

CHAPTER 3

RESEARCH PROCEDURES

3.1. Method of The Research

This research investigated the self-efficacy of extroverted students in learning English as foreign language. The methodology employed in this investigation was a descriptive case study. Descriptive case studies, as defined by Yin (2003) and cited by Parker et al. (2016), involve the examination of a phenomenon through the collection of evidence from various sources. The rationale behind opting for a descriptive case study approach was to enable the examination of a genuine problem within a specific context, utilizing a diverse range of data sources.

3.2. The Focus of the Research

The primary objective of this study was to investigate the self-efficacy of third-semester extroverted students' teachers of English education programs.

3.3. Setting and Participant

The research was conducted at Siliwangi University in Tasikmalaya, involving two carefully selected participants who represent both male and female students majoring in the English Education Department. The choice of these participants is intentional, as they are students actively enrolled in the third semester. The participants' accumulated experiences in this course are expected to contribute to a heightened awareness of self-efficacy in English learning .

To ensure that the participants possess extroverted personality characteristics, they administered an online test from www.16personalities.com . The selection of extroverted individuals is essential for the specific focus of this study, which aims to investigate the self-efficacy of extroverted students in the context of English learning. The participants have willingly chosen to provide the necessary data for this study, and their insights will be valuable in understanding the relationship between extroverted personality traits and self-efficacy in public English learning.

3.4. The Technique of Collecting the Data

The data collection for this study was carried out through semi-structured interviews, a method recommended by Sataloff, Johns, and Kost (2009) for obtaining in-depth information. The interviews with participants was conducted either face-to-face or remotely using the Zoom application, a video-based communication tool compatible with a wide range of devices, including mobile devices, desktop computers, phones, and room systems. Additionally, WhatsApp was employed during the data analysis phase. WhatsApp, a widely-used messaging and calling application, is accessible on various types of phones globally, and its user-friendly interface makes it a convenient platform for researchers to gather essential data for investigating students' self-efficacy in English learning.

Before the interviews took place, participants were presented with a consent form to ensure their voluntary participation in providing the required data and information. Once consent was obtained, the interviews were promptly conducted, allowing for a thorough exploration of the participants' experiences and perceptions related to self-efficacy in English Learning..

3.5. Technique of Analyzing the Data

The obtained data from the interviews that were subjected to thematic analysis following the framework proposed by Braun and Clarke (2006). Thematic analysis serves as a valuable technique for examining, organizing, representing, and extracting themes from a dataset. This process involved six key phases:

- 1. Data Familiarization:** Initially, the collected data was comprehensively reviewed and understood. The data from the Interview are re-read until the data are understood very well.
- 2. Coding:** Subsequently, the comprehended data is systematically marked with codes to make easy analysis to have a category of the problem. Codings were resulted, such as parental encouragement, peer support, teacher encouragement, internal motivation,
- 3. Searching for theme:** The third phase is when all data has been coded and arranged then the data are grouped into potential themes.

4. Result in Themes

Table 3.1 Sample of Analysis Results in Thematic Analysis

Sample of the data	Codes	Themes
"My lecturer, encouraged me to pursue English Education Department".	Influential Figures- Teachers	Teacher Encouragement
"My classmates are very supportive"	Peer Support	Peer Encouragement
"I tell myself not to be weak, but to be strong"	Coping Strategies - Emotional Regulation	Positive Emotional States
"My parents emotionally support me by encouraging me to do my best"	Support System – Family	Parents Encouragement
"I always believe in myself and try to do my best"	Self-Motivation and Perseverance	Internal Motivation
"I reflect on my performance and strive for improvement"	Evaluation and Improvement - Reflective Practices	Mastery Experience

5. Reviewing the Themes :

The themes that were initially codified are reviewed and evaluated whether each of these themes address the self-efficacy in English learning.

6. Defining themes

Table 3.2 Reviewing the Themes

Themes	Definitions
Positive Encouragement	Positive encouragement refers to the act of offering support, affirmation, and motivation to someone in a way that emphasizes their strengths and capabilities. This can involve giving praise, expressing appreciation, providing constructive feedback, and using language that builds confidence and fosters a positive mindset. Positive encouragement aims to inspire individuals to achieve their goals, overcome challenges, and continue making progress.
Mastery experiences	Mastery experiences refer to personal experiences of success and achievement that individuals encounter when they overcome challenges or accomplish tasks through their own efforts. These experiences are fundamental in building self-efficacy, as they provide tangible evidence of one's abilities and skills. When individuals successfully complete

difficult tasks, it enhances their confidence in their capability to handle similar tasks in the future. Mastery experiences are considered one of the most powerful sources of self-efficacy according to Albert Bandura's theory of self-efficacy.

Social Modeling

Social modeling, also known as observational learning or vicarious learning, is the process by which individuals learn behaviors, skills, attitudes, or emotional responses by observing others. This concept is rooted in social learning theory, primarily developed by Albert Bandura. Social modeling involves seeing a model (such as a parent, peer, teacher, or media figure) performing a behavior and then imitating that behavior. Effective social modeling typically requires the observer to see the model rewarded or positively reinforced for the behavior, which increases the likelihood that the observer will adopt the behavior themselves.

Psychological and affective states

Psychological and affective states refer to the internal emotional and mental conditions that influence an individual's thoughts, behaviors, and overall well-being.

- **Psychological states** encompass a wide range of mental conditions, including thoughts, beliefs, attitudes, and cognitive processes. These states can be influenced by external events, internal experiences, and biological factors, and they play a crucial role in how individuals perceive and interact with the world.

- **Affective states** refers specifically to emotions and feelings, such as happiness, sadness, anger, fear, and anxiety. These states are characterized by their intensity and duration and can significantly impact motivation, decision-making, and interpersonal relationships.

Together, psychological and affective states contribute to an individual's overall mental health and can affect their behavior, performance, and ability to cope with stress and challenges.

7. Produce the report

All of the themes which have been mentioned above are reported in chapter 4 of this present study.

3.6. Steps of the Research

The steps in this study, were as follows:

1. Studying the phenomenon by identifying the cases that happened already in some places.
2. Reviewing the existing studies and find the sources related to the study problem from journals or articles.
3. Deciding the topic to be investigated.
4. Beginning to compose the thesis, including the background of the study, literature review, and research procedures.
5. Conducting the research proposal guidance with the supervisors and having them review it.
6. Presenting the research proposal in front of the supervisors and examiners.
7. Collecting the data using semi-structured interviews with participants.
8. Transcribing the result of the interview
9. Analyzing the data using the Thematic Analysis (TA) of Braun and Clarke (2006)
10. Completing the thesis
11. Presenting the thesis in front of supervisors and examiners

3.7. Time and Place of the Research

The research was conducted from August 2023 to June 2024 and it can be seen in the table below. The place of this research took place in the English Education Department at a university in Tasikmalaya.

Table 3.3 Time of the Research

No	Activities	2023					2024					
		Aug	Sep	Oct	Nov	Des	Jan	Feb	Mar	Apr	May	Jun
1	Research Proposal Writing											
2	Research Proposal Examination											
3	Data Collection											
4	Data Analysis											
5	Comprehensive Examination											
6	Final Thesis Examination											