CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

The research design is a descriptive case study because the researcher describes a situation or phenomenon to explain what is happening and who is involved (Chopard & Przybylski, 2021). The phenomenon of this study is students' self-confidence in speaking English performance in the Public Speaking course through synchronous online learning, and English Education Department students are involved. Thus, this research described the characteristics of self-confidence in English speaking through synchronous online learning.

3.2 Focus of the Research

The research focus of this study is to know the characteristics of students' self-confidence in English speaking performance through synchronous online learning.

3.3 Setting and Participants

The research took place in one of the universities in Tasikmalaya, West Java, Indonesia. Specifically, the Public Speaking course is the setting for this study. It aimed to discover the students' self-confidence characteristics in speaking English performances. The Public Speaking course introduces speech communication, focusing on public speaking as a practical skill. This course had Brown's (2001) types of speaking performances: 1) Imitatative, 2) Intensive, 3) Responsive, 4) Transactional, 5) Interpersonal, and 6) Extensive. This course provides students with real-world experience in English-speaking performance such as in dialogue, presentation, role-play, and speech. The pillars of this course are civility and ethical speechmaking. According to the syllabus, the Public Speaking course aims to prepare students for success in typical public speaking situations and provide them with the basic principles of organization and research required for effective speeches. Students learn the skills and strategies to develop and deliver ceremonial, informative, and persuasive speeches. This course

highlights the need to compose relevant and cohesive messages, conduct responsible research on acceptable themes, and argue, develop, and polish good presentation abilities. In this course, the students must hold the audience's attention and present themselves as knowledgeable and convincing speakers. The objective is to gain more confidence in communicating in public contexts.

The learning process in the Public Speaking course used synchronous online learning due to the COVID-19 outbreak. The material delivered in this synchronous online learning is well-organized following the name of the course, namely "Public Speaking," various materials related to practicing speaking English in public, such as imitating or dubbing, role-playing, and practicing short speeches and other conversations. Practicing these types of speaking performances challenges students' self-confidence. For this reason, the Public Speaking course is suitable for investigating students' self-confidence characteristics in speaking English.

The participants are undergraduate students from the university in which the place is taken. The participants were three students because the researcher required various data from the participants. The participants were recruited according to two criteria. First, they are from the English Education Department, Faculty of Educational Sciences and Teachers' Training. Second, the participants completed a Public Speaking course in which students demonstrated good speaking English and had good scores in this course. All participants with permission to participate were included in this study.

3.4 Technique of Collecting the Data

The researcher used a semi-structured interview to get detailed information about students' self-confidence characteristics in speaking English. Semi-structured interview is a mix of closed and open-ended questions guiding participants to develop their thoughts and ideas in depth, expressing their views on the subject matter from their perspectives, talking about their experiences, and using their own words (Karatsareas, 2022). To ensure the relevance of the interview, the researcher designed an interview guide related to the characteristics of students' self-

confidence from various sources as indicators, followed by several questions. Those integrated sources, such as moving conversations along without excessive hesitation devices (Kurniawati, 2013), enjoying and having fun while performing, and maintaining calmness and self-control (Barber, 2003, as cited in Kurniawati 2013), were used to investigate students' self-confidence characteristics in speaking English through synchronous online learning in this research. The researcher used interviews to gather specific information regarding personal experiences, events, emotions, meanings, and perspectives to formulate answers to their questions (Austin, 2020). The researcher has chosen a semi-structured interview because it makes the students feel comfortable during close-ended and open-ended interview sections. In this research, two phases of interviews with the participants were implemented to re-confirm several things through voice notes via WhatsApp, one by one. Thus, the interviewees were expected to give information about their self-confidence in speaking English performances through synchronous online learning.

3.5 Technique of Analyzing the Data

After getting the data from the interview, the researcher analyzed the data using Thematic Analysis. Thematic Analysis is a qualitative data analysis method that involves searching a data set for, analyzing, and reporting recurrent patterns (Braun & Clarke, 2006). This method for describing data also involves interpretation in the code selection process and building themes. Some steps in conducting the Thematic Analysis data are similar to other qualitative analysis techniques. For example, the first step is to understand the data that has been gathered. For more details on how to conduct data analysis using the thematic analysis method, the following steps are presented (Braun & Clarke, 2006).

1) Familiarization

   The researcher played and re-played the audio data gathered via WhatsAspp voice notes to become familiar with the data. During this phase, the audio data from all participants is also transcribed.

2) Coding

This step highlighted the data used colors to create initial codes: Turquoise for Positive Affirmation, bright green for Enjoying and having fun, and blue for Self-Control. During this phase, the researcher paid full attention to each data item and identified interesting and noteworthy aspects.

Table 3.1 Coding

Codes	Code appearance
Positive Affirmation	1
Enjoying and Having Fun	4
Self-Control	5

3) Generating Themes

This step sorted these highlighted codes and collated them into relevant codes to be gathered for potential theme identification. The outcome of this step is that two highlighted codes are deemed relevant: Enjoying and Having Fun and Self-control. After that, two highlighted codes were divided into groups of themes. Hence, each code is transformed into potential themes, divided into two groups of potential themes below.

Table 3.2 Generating Themes

Codes	Potential Themes
Enjoying and Having Fun	Enjoying and Having Fun in Speaking English
Self-Control	Having a Self-Control while Speaking English

4) Reviewing Themes

This step involved two levels of reviewing and refining potential themes. The researcher reviewed the data again at the level of the coded data gathered into two potential themes. Subsequently, the researcher refined these candidate

themes as they represent students' self-confidence characteristics. The researcher considered the validity of each theme concerning the data set.

5) Defining and Naming Themes

In this step, the researcher defined and named the themes by determining the highlighted data in the potential themes captured. The researcher concluded that there are two themes below.

Table 3.3 Defining and Naming Themes

Themes
Enjoying and Having Fun in Speaking English
Having a Self-Control while Speaking English

6) Producing the Report

The results of this study were reported by the researcher.

3.6 Steps of the Research

The research steps were as follows:

1) The initial phase consisted of drafting a tentative research plan and proposal outlining the research practice.

2) Once the participants were chosen, they were requested via WhatsApp if they were willing to participate by completing the consent form.

3) Subsequently, participants were provided with information regarding this research topic and how their responses would be gathered and analyzed.

4) For the convenience of the participants, interviews were then conducted via WhatsApp using voice notes.

5) After obtaining all of the data, the researcher analyzed the data using thematic analysis by Braun and Clarke (2006).

6) The research findings presented in this study.

3.7 Time and Place of the Research

Table 3.4 Research Schedule

No	Description	Jan 2021- Oct 2021	Nov 2021	Jul 2022- Oct 2022	Nov 2022- Jul 2023	Oct 2023	Dec 2023
1.	Research proposal writing	■					
2.	Research proposal examination		■				
3.	Data collection			■			
4.	Data analysis				■		
5.	Report					■	
6.	Thesis Examination						■