

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this research in order to conduct the study. It consists of the research method, focus of the research, setting and participant, technique of collecting the data, technique of analysing the data, steps of the research, and research schedule.

3.1 Method of the Research

The method of this research is a single case study. In their most basic form, case study is an investigative research method that examines current real-life phenomena by means of a detailed contextual investigation of a small number of conditions or events and their relationships (Zainal, 2007). Most cases in a case study method choose a small geographical area or a relatively small number of persons as the subjects of the study. It relates to this research which only selected one EFL teacher as the subject. Single case studies are particularly useful in education when exploring complex phenomena, such as the impact of a specific teaching method or the dynamics of a particular classroom environment. In contrast to multiple case studies, single case study focuses on examining one thing or one group, providing a more detailed and nuanced understanding of that specific case (Yin, 2003). The researcher uses a single case study to uncover the intricacies of how some factors interact and influence educational outcomes. In this research, the case studied was the implementation of longhand note-taking in the Academic and Speaking course.

3.2 Focus of the Research

The focus of the research is to find out the factors that cause teachers to choose longhand note-taking in the ALS course at one university in Tasikmalaya based on the EFL teacher's view. This explains why in this digital age, the teacher prefers longhand note-taking as a classroom activity in the ALS course rather than digital note-taking. In addition, this research illustrates how EFL teacher teaching note-taking in the ALS course.

3.3 Setting and Participant

This research was conducted at a state university in Tasikmalaya, West Java, Indonesia. The English Education Department in this university offered the Academic Listening and Speaking course as a compulsory course. The Academic Listening and Speaking course were available in the 4th semester in the English Education Department, Faculty of Educational Sciences and Teachers' Training. The Listening and Speaking course facilitated students with listening experience through a variety of spoken text multimodally presented in the academic context (Hidayati, 2023). The Academic Listening and Speaking course were chosen since this phenomenon was found in this course.

This research selected a lecturer in the English Education Department at a state university in Tasikmalaya. She had completed her undergraduate and postgraduate studies at two universities in Indonesia, majoring in English Education. At the time of the research, she was continuing her education at a university in Dublin, Ireland. Furthermore, the participant was chosen because she had extensive experience teaching English in college. She had been a lecturer at the university for twelve years and during her teaching career, she was the lecturer of the ALS course for four years. Therefore, the chosen participant was considered able to provide sufficient information to answer the research questions based on her teaching experiences. Apart from that, other factors considered in participant selection included accessibility, willingness to participate, suitability of the participant's experience, and suitability of the investigative data required in this research. Then, the identity of the participant involved in this research uses pseudonyms to maintain confidentiality.

3.4 Technique of Collecting the Data

The data of this research were obtained through a semi-structured interview. The questions used in semi-structured interviews were a combination of closed- and open-ended questions, sometimes accompanied by follow-up why and how questions (Adams, 2015). These following questions aimed to obtain detailed and in-depth data. The open answers from the participant allowed the researcher to gain

an in-depth understanding of the information, including a detailed explanation of her experiences. Therefore, a semi-structured interview was applied to obtain information about the factors that influence EFL teacher to teach longhand note-taking as a learning tool in the ALS course.

To conduct a semi-structured interview, the researcher followed the practical steps of conducting the semi-structured interview from Adams (2015):

- 1. Selecting participants and scheduling interviews**

The researcher selected the participants by considering the characteristics determined according to the topic research. The researcher chose a teacher at one university in Tasikmalaya who was categorized as an EFL teacher. Then, the interview was conducted with one of the EFL teacher who was a lecturer or instructor of the Academic Listening and Speaking course. Before that, the interview schedule was discussed with the participant via Whatsapp.

- 2. Designing interview questions and the interview guideline**

The interview questions were adapted to Kiewra's (2002) theory of how classroom teacher can help students learn and teach them how to learn by knowing what strategies are effective and embedding strategy instruction into content teaching. Some questions were added by the researcher to fulfil the needs of the study.

- 3. Conducting the interview**

The first step at this stage was to request participant's permission to record the interview. The researcher started the interview based on the schedule that had been previously discussed via WhatsApp with the participant involved. Zoom Meetings was used because there were distance constraints between the interviewer and participant. The interviewer then asked the participant to speak freely during the interview. Following that, the interview began with the questions from the prepared question list.

- 4. Interview technique polishing**

The interview questions were written in English. However, to avoid misunderstanding, an Indonesian language version is also provided. At the

end, the interviews were conducted using English to facilitate the researcher in inputting data into this research, which also used English. Furthermore, the length of the interview lasted between 50-60 minutes.

5. Semi-structured interview analysis reporting

In this stage, the researcher reviewed the data gathered from the recording. Furthermore, the data were transcribed and translated. The thematic analysis of Braun and Clarke (2006) was then performed.

3.5 Technique of Analysing the Data

The data were analyzed thematically using the Thematic Analysis framework by Braun & Clarke (2006). Thematic analysis was used because this framework was simple and flexible for those who are new to qualitative research. Thematic Analysis concept by Braun and Clarke (2006) consisted 6 phases:

1. Familiarising with the data

The data were transcribed to provide data documentation after being collected by interview. The researcher read the data transcripts repeatedly to identify meaning, pattern, and other important keys needed. The researcher taking notes and highlighted the transcript to find the initial codes.

2. Generating initial codes

The researcher categorized the data into meaningful codes by looking for things related to the research questions of this research. The use of colouring methods for each code helped the researcher to differentiate one code from another.

Table 3.1 Generating initial codes

Excerpt	Initial Codes
P: "Okay, my experience of taking notes actually was started since I was in the elementary school maybe when I started learning to write. Of course, it was the first time I took notes and continue to further education to middle, high school, and also university."	Early experience of taking notes
P: "I mean in a very seriously way of taking notes so I kind of like have every detail of, I mean not every	Serious note-taking

Excerpt	Initial Codes
detail but every specific book for every subject. So, when the teacher enters the room, I made notes very seriously and of course, very effectively using my own understanding about making notes.	
P: "One of my Bahasa Indonesia teacher, she was very influential in, you know, kind of suggesting us, the students at that time to understand that it is important to make notes anytime we enter the class..."	Teacher's influence on note-taking
P: "I believe that only like 10-20% of the information gathered by only listening. But if the students do the note-taking, they will be able to re-open the past memory that they had with the lecture."	Memory documentation
P: "Before I started teaching Academic Listening and Speaking and I have not really good understanding about the importance of notes, I never kind of obliged or required my students to take notes instead I just let them kind of make a suggestion, a recommendation to make notes, so I didn't give them any obligations yet.	Initial approach to teach note-taking as a teacher
P: "But later, after I understood that it is very important to the students to like experience not only the speaking practices in the classroom and the listening practices in the classroom right away but they also have to learn something beyond the listening processes itself. So, I found out some references like literature and academic references from journals or articles and from some books as well what it is the suggested way to help my students learning the academic"	Realization of note-taking importance Literature and academic references
P: "So, I introduce my students to several strategies to make notes, and the students choose their own method based on their preference. Yeah, it was kind of that way. Later I found out some kind of modification in terms of strategies in implementing this note-taking so I oblige them to have a certain book or a book that they have or they must have only for Academic Speaking and Listening subject. So, this book is specifically used only for writing down the materials that my students have during the academic listening process, especially in the classroom.	Refined note-taking implementation strategy
P: "And after several times I had implemented this method to my students, I ask them frequently after the class or especially the course ended and yeah	Student impact and feedback

Excerpt	Initial Codes
most of the comments are positive, most of the comments are quite encouraging and also influencing their listening practice or their listening competence as well.”	
P: “But again, I would like to emphasize you because this students of mine are prospective teachers in the future especially English teacher and they will face students who probably will have future endeavour in academic setting or context. So, these students, or these prospective students of mine need to be taught because they will transfer the knowledge of this note-taking to their students.”	The necessity of teaching note-taking
P: “I can say, it’s kind of my effort to teach my students some pedagogical knowledge, you know what I mean. The pedagogical here is the way of teaching to the students.”	Teacher’s duty
P: “...I have to be realistic that not every student has a proper sufficient gadget or sufficient tools to do such of thing.”	Accessibility
P: “I decided to make it more manual, more easy accessible and also more old fashioned I can say because as you know that students nowadays are very much engaged with gadgets...”	Practicality
P: “...try another traditional method to let them play along with their hands to make also a bit skilful.”	Motoric skills development
P: “...this group also function as peer assessment or peer assessor, I mean like in this group there will be some of students who will work together who also will look at their friend notes maybe to give some kind of suggestions or recommendation of what is going right or wrong.”	Real-time thinking processes
P: “...because it will, you know, not only help us with the materials that given”	Enhancing comprehension
P: “So this diligent students made the first stretch in the class so they kind of made it in a way of sentence method without any kind of pattern but at home they move this sentence method of their own this kind of random method they did at the classroom into a more very beautiful way of writing.”	Creativity and expression
P: “I found that there should be a peer assessment in terms of group so this will help them at least see the progress of this note itself.	Reviewing the notes

There were 17 identified initial codes representing factors that encourage an EFL teacher to teach longhand note-taking in the Academic Listening and Speaking course, as shown by the participant's interview transcription. These initial codes were portrayed with their frequency in the table below.

Table 3.2 List of initial codes and their frequency

No.	Initial Codes	Total
1	Early experience of taking notes	1
2	Serious note-taking	3
3	Teacher's influence on note-taking	1
4	Memory documentation	7
5	Initial approach to note-taking as a teacher	2
6	Realization of note-taking importance	2
7	Literature and academic references	4
8	Refined note-taking implementation strategy	14
9	Student impact and feedback	2
10	The necessity of teaching note-taking	3
11	Teacher's duty	2
12	Accessibility	1
13	Practicality	3
14	Motoric skills development	2
15	Real-time thinking processes	2
16	Enhancing comprehension	3
17	Creativity and expression	1
18	Reviewing the notes	1

3. Searching for themes

The researcher found various codes from the second step. Then, the codes that had been categorized and highlighted earlier were sorted into groups which became the sub themes.

Table. 3.3 Searching for themes

No.	Initial Codes	Potential Themes
1	Early experience of taking notes	Experience in learning note-taking
2	Serious note-taking	
3	Teacher's influence on note-taking	
4	The necessity of teaching note-taking	
5	Teacher's duty	Experience in implementing note-taking
6	Initial approach to note-taking as a teacher	

No.	Initial Codes	Potential Themes
7	Realization of note-taking importance	
8	Literature and academic references	
9	Refined note-taking implementation strategy	
10	Reviewing the notes	
11	Students impact and feedback	
12	Real-time thinking processes	Encoding functions of note-taking
13	Enhancing comprehension	
14	Memory documentation	Storage functions of note-taking
15	Accessibility	The advantages of utilizing longhand note-taking
16	Practicality	
17	Creativity and expression	
18	Motoric skills development	

4. Reviewing themes

The researcher reviewed the identified code groups related to factors encouraging an EFL teacher to use longhand note-taking and examined sub themes that suited the study.

Table 3.4 Reviewing themes

No.	Sub Themes	Themes
1	Experience in Longhand Note-Taking Implementation as a Learner	The Experience in Learning and Implementing Longhand Note-Taking
2	Experience in Longhand Note-Taking Implementation as a Teacher	
1	Encoding functions of note-taking	The Functions of Note-Taking as a Learning Tool
2	Storage functions of note-taking	
1	The advantages of utilizing longhand note-taking	The Perceived Benefits of Utilizing Longhand Note-Taking in Classroom Learning

5. Defining and naming themes

After the researcher had a final list of sub themes, she defined and named each theme. Defining themes involves an explanation of what is

meant by each theme. The researcher made the description as concise and understandable as possible.

6. Producing the report

The researcher wrote up her analysis of the data. The reports discussed each theme in turn. The explanation included the frequency of how the theme appeared, descriptions, and examples from the data as evidence. Finally, the researcher concluded the results of the analysis and explained how they answered the research questions.

3.6 Steps of the Research

Table 3.5 Steps of the research

Step	Description
1	Identifying the phenomenon or issue.
2	Searching and understanding journals or books relevant to the phenomenon or issue
3	Choosing the research topic be studied as the research
4	Understanding references and finding the gap of the study
5	Starting to write a research proposal starts from backgrounds, literature reviews, and research methods.
6	Examining research proposal in front of the supervisors and examiners
7	Starting to collect the data by conducting a semi-structured interview with the participants
8	Analysing the data from the interview transcription by using thematic analysis tool of Braun and Clarke (2006)
9	Writing the research result (thesis)
10	Examining the thesis in front of the supervisors and examiners

3.7 Time and Place of the Research

This research was conducted at one of the state universities in Tasikmalaya, West Java, Indonesia. This research was conducted in the period of time as follows.

Table 3.6 Research schedule

Activity	Month				
	Jan - Sep	Oct	June- July	July	Oct
	2023			2024	
Research Proposal Writing					
Research Proposal Examination					
Data Collection					
Data Analysis					
<i>Telaah Komprehensif</i> Examination					
Final Thesis Examination					