CHAPTER III
RESEARCH PROCEDURES

This chapter presents a comprehensive description of research procedures. It involves a research method, focus of the research, research setting and participants, the data collection technique, data analysis technique, and research schedule.

A. Method of the Research

This research used a qualitative approach. Qualitative research deals with the experiences, opinions, and feelings of individuals in a social environment, so this research explores participants' views about the situation under study (Dörnyei, 2007). The research design was a case study. Yin (2018) explained that a case study is a method of investigating contemporary phenomena or current cases in real situations. He added that there are three types of case studies: descriptive case study, exploratory case study, and explanatory case study (Yin, 2018). Patnai and Pandey (2019) explained that an exploratory case study is a case study that explores phenomena that are rarely studied and explains what. He added that an explanatory case study design seeks to establish cause-and-effect relationships (Patnai and Pandey, 2019). In this research, a descriptive case study was chosen. A descriptive case study presents a complete description of the phenomenon, according to the objectives set by the researcher to describe the data (Patnai and Pandey, 2019). It was chosen because it facilitate to find out students' strategies in answering the listening section of TELP.

B. Setting and Participants

This research was conducted in the English Education Department at a university in Tasikmalaya in April 2025. This university was chosen because of where the phenomenon was located. In this university, the Test of English Language Proficiency (TELP) was a TOEFL-like test at a university in Tasikmalaya. Test of English Language Proficiency (TELP) had a listening section, reading comprehension, and structure and written expression, and

researcher focused on the listening section. This test was used to measure students' English language skills as one of the requirements for completing the study, which all students were required to take. The test to measure students' language skills in the Test of English Language Proficiency (TELP) was a test comparable to the TOEFL. Both TOEFL and TELP were tools to measure overall English proficiency, aiming to ensure students could communicate effectively with English in an academic environment and individual interests outside of academia. In addition, this was the researcher's campus, so it was easy for the researcher to access data collection for this research.

The participants in this study were three undergraduate students from the English Department, academic year 2022-2023, at a university in Tasikmalaya. The participants were selected with various criteria; first, they took the Test of English Language Proficiency (TELP). Second, students had achieved a high score in the listening section. Therefore, participants were selected based on the required criteria with an age range of 20-21 years, and also those in the 4th and 6th semesters. Here are the scores of TELP participants:

Table 3. 1 participants TELP test scores

Name	Listening Section	Structure and Written Expression	Reading Comprehension	Score
P1	65	57	52	580
P2	61	46	52	530
P3	53	49	46	493

In this research, the researcher recruited participants based on the largest listening section score from the three components of the TELP test result above.

This research considers ethical issues related to the welfare and comfort of participants. Participants were informed about the purpose, description, and how the research process was carried out. Participants were also asked to fill out a consent form and sign a form indicating their willingness to participate. In

addition, the researcher guaranteed the confidentiality of the participants' data by anonymizing the participants' names with initials or pseudonyms.

C. Data Collection

In collecting data, the researcher used semi-structured interview techniques for this research. Ruslin et al. (2022) explained that semi-structured interviews were flexible, it were allowed to add interview questions according to the answers given by participants. This technique was an appropriate method to use when the research topic discusses the participants' feelings, perspectives, experiences, and thoughts.

In this study, the researcher conducted semi-structured interviews through 10 interview questions. The interview guideline was developed based on Chang (2008), which included two strategies: Topic preparation and Preview questions (see pages). In this research, some of them were chosen.

Table 3. 2 the Strategies Answering Listening Test by Chang (2008)

Topic Preparation	
	1. **Telling oneself not to be nervous** Students' strategy to control their anxiety before the test begins, and this could help them focus on the test.
	2. **Telling oneself not to think about the mark** Students' strategy to reduce anxiety about grades and stay focused on the listening test.
	3. **Paying full attention to the test** The student's strategy to focus on their preparation and to listen carefully was key to understanding the information in the audio.
	4. **Guessing the content based on the understood parts** Students' strategies in guessing the content of the audio if there were things that were not understood in the audio section. In terms of preparation before listening, students can guess the topics that would be heard in the listening test questions.
	5. **Listening for detailed information because the topics were known** Students' strategy to find out the topic will easier to know the information in detail. In preparation for the test, they could read or

		practice related vocabulary or idioms on each topic.
	6.	**Listening for relevant information to the questions only** Students' strategies for gaining relevant information from audio, especially in audio listening tests.
Preview Question	7.	**Trying to find out keywords** Students' strategy to find out for keywords is an important listening strategy, they can capture the essence of the conversation and help them answer questions.
	8.	**Translating what is being heard into the first language** Students' strategy to translate what they heard can help them understand the information in the audio.
	9.	**Trying to hear every word** Students' strategy to listen to every important word in the audio. It was important to be able to understand every word in the audio, those are catching a word that might be the main idea of the conversation.
	10.	**Matching the words found in the test questions with those heard in the recordings** Students' strategy to find the right answer from the clues in each audio with the options.
	11.	**Using the words in the test questions to predict the possible topics** Student's strategy in understanding the question, students can prepare themselves to listen to relevant information and focus on the important parts.
	12.	**Trying to find content clues from test questions** Students' strategy to understand each question. Clues can be keywords, relevant vocabulary, and sentence structure of the question that can give an idea of what the speaker is discussing.

In this study, there were several considerations related to the implementation of interviews. The interview was conducted in two stages: a face-to-face interview, and followed by an online interview via WhatsApp.

Steps for conducting a semi-structured interview (Adams, 2015):

1. Selecting Respondents and Arranging Interviews

   In this process, the researcher recruited three participants to be interviewed, and the researcher determined the time and place for the interview according to the agreement with the participants. Participants also gave a consent form agreeing to be involved in this research.

2. Drafting questions and the interview guide

   In this process, the researcher prepared an interview protocol and made a list of interview questions that would be used during the interview. Interview questions based on Chang (2008), which followed the research question, namely, about students' strategies in answering the listening section. The interview guide was sent online in a private message to read about topic questions related to strategy in the listening section test.

3. Starting the interview

   In this process, the interview was conducted face-to-face and online through chat on WhatsApp. The researcher asked permission for the interview to be audio-recorded, and the interview was recorded using the researcher's phone. After this, the researcher spoke with the participant freely to avoid awkwardness in Indonesian, and then started asking questions according to the list of interview questions and follow-up questions based on the participants' answers. Furthermore, to ensure the accuracy of the participants' responses, the researcher also added questions via WhatsApp chat.

4. Polishing interview techniques

   In this process, the researcher tried to make the atmosphere relaxed and open, and delivered clear and structured communication. In addition, the researcher used additional questions that the participants could answer in accordance with the research objectives to address answers that were out of context or less specific. Lastly, expressing gratitude to the participants for their time and involvement.

5. Analyzing and reporting semi-structured interview

After conducted the interview, the researcher explored the interview results, and double-checked the accuracy of the recording. Then, transcribed and translated, after that analysis used thematic analysis (Braun & Clarke, 2022).

D. Data Analysis

The researcher used thematic analysis as data analysis to identify, analyze, and collect themes from the transcripts. Thematic analysis is to analyze, identify, and report themes in the data (Braun & Clarke, 2022). There were 6 steps of thematic analysis according to Braun and Clarke (2022):

1. Familiarization data

   In this process, the researcher read all the transcribed interview data to written code initials related to the topic of strategies answering listening sections.

2. Generating initial codes

   In this process, the researcher began to code the data, organized the data concerning the specific research questions, and then analyzed the data. Then, the data was categorized using initial color codes to highlight strategies in answering listening sections.

Table 3. 3 Generating Initial Codes

Extracts	Initial codes
At first, I tried it, but there was a phone test with my friend and I wanted to know my ability. There was no preparation like that, where was the level, there was no preparation at all like reading, or listening exercises, but I had already bought a TOEFL book and most of the time before that, when listening, I just listened to podcasts.	Practicing by reading before getting the test
Maybe if I'm stuck at the end, I might guess. So if for example you look at the previous questions for earlier, for example, it's still one audio so I just choose the one that matches the context of the audio and the previous question.	Guessing

If I myself felt nervous when I want to do the test, there must be, but I had to realize myself, like instead of thinking negatively, it's better to divert my attention and thoughts to do the questions as best as possible, and don't think too much about what the results would be like, just adjust my breathing, just focus on the positive things.	Positive thinking
So for the incomprehensible vocabulary, I usually look for similar vocabulary or vocabulary related to the main topic itself. So, it could lead me to the main topic.	Identifying similar words
Now for multiple choices that are similar, from the beginning, I first understand that the type of text was used, for example, simple tense or others and for example in multiple choices, it was like earlier, for example, there was a study, studied like that, if for example we already understand the use of tense, it was clear which one we want to choose.	Understanding the tenses

A total of 13 initial codes represented different aspects revealed by participants' interview transcriptions. Here is a list of the initial codes and their frequencies.

Table 3. 4 Calculating initial codes

NO.	Initial Codes	Total
1.	Practicing by reading before getting the test	4
2.	Preparing by listening habits	5
3.	Guessing	8
4.	Positive thinking	9
5.	Supportive environment	5
6.	Paying full attention on listening	3
7.	Matching audio to multiple choice	10
8.	Identifying repeated words	4
9.	Identifying similar words	6
10.	Focus on the second speaker	4

11.	Understanding the tenses	5
12.	Grasping the question	5
13.	Recheking the answer	3

3. Searching for themes

   In this process, the researcher collected relevant data and grouping codes into relevant themes. It was the process of selecting data from the transcript and looking for themes that fits the research question.

Table 3. 5 Searching for themes

Initial Codes	Potential Themes
Practicing by reading before taking the test	Preparation before the test
Preparing by listening habits	
Supportive environment	
Positive thinking	
Paying full attention on listening	Answering strategies during the test
Focus on second speaker	
Identifying repeated words	
Identifying similar words	
Understanding the tenses	
Guessing	
Matching audio to the options	
Reflective answer checking	

4. Reviewing themes

   In this process, the researcher checking whether the themes were related to the code, and reviewing the themes against the entire data set until they provide answers to the research question.

Table 3. 6 Reviewing Themes

No	Themes	Sub-themes
1.	Preparation before the test	Strategy of answering listening test questions practice
		Strategies of English listening practice
		Strategies of managing emotions
2.	Answering strategies during the test	Strategy of understanding questions
		Strategies of identifying keywords
		Strategy of listening to the second speaker
		Strategy of focusing on listening
		Strategy of understanding grammar in listening
		Strategy of guesing
		Strategy of matching what is heard with an appropriate answer
		Strategy of rechecking the answer

5. Defining and naming themes

In this process, identifying, defining, and refining themes to fit the research questions and accurately represent the data. The researcher determined the name and definition of each theme, such as preparation before the test.

Table 3. 7 Defining Themes

Themes	Definitions
Preparation before the test	Student preparation strategies before taking the test such as preparation in terms of material and practicing listening skills.
Answering strategies during the test	Student strategies in answering listening questions effectively and efficiently such as understanding questions, choosing the right answers, identifying keywords, in order to get a better chance of the scores.

Table 3. 8 Defining Sub-themes

Sub-themes	Definitions
Strategy of answering listening test questions practice	Students' strategies before taking the test by reading the materials they have, such as books, or reading TOEFL questions on the internet.
Strategies of English listening practice	Students' strategies for improving listening skills are based on their daily English listening habits.
Strategies of managing emotions	Students' strategies in regulating emotions before the test and will they begin the test, regulate their own emotions, and there is emotional support from those around them.
Strategy of understanding the questions	The student's strategy in understanding the question thoroughly, what is asked in the question, including the intent or context.
Strategies of identifying keywords	Strategies where students find the main or core words in a question or audio to help answer the question.
Strategy of listening to the second speaker	The student strategy is to understand at what the second speaker is saying to understand information, responses to the first speaker, or points of view.
Strategy of focusing on listening	The student's strategy to focus entirely on what is being heard in order to gain information or understand the meaning of the speech.
Strategy of understanding grammar in listening	Student strategy for understanding grammatical forms such as past tense, present tense and others while listening to audio.
Strategy of guessing	Students' strategy is to make answer choices based on guesses, especially when there is not enough information to choose the answer.

Strategy of matching what is heard with an appropriate answer	Students' strategy in answering questions by matching information from the speaker to the options.
Strategy of rechecking the answer	Students' strategy after answering and the next step of checking and rethinking.

6. Producing the report

   Reporting the data analysis results, backed by evidence that substantiates the themes emerging from the data. In this process, the researcher reported the findings regarding students' strategies in answering the TELP listening section, using thematic analysis to identify findings and present the themes contained in interview transcripts generated from the interview based on Chang's (2008) concept about topic preparation and preview questions.

E. Research Steps

Table 3. 9 Research Steps

Step	Description
1	Identified and described the research issue
2	Examined current research and located sources from journals or publications that were relevant to the research topic
3	Chose a topic for the research
4	Continued compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examined the research proposal in front of the supervisors and examiners
6	Collected the data using a semi-structured interview with participants
7	Transcribed the interview's outcome
8	Analyzed the data using the thematic analysis of Braun and Clarke (2022)
9	Created a report on the thesis

10   Examined the thesis in front of the supervisors and examiners

F. Time and Place of the Research

This research was conducted at a university in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from September 2024 to July 2025

Table 3. 10 Research Timeline

Description	Sept. 2024	Oct. 2024	Nov. 2024	Dec. 2024	April. 2025	Mei. 2025	June. 2025	July. 2025
Research Proposal writing	■	■	■					
Research Proposal Examination				■				
Data Collection					■			
Data Analysis						■	■	
Report							■	■
Thesis Result Seminar								■
Thesis Examination								■