires, analyzed it, and semi-structured interviews, conducted to get an in-depth understanding of the case and interpret it

In this research, the researcher used questionnaires and interviews as the instruments of this research. A questionnaire is a data collection technique that involves providing the respondent with a set of questions or written statements to answer. According to Arikunto (2013), there are two types of questionnaires (open and closed questionnaires). In an open questionnaire, respondents could answer the questions given by the researcher in their own

words, while a closed questionnaire allows the respondents only to choose the available choices. The questionnaires used in this research obtained information about their strategies for learning English. All the questions on the questionnaires were closed-ended.

The learning strategies questionnaire contained 30 statements. The questionnaire in the learning strategies section was adapted from Oxford (1994) and uses the Strategy Inventory Language Learning (SILL) as an instrument for assessing speaking strategies used by the students. The questionnaire provided statements that represent whether someone is using memory, cognitive, compensation, metacognitive, affective, or social strategies in learning to speak English, which could help to identify participants' speaking strategies. The SILL's 5-point Likert scale ranges from "never or rarely" to "always or almost always." The overall average indicated how often the student tended to use the learning strategies in general, while averages for each part of the SILL indicated which strategy groups the student tended to use most frequently.

The interview section was applied to find out information about participants' experiences of their learning English strategies. There were four interview participants including two extrovert and two introvert students. In this interview, the researcher asks questions to confirm the speaking strategies they had filled out in the questionnaire. The interview used was semi-structured because that was not a formal interview. It included open-ended questions about the interviewees' speaking strategies in more specific ways.

3.5 Technique of Analysing the Data

This research divided the students into two categories based on the speaking strategies applied by extrovert and introvert students. Additionally, a comparative analysis technique was used to discuss the findings of the questionnaires and interviews. To analyze the speaking strategy questionnaire, the researcher used the Questionnaire Indicator Criteria from Sugiyono (2011).

Table 3. Questionnaire Indicator Criteria

No.	Percentage	Criteria
1.	0-20	Very Weak
2.	21-40	Weak
3.	41-60	Enough
4.	61-80	Strong
5.	81-100	Very Strong

Then, the result of speaking strategy questionnaire distributed is shown in the figure below which displays the percentage of the total extrovert student speaking strategy, and introvert student speaking strategy.

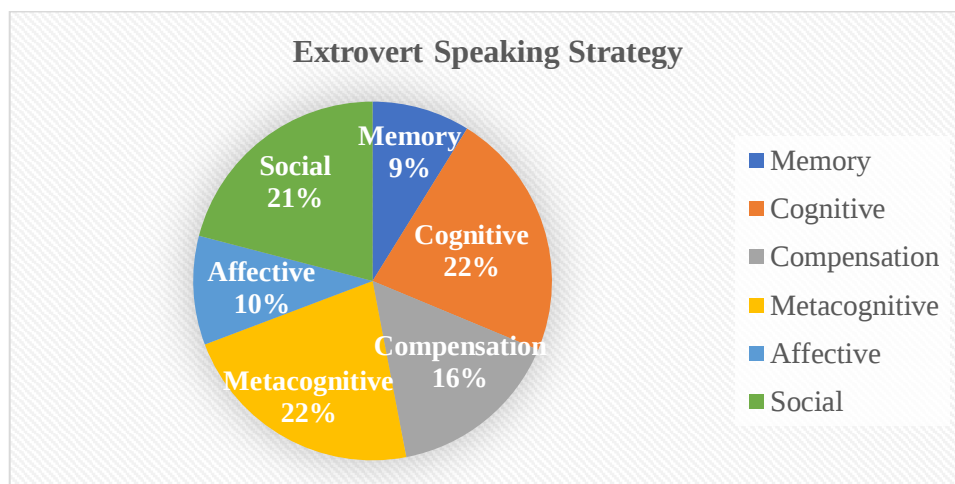
**Figure 3.1 The questionnaire results of extrovert speaking strategy.**

Figure 3.1 shows the result of the extrovert speaking strategy questionnaire. The average of the memory strategy applied was 9%, the cognitive strategy was 22%, the compensation strategy was 16%, the metacognitive was 22%, the affective was 10%, and the social strategy was 21%. It could be concluded that the most common speaking strategies used by extroverts are cognitive strategies, metacognitive strategies, and social strategies.

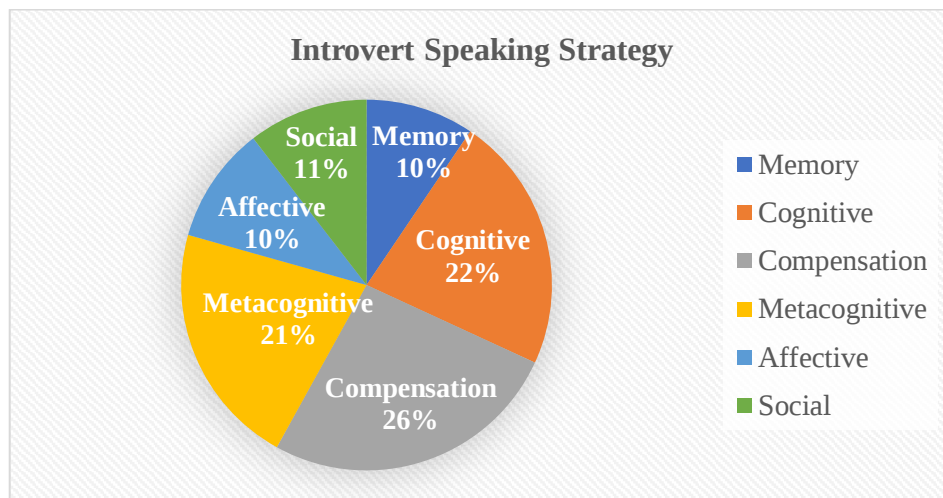


Figure 3.2 The questionnaire results of extrovert speaking strategy

Figure 3.2 shows the result of the introvert speaking strategy questionnaire. The average of the memory strategy applied was 10%, the cognitive strategy was 22%, the compensation strategy was 26%, the metacognitive was 21%, the affective was 10%, and the social strategy was 11%. It could be concluded that the most common speaking strategies used by introverts are compensation strategies, cognitive strategies, and metacognitive strategies

Afterward, data from semi-structured interviews were analyzed using data analysis techniques by Miles Huberman, and Saldana (2014). This data analysis method was used to provide convenience and time efficiency in analyzing raw data obtained from interviews. In this study, data were analyzed in several steps.

1. The researcher transcribed the data obtained from the interviews.
2. The researchers used the concept of Miles, Huberman, and Saldana (2014) to qualitatively analyze transcription. Data analysis included the following activities:

3.5.1 Data Condensation

Data collected is presented as reports or detailed information. Reports based on the data collected are reduced, summarized, and focused on key issues. Data reduction involves summarizing, selecting key information, and identifying themes and patterns. The researcher will decrease data through

two steps: a questionnaire and an interview. In this step, the researcher provides a questionnaire and conducts interviews with the research subjects.

Table 3. 1 Data Reduction

Original Data	Reduction Data
My hobby is watching English movies. However, if I find a vocabulary that is unfamiliar to me, I usually try to connect it with the next word. If I still can't, I will look it up on the internet.	My hobby is watching English movies. But if I find an unfamiliar vocabulary, I try to connect it with the next word. If I still can't, I will look it up on Google Translate.

3.5.1.1 First Cycle Coding

In this section, the researcher assigned the initial code to the data chunks. In the first coding cycle, the researcher used the process coding approach to analyze the cognitive, compensation, metacognitive, and social strategies. The researcher used numbers 1 for the cognitive strategy, 2 for the compensation strategy, 3 for the metacognitive strategy, and 4 for the social strategy.

Table 3.2 Initialing Codes

Data	Initial Codes
¹ Almost all of my favorite movies are in English. However, if I find a vocabulary that is unfamiliar to me, I usually try to connect it with the next word. If I still can't, I will look it up on the internet.	¹ Watch a movie spoken in English and translate it to understand the meaning.
² I use gestures when speaking to help explain something to the person I'm talking to because sometimes I forget the words, so I use hand movements or something like that.	² Always try to use gestures when speaking English.
³ I try to practice speaking three times a week by watching English films without subtitles; if I don't	³ Have a clear goal for improving English-speaking skills.

Data	Initial Codes
understand the storyline, then my English skills are still lacking.	
⁴ I prefer to speak English with friends so we can listen to each other, or when I'm learning in class if I don't understand I will ask the teacher.	⁴ Ask friends or teachers for help in correcting their English-speaking problems.

After assigning the first codes, the researcher created a provisionally listed code of codes based on the conceptual framework before beginning fieldwork.

Table 3.3 Developing Code

Cognitive Strategy
Say new English words several times.
Try to talk like a native.
Practice the sounds of English.
Use the English words in different ways.
Start conversations using English.
Watch English movies.
Compensation Strategy
Try to use gestures when speaking.
Use a word or phrase that means the same thing.
Make a guess.
Metacognitive Strategy
Pay attention when someone is speaking English.
Speak as much as possible in English.
Have clear goals for improving English-speaking skills.
Try to improve from the mistakes.
Social Strategy
Practiced Speaking with Friends or Teachers in Various Ways.
Start Conversations with Others.
Ask Questions in English.

3.5.1.2 Second Cycle Coding

Pattern coding was the next step in the process analysis. The first cycle of coding result codes was categorized by the researcher into smaller categories or themes.

Table 3.4 Generating Patterns Codes

Cognitive Strategy
Say New English Words Several Times.
Try to Talk Like a Native Speaker.
Start Conversations Using English.
Watch English Movies.
Compensation Strategy
Use the Help of Body Language.
Use a Word or Phrase That Means the Same Thing.
Use Word Equations.
Metacognitive Strategy
Speak as Much as Possible in English.
Have Clear Goals for Improving English-Speaking Skills.
Try to Improve from The Mistakes.
Social Strategy
Ask friends or teachers for help to correct the mistakes in speaking English.
Start conversations with others.
Ask questions in English.

3.5.2 Data Display

The data collected is categorized according to the subject of study to help the researcher understand patterns of data connections to other data. Displaying data increases comprehension and planning for future work. Following data collection, learning styles are classified based on specific features. Data on language learning strategies are analyzed using Rebecca Oxford's theory.

Table 3.5 Data Display
Extrovert Student Speaking Strategy

Participant	Cognitive Strategy	Metacognitive Strategy	Social Strategy
P1	• My hobby is watching films with English subtitles. • If I come across vocabulary that is unfamiliar to me. • I usually try to connect it to the next word.	• I always prepare myself as much as possible. • I usually ask friends and check on Google Translate to find out the correct pronunciation. • when I make a mistake in pronunciation, my	• If I encounter difficulties, I try to have the courage to ask a teacher or friend and ask them to correct me if something is wrong.

Participant	Cognitive Strategy	Metacognitive Strategy	Social Strategy
	• I usually search on the internet by checking Google Translate. • I usually practice speaking by listening to native speakers and then repeating what they say.	teacher usually immediately corrects it. • After evaluating my mistakes in pronunciation, I usually find out on the internet and watch films with English subtitles. • I usually follow native speakers to improve my pronunciation.	
P2	• I like watching movies and podcasts. • I practiced by listening and remembering the conversation. • I try to repeat several sentences		• I prefer to practice speaking English with friends so we can correct each other. • when I'm learning in class, if I don't understand, I will ask the teacher.

Introvert Student Speaking Strategy

Participant	Cognitive Strategy	Metacognitive Strategy	Compensation Strategy
P3	• Sometimes I see people on social media explaining how to pronounce new words in English, besides that I also watch films. • I usually try to imitate the character's speaking style and repeat the words. • I try to speak fluently when pronouncing a sentence.	• I usually practice speaking three times a week by looking at the pronunciation of words while watching English films without subtitles, because if I don't understand the storyline, it means that my English skills are still lacking. • I try to increase my understanding of vocabulary and pronunciation. • I want to look for a scholarship to study abroad.	• I usually use gestures because it helps me to explain something, especially if I forget a word, I usually do a movement that matches the word.
P4	• I like watching documentaries and I usually try to imitate what the role says.		• If I speak enthusiastically I will move my hands.

Participant	Cognitive Strategy	Metacognitive Strategy	Compensation Strategy
	I always remember and repeat videos that I like, and I try to imitate what the actors say to practice pronunciation and intonation.		When I ask for the address and it's said too quickly, I'll say "Can you say it slowly again".

3.5.3 Drawing and Verifying Conclusion

The final step involves drawing conclusions based on research findings. The conclusion will describe speaking strategies utilized by extrovert and introvert students, including which strategies were most commonly used in speaking classes.

3.6 Steps of the Research

This research step-by-step overview can be broken down into three steps:

1. Study Preparation. In research preparation, the researcher prepares everything necessary to conduct the interview, comprehensively prepares questions, and contacts people involved in this research.
2. Research Conducted. When investigating, investigators take turns initiating questions to the participants.
3. Report. In a report, researchers collect and analyze data and then provide information or insight from the study.

3.7 Time and Place of the Research

This research was conducted in April 2023 as can be seen in Table 3.6. It will start from the research proposal writing to the thesis examination.

Table 3.6 Time of the Research

No.	Description	2023					2024		
		Jan	Feb	Mar	Apr	May	Jun	Jul	Oct
1.	Research proposal writing								
2.	Research proposal examination								
3.	Data Collection								
4.	Data Analysis								
5.	Report								
6.	Comprehension Examination								
7.	Thesis Examination								