

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This study used descriptive case study. Case study methodology is the philosophical examination of assumptions and principles as they relate to case-based inquiry (Flick, 2018). A descriptive case study tells the tale of a scenario that persons or groups faced in the actual world and how they dealt with it. In order to help the audience comprehend the reasons of the issue, the forces at play, and the expert perspective, it gives a brief but complete summary of the facts of the situation. Its goal is to investigate the scenario while presenting more details about the research topic.

B. Research Setting and Participants

This research was conducted at an English Education Department of a university in Tasikmalaya, where the research phenomenon was found. Some students in the department showed excellent performance in public speaking. The English education department held Public Speaking class for students in the second semester for three credit hours a week. In this class, the students are meant to learn about speeches and talk shows through small group-based discussion, video viewing, group role-play, performing speech, and making speech outline and reflective journal.

This research involved two participants who had completed the Public Speaking course in their second semester. The first participant was actively engaged in classroom activities, had experience participating in and winning several public-speaking competitions (e.g., Mashudi Awards), and had volunteered as an English tutor. Similarly, the second participant was an active student during the course, had also participated in and won public-speaking competitions (e.g., essay presentation competitions), and had served as an English tutor. These characteristics collectively ensured that both participants represented genuinely high-performing public-speaking learners suitable for the focus of this study.

The use of only two participants was methodologically appropriate because qualitative descriptive research prioritizes depth, richness, and specificity of information rather than the number of participants. Recent qualitative research literature supports this approach. Guetterman (2015) found that qualitative studies in education often use small and varied sample sizes, depending on how deeply the researcher aims to explore a particular case. Furthermore, Nyimbili and Nyimbili (2024) explain that purposive sampling is appropriate when selecting “information-rich cases,” where even a very small number of participants can provide sufficient and meaningful data for answering the research questions. Based on these methodological principles, two carefully selected participants were adequate for this study. Prior to data collection, both participants were clearly informed about the study’s aims and procedures and voluntarily signed consent forms to ensure ethical compliance.

C. Data Collection

This study employed semi-structured interviews, which combine closed- and open-ended questions with follow-up prompts such as why or how (Adams, 2015). The interview guide was adapted from Oxford’s language learning strategies framework, comprising six strategies and 19 sub-points. Accordingly, participants were asked 19 questions related to their learning strategies in a Public Speaking class. Each participant was interviewed once in an in-depth session. Interviews lasted approximately one to two hours and were conducted via WhatsApp voice notes, a format that allowed flexibility and more thoughtful responses, thereby enhancing data quality while ensuring consistent coverage of key indicators. This design enabled systematic data collection while accommodating participants’ individual pacing and reflections.

In this study, the interview questions were developed based on Oxford’s (1990) language learning strategy framework, which consists of six strategy categories and nineteen sub-strategies. Therefore, a total of nineteen questions were asked to each participant, each corresponding to one sub-strategy and focusing on their learning strategies during the Public Speaking class. Each participant was interviewed once, as the semi-structured interview protocol was designed to comprehensively address all

indicators relevant to the research question. Although this study adopts a qualitative approach, conducting a single interview per participant is methodologically appropriate because the interview guide was theory-driven and ensured systematic coverage of the key analytical dimensions. Qualitative methodology scholars, such as Creswell (2014) and Patton (2015), emphasize that a single, in-depth interview can be sufficient when the interview protocol is systematically developed to address all research indicators. This view is also reinforced in Ishtiaq's review of Creswell's work, which highlights that Creswell's research design principles support data collection strategies that prioritize depth, clarity, and alignment with the research objectives within a single session (Ishtiaq, 2019).

In this study, the semi-structured interview guide was developed based on established theoretical indicators and explicitly aligned with the research question. Because the instrument comprehensively covered all relevant indicators, each interview was able to generate complete and pertinent data without requiring repeated meetings. Consequently, interviewing each participant once is consistent with recognized qualitative research standards and expert methodological guidance. Core questions were asked consistently across participants, resulting in comparable data, while allowing flexibility for probing where necessary. The use of WhatsApp voice notes provided participants with adequate time to formulate their responses while ensuring consistent coverage of all interview questions.

Although interviews constituted the primary data collection method, the trustworthiness of the study was ensured through the application of established qualitative validation strategies. Trustworthiness does not depend solely on the number of data collection instruments, but rather on the rigor, transparency, and consistency of the research procedures (Creswell, 2014; Patton, 2015). Accordingly, a single semi-structured interview per participant was deemed sufficient, as the interview protocol was theory-driven, aligned with the research indicators, and designed to comprehensively address the research question.

Credibility was enhanced through member checking, whereby participants were given opportunities to clarify or confirm their responses during and after the interview process. Dependability was ensured by thoroughly documenting the research procedures, including the development of the interview guide, the coding framework, and the stages of analysis, thereby enabling the process to be reviewed or replicated. Confirmability was strengthened through the use of direct quotations, an audit trail, and systematic coding to ensure that the findings reflect participants' perspectives rather than researcher bias. Finally, transferability was addressed by providing thick descriptions of the research context, participant characteristics, and the conditions under which the study was conducted, allowing readers to assess the applicability of the findings to other contexts.

D. Data Analysis

The data collected was analyzed using a data analysis method by Miles et al., (2014). This data analysis method was chosen because it provides convenience and efficiency in analyzing raw data from interviews. The framework/theory used for this research was based on the language learning strategies by Oxford (1990). The following activities were included in the data analysis:

1. Data Condensation

The researcher selected, focused, simplified, and abstracted the interview transcripts into data chunks in order to strengthen, sharpen, sort, focus, and organize the data.

Table 1. Data Condensation

Original Data	Condensed Data
<i>Alhamdulillah</i> I already have enough experience in public speaking. Because I, myself, like to do public speaking, I often join the public speaking contests such as speech. It began from events held by HIMA (<i>Himpunan Mahasiswa</i> —Students Association), then I joined the national level, and I also often become moderator or MC (Master of	<i>Alhamdulillah</i> , I already have a lot of experience in public speaking because I really like it. I started from events held by HIMA, then joined speech contests at the national level. I often became a moderator or MC in webinars, and I also presented at a seminar.

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a. First Cycle Coding

In this stage, the researcher assigned initial codes to segments of the interview data. To analyze the factors influencing public speaking and the strategies employed to enhance performance, the researcher applied a combination of emotion coding, descriptive coding, and process coding. Emotion coding was used to capture participants' feelings, such as anxiety, motivation, or confidence, which relate to affective strategies in Oxford's (1990) framework. Descriptive coding categorized participants' reflections on their learning approaches, such as choosing topics of interest or recognizing their potential, which connect to metacognitive and cognitive strategies. Process coding highlighted the concrete actions they took—such as scripting, practicing, checking grammar with Grammarly, or watching TED Talks—which correspond to cognitive, compensation, and social strategies. The initial codes were then grouped according to Oxford's categories: (1) memory strategies (e.g., creating mental linkages, applying images and sounds, reviewing well, employing actions) (2) cognitive strategies (e.g., practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output), (3) compensation strategies (e.g., guessing intelligently, overcoming limitations in speaking and writing), (4) metacognitive strategies (e.g., centering the learning, arranging and planning the learning, learning evaluation), (5) affective strategies (e.g., lowering anxiety, self-encouragement, taking the emotional temperature), (6) social strategies (e.g., asking questions, cooperating with others, empathizing with others). This systematic allocation ensured that participants lived experiences in developing public speaking skills were analyzed through Oxford's LLS framework.

Table 2. Initial Codes

Data Condensation	Initial Codes
“Whenever I found new vocabulary that I didn’t know, I wrote it down first.”	Placing new words into a context
“Before assignments, I usually practiced first so I could get the best result.”	Formally practicing
“When choosing a public speaking topic, I usually go for something that is relatable for everyone because it helps keep the audience interested in what I’m presenting.”	Selecting the topic
“I often became a moderator or MC in webinars...”	Seeking practice opportunities
“I usually watched movies to take a break from the learning process and refresh my mind.”	Self-reward
“When the lecturer asked questions, I usually raised my hand to answer or ask questions...”	Asking for clarification or verification

Following the assignment of initial codes, the researcher created a list of provisional codes based on the framework/theory used.

Table 3. Developing Codes

Initial Codes	Developing Codes
Placing new words into a context	Creating mental linkages
Representing sounds in memory	Applying images and sounds
Using imagery	
Structured Reviewing	Reviewing well
Using physical response or sensation	Employing action
Formally practicing	Practicing
Practicing naturalistically	
Recombining	
Taking notes	Creating structures for input and output
Highlighting	
Analyzing expressions	Analyzing and reasoning
Using resources for receiving and sending messages	Receiving and sending messages
Using other clues	Guessing intelligently

Using mime or gestures	Overcoming limitations in speaking and writing
Adjusting or approximating the message	
Avoiding communication partially or totally	
Selecting the topic	Learning evaluation
Self-evaluation	
Self-monitoring	Centering the learning process
Overviewing and linking with already known material	
Paying attention	
Planning for a language task	Arranging and planning the learning process
Organizing	
Setting goals and objectives	
Identifying the purpose of a language task	
Finding out about language learning	Self-encouragement
Making positive statements	
Taking risks wisely	
Self-reward	Lowering anxiety
Using music	
Using progressive practicing	
Using progressive relaxation	Taking the emotional temperature
Self-understanding	
Asking for clarification or verification	Asking questions
Asking for correction	
Cooperating with peers	Cooperating with others
Becoming aware of others' thoughts and feelings	Empathizing with others

b. Second Cycle Coding: Pattern Codes

After assigning the developing codes, the researcher developed a list of provisional codes based on Oxford's (1990) Language Learning Strategies framework, ensuring that each data segment was categorized under cognitive, metacognitive, affective, social, compensation, or memory strategies.

Table 4. Generating Pattern Codes

Memory Strategy
-Creating mental linkages
-Applying images and sound
-Reviewing well
-Employing action
Cognitive Strategy
-Practicing
-Receiving and sending messages
-Analyzing and reasoning
-Creating structure for input and output
Compensation Strategy
-Guessing intelligently
-Overcoming limitations in speaking and writing
Metacognitive Strategy
-Centering the learning process
-Arranging and planning the learning process
-Learning evaluation
Affective Strategy
-Lowering anxiety
-Self-encouragement
-Taking the emotional temperature
Social Strategy
-Asking questions
-Cooperating with others
-Empathizing with others

2. Data Display

The researcher organized the entire set of data into a structured format that supported conclusion drawing and further action. A table was employed to display the information in a practical and systematic way, making it easier to interpret the findings and identify possible answers to the research questions.

Table 5. Direct Strategies Data Display

Direct Strategies			
No	Memory Strategy	Cognitive Strategy	Compensation Strategy
p1	-Gestures can visualize parts of it and prevent me from forgetting.	-The audiovisual tools helped me learn how to do public speaking by showing	- I usually choose topics based on my interest... If I find enough helpful

		real examples, like starting with a question or quote.	resources, then I decide to use that topic.
	-Whenever I found new vocabulary that I didn't know, I wrote it down first.	-Before assignments, I usually practiced first so I could get the best result.	-These audiovisual tools helped me... by showing real examples.
	-I... also checked how to pronounce it, including the phonetics, through websites.	-I also liked to take notes, especially about important points that were not on the slides.	
	-I wrote it down first. Then I looked for the meaning.		
P2	-I usually wrote unfamiliar vocabularies in my notebook... Afterwards, I would look up their meanings.	-Their method allows me to understand grammar rules in a way that supports my public speaking skills.	-When it comes to grammar, I don't focus on it too much while I'm speaking, as long as the audience can understand my message.
	-I usually wrote unfamiliar vocabularies in my notebook during class... to better understand what my friends or the video materials were conveying.	-I evaluate my fluency in public speaking by noticing how often I use fillers like 'umm,' how many pauses I make, and whether I appear hesitant or lost in thought.	-I feel that gestures help increase my confidence because they prevent me from looking stiff and make my delivery more engaging.
			-I feel that gestures help increase my confidence because they prevent me from looking stiff and make my delivery more engaging.
	-The gestures I use usually come out spontaneously or as a natural reflex when I'm speaking.	-When I compare my first and second public speaking videos, I can clearly see my progress.	-To deal with this, I usually try to find alternative sentences that still fit the context of what I want to say.

Table 6. Indirect Strategies Data Display

No	Indirect Strategies		
	Metacognitive Strategy	Affective Strategy	Social Strategy
P1	-Overall, the class improved my skills so I could perform speeches with appropriate vocabulary for the event.	-Alhamdulillah, I already have a lot of experience in public speaking because I really like it.	-When I didn't understand something, I usually asked the lecturer during the Q&A session.
	-I watched them... when preparing assignments, such as searching for education speeches when I had to deliver one.	-My anxiety came from fear of making mistakes and worrying about what others would think.	-I cared when someone in my group had difficulties.
	-For group assignments, we usually divided roles first, such as host, guest star, moderator, or presenter.	-To handle this, I practiced more and prepared as well as possible before performing.	-Together, we tried to find a solution that worked for everyone, and eventually, we resolved the problems.
P2	-I have gained considerable experience in public speaking... I have been invited as a speaker... participated in competitions... served as a tutor.	-I often gave myself positive affirmation such as 'I can do this'.	-We reviewed the video together to identify any missing parts or areas for improvement.
	-I have been invited as a speaker at several events... participated in public speaking competitions... served as a tutor.	-Recording and sending the voice note gave me the confidence to express my ideas more openly.	-I often discussed difficult questions or assignments with them to deepen my understanding.
	-The class helped me become more confident, learn effective public speaking techniques.	-I tried to reduce my anxiety through continuous practice and positive self-talk.	-If I still felt uncertain after that, I would ask my friends for clarification.

3. Drawing and Verifying Conclusions

As the final step, the researcher interpreted the findings or the whole information and verified them to get a fixed conclusion.

E. Research Schedules

This research was completed in stages, as follows:

Table 7. Research Schedules

Activities	Month					
	Feb-Aug	Sept	May	Jun-Nov	Nov	Dec
	2023		2024		2025	
Research Proposal Writing						
Research Proposal Examination						
Data Collection						
Data Analysis						
Writing the Report						
<i>Telaah Komprehensif</i> Examination						
Thesis Examination						