

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

The design of this research is a descriptive case study. Yin (2003) argues that an illustrative case study provides a detailed and contextualized depiction of a particular phenomenon. Another consideration of applying such a method encompasses its potential to describe and understand an investigative issue from multifaceted lenses. Also, it functions to bridge unclear threads between an occurring phenomenon and its context. Further, it enables portraying a phenomenon and a real-life context (Baxter & Jack, 2008).

The primary purpose of case study research is to get a comprehensive understanding of the phenomenon investigated, of which the case is an example. As a result, the situation is one of something, and a case study is a broad term for investigating an individual, group, or phenomenon (Dyson & Genishi, 2005 & Starman, 2013). In this case, using the Orai application to improve teachers' speaking skills is a phenomenon investigated in this study.

3.2 Focus of the Research

In this research, the researcher investigates the impacts of using the Orai application on teachers' speaking skills.

3.3 Setting and Participants

This research involved three English teachers. There are two female and one male teachers in junior high schools located in Tasikmalaya, West Java, Indonesia. Their ages ranged between 25-27 years old. The three participants were chosen based on the following criteria: the teachers have used the Orai application which included the documentation of its using such as screenshot file containing score and feedback after using the Orai application, English teachers who have more than one year of teaching experience, responsible for the educational process that permits in-depth investigation of their expertise in using Orai application for six months to practice their speaking skills, improve their

confidence and competent before presenting the learning material in teaching 7th grade and 8th grade of junior high school.

Dealing with the criteria of the participants, the identities of the participants were changed to P1, P2, and P3. The participants were given explanations of what, why, and how this study would be conducted. They were explicitly advised to complete and sign the consent form as a formal agreement to participate in data collecting. They were assured of their safety, privacy, and freedom to withdraw from research at any point during the process. Additionally, the times and dates agreed with both the participants and the researchers for the interview.

3.4 Technique of Collecting the Data

The researcher used a semi-structured interview because the researcher asked respondents for their perspectives afterward, which enabled them to change or flexible the conversation essentially (Fylan, 2005). Furthermore, the interview was conducted through Google Meetings and WhatsApp chat, addressed to three teachers from Tasikmalaya after using the Orai application. Google meeting and WhatsApp chat were chosen to make the interview effective and efficient. Further, the researcher recorded the data source and documentation. The interview questions were adapted from Chomsky (1957) and the Orai Application, nine specific indicators were used as concepts to produce the interview questions: pronunciation, grammar, vocabulary, transaction, interaction, turn-taking, rate of speech, length of pauses between speakers, and relative roles of participants. Purposely, this was performed to avoid the too general scope of the interview, additionally, the questions were flexible and open-ended to achieve more information and get a deeper understanding of the impacts of using the Orai application on teachers' speaking skills.

The interview was conducted in the participants' first language, Indonesian, so they could express their thoughts freely without possible language barriers and prevent confusion and miscommunication among the participants. Furthermore, obtaining the information was accomplished through google meetings and chat. In addition, the data were transcribed to highlight the statements relevant to the study's research questions.

3.5 Technique of Analyzing the Data

After getting the data, the researcher analyzed it by using thematic analysis (Braun & Clarke, 2006). Thematic analysis (TA) is a qualitative data analytic process for analyzing, organizing, describing, and notifying themes in data. According to Howitt and Cramer (2014), Transcription, analytical effort, and topic identification are the three main steps in thematic analysis.

The reason for considering Thematic Analysis in this study was because it tries to come up with a small number of themes or categories to describe what is going on in the data. On the other hand, the data needs a more robust voice regarding the collected data and the method through which it is received (Howitt & Cramer, 2014). Another factor to examine if it was appropriate for the study's goal is to identify the impact of using the Orai Application on teachers' speaking skills. In practice, thematic analysis was divided into six main steps that were implemented in this study (Braun & Clarke, 2006), as follows:

1. Becoming familiar with the data

The researcher was familiarized with the data by reading through the interview transcripts to find what are the impacts of using the Orai application on teachers' speaking skills. The data existed in the form of an interview audio recording while Google Meet. The researcher completely transcribed the audio after listening to it. Following transcription, it is also read several times to familiarize with the data.

2. Initial coding generation

In this phase, the researcher started organizing the data by highlighting the indicators that match the goals of the research. The characteristics mentioned by participants were differentiated by using the coloring technique, which produced the codes. The codes were to be simplified because they still contained a variety of pieces of information to further emphasize what are the impacts of using the Orai application on teachers' speaking skills. The researcher related the data based on the research's objectives and then classified it using initial codes (e.g., pronunciation).

Table 3.1 Initial Coding Generation

Excerpt	Initial Codes
<p>P3: Ya, mungkin ini berkaitan dengan pronunciation, kalau pakai orai app itu, kita bisa record, dari hasil record ini sangat membantu, kalau misalkan transkripsi benar, berarti kita sudah benar dong pronunciationnya kalau misalkan salah, itu berarti kurang jelas dan harus diperbaiki, dari sana saya merasakan improvement karna dibantu dikoreksi secara langsung oleh aplikasi ini.</p>	<p>Pronunciation</p>
<p>P3: kalau dari segi grammar bisa dibilang aplikasi ini kurang membantu, soalnya gak ada tuh misalkan correct atau uncorrect, ya paling sama kayak tadi kita yang harus aware sendiri, do self-reflection gitu dengan cara melihat si transcriptnya Jadi kita bisa cek, oh ini salah</p>	<p>Self-Awareness</p>
<p>P3: sebenarnya, untuk pemilihan kata juga kembali ke kitanya sih Ran ya, soalnya di situ saya gak menemukan sugesion bahwa misalkan kita harus pakai vocab ini, jadi kembali lagi ke yang self-awareness setelah kita ngecek si transcript</p>	<p>Self-Awareness</p>
<p>P1: Dalam hal ini aplikasi orai tidak membantu dari segi pemilihan katanya harus seperti ini atau seperti itu tapi dari speakernya sendiri secara mandiri yang akan menentukan bagaimana ia akan mengeluarkan kata.</p>	<p>Word Choice Speaking Spontaneity</p>

<p>P1: Setelah menggunakan aplikasi orai, saya merasa terbantu untuk memperbaiki dari segi fluensi ketika berbicara di depan murid sehingga pesan yang saya maksud tersampaikan dengan baik dari sana, saya bisa menyusun strategi partisipasi siswa dari awal sampai akhir pembelajaran sebelum masuk ke kelas dan hasilnya keadaan kelas lebih kondusif</p>	<p>Fluency Transaction Interaction</p>
<p>P1: Aplikasi Orai ini saya gunakan sebelum dan sesudah pembelajaran, untuk self-learning atau ketika jam kosong disela-sela sebelum masuk ke kelas</p>	<p>Self-Learning</p>
<p>P2: baik, jadi keterkaitannya dengan membantu saya berinteraksi dengan siswa yaitu memberikan kelancaran untuk saya berbicara dengan siswa, karna tahu mana yang harus di perbaiki, tidak bertele-tele, ketika membangun sebuah relasi bersama murid itu lebih pede dan lebih fluens karena sudah berlatih sebelumnya oke</p>	<p>Fluency Self Confident</p>
<p>P3: untuk kapan turn takingnya gak ada sih karna Orai ini digunakan untuk saya sendiri atau berlatih berbicara secara mandiri</p>	<p>Turn Taking</p>

Table 3.2 Initial Codes and Its Frequency

No	Initial Codes	Frequency
1.	Pronunciation	3
2.	Self-Awareness	8
3.	Speaking Spontaneity	2
4.	Transaction	3
5.	Interaction	3
6.	Fluency	5
7.	Self-Learning	3
8.	Self Confidence	3
9.	Word Choice	3
10.	Turn Taking	2

3. Searching for themes based on initial coding

The researcher linked the appropriate codes into a potential theme that followed the research questions while eliminating codes that were irrelevant to the themes and research questions.

Table 3.3 Searching for Themes

NO	Initial Codes	Potential Themes
1.	Pronunciation	Improving Pronunciation
2.	Self-Awareness	Boosting Self Awareness
3.	Speaking Spontaneity	Practice Speaking Spontaneity
4.	Transaction	Supporting Transaction in the Classroom
5.	Interaction	Developing Better Interaction
6.	Fluency	Helping in Improving Fluency
7.	Self-Learning	Encouraging Self-Learning
8.	Self Confidence	Boosting Self Confidence
9.	Word Choice	Did not Help in Providing Word Choice
10.	Turn Taking	Did not Help in Turn Taking between Speakers

4. Reviewing of themes

The researcher rechecked the themes again concerning the coded extract (level 1) and the entire data set (level 2) and generated a thematic ‘map’ of the analysis to see if they were appropriate for the study, if not, the researcher then rejected or altered the themes until the most acceptable themes were found.

Table 3.4 Reviewing of Themes

NO	Potential Themes	Themes
1.	Improving Pronunciation	Increasing Cognitive Aspects
2.	Practice Speaking Spontaneity	
3.	Helping in Improving Fluency	
4.	Encouraging Self-Learning	Self-Development of Speaking Skills
5.	Improving Self Confidence	
6.	Boosting Self Awareness	
7.	Supporting Transaction in the Classroom	Improving the Functions of Speaking Skills
8.	Developing Better Interaction	
9.	Did not Help in Providing Word Choice	Negative Impacts of Orai Application on Speaking Skills
10.	Did not Help in Turn Taking between Speakers	

5. Theme definition and labeling

The researcher made clear each topic identified as the answer to the research question that was posed earlier.

6. Report writing

In the last phase, the researcher got the essential theme, the researcher created a report on the research findings.

3.6 Steps of the Research

1. Investigating issues and gaining a thorough grasp of a situation.
2. Conducting a review of the literature.

3. Stating the aims and study questions broadly based on the research participants' experiences.
4. Collecting data based on information from a variety of people to gain the perspectives of study participants
5. Using text analysis, analyze the data using thematic analysis to determine the data's description and theme and interpret the findings' more considerable significance.
6. Including reflexivity, subjectivity, and bias components from the researcher in reports utilizing flexible, organized, and evaluative criteria.

3.7 Time and Place of the Research

This study was conducted from February 2022- November 2023 and took place at two junior high schools in Tasikmalaya, West Java, Indonesia.

Table 3.5 Research Schedule

No	Steps	Month						
		Feb	Mar-Jul	Aug	Sep	Jun-Sep	Oct-Nov	Dec
		2022			2023			
1.	Research Topic and Approval							
2.	Writing a Proper Research Proposal							
3.	Proposal Approval							
4.	Proposal Examination							

5.	Collecting Data		
6.	Analyzing Data		
7.	Writing a Research Report		
8.	Comprehensive Examination		
9.	Final Thesis Examination		